

Principal and Chairman's Annual Report 2018

The school opened with a roll of 421 pupils up from 391 in 2017. The roll peaked in October with 471 pupils (469 in 2017). A total of 185 children were enrolled during the year (207 in 2017).

Using Neighbours formulae the school had a roll turnover rate of 56.9% and transience rate of 40.5% which is slightly lower than in 2017 but still very high. The contrast stream of children both in and out of the school puts significant pressure on staff to raise achievement. A significant number of children continue to present with behavioural needs, family involvement with Oranga Tamariki and poor attendance.

Staffing has been more of an issue in 2018 than in previous years. The New Entrant Roll grew very quickly from the outset but it was very difficult to find suitable applicants despite constant advertising. The New Entrant class had grown to 30 students by the time we found a new teacher part way through Term 2. We had a teacher from Yr 5/6 on maternity leave at the end of Term 2 and another in Year 2 take up a position closer to home. The senior classes had to absorb the year 5/6 class for the remainder of the year. With only one teacher able to be found, the Year 2 class was given priority. One very experienced teacher aide left early in Term 3 but we were able to train one of our other ones to take over her duties one of which is managing the school library. Another teacher aide was employed to take over her duties. A teacher was employed in Term 4 for the growing number of New Entrants but she did need a lot of support having come from ECE.

We have one teacher retiring and three moving to other schools for 2019. In early December we were fully staffed for 2019 but two of these teachers did not inform us that they were leaving until the second to last week of the school year. Therefore we are not fully staffed going in to 2019 at the end of this school year.

The school continued to employ a school liaison officer (25 hours per week) to work in tandem with the SWiS worker. The benefits of their work to the school and community have continued to grow as parent engage more readily with the social workers.

Public Health Nurses continued working in the school each day in 2018. The nurses discovered a very high incidence of skin infection and positive tests for Strep A. Many children have been treated and re infected and this has become a high priority for continued action.

The appraisal process has been rigorous. An external appraiser was appointed to appraise the Principal, Associate Principals and the teachers in the Junior School Syndicate. The remaining teachers were appraised by Senior Managers. The vast majority of staff are achieving or exceeding the Professional Standards for Teachers at their respective stages of their careers. A small number of teachers have had support from Senior Managers in order to develop particular areas of their teaching practice.

Our SWiS worker left at the end of Term 1. There was limited itinerant coverage during Term 2 and got a new on site social worker in Term 3. Our Public Health Nurses continued to work in the school on a daily basis, again with a change of personnel.

All teaching and support staff have been provided with equal opportunities for professional development, support and in their conditions of service.

Grounds, Buildings and Equipment

The year began with two organisations which donated their time and labour to beautify our school. Group M brought 100 of their staff for a day of painting, gardening, making minions, general maintenance and beautification projects. The Variety Club visited also and removed concrete, raised gardens and painted

the swimming pool fence with bright colours. As a result of the work from these two groups the school environment has been much more colourful and vibrant, much to the delight of the children. The roof of Block 4 and the toilet blocks connected to it was completely replaced and made weather tight. A similar project is planned for Block 3 which will complete the roofing replacement of all permanent buildings. Blocks 9 and 10 were painted externally as part of our cyclical maintenance programme.

The school was upgraded with wireless access points under WSNUP as this was not done during the original school network upgrade.

A consultant was employed to undertake a Health and Safety check of the school grounds and buildings and provide documentation to help manage this in the future. Most items identified have already been actioned while other more major items have been noted for future 5YA work.

After several years and some vandalism the drinking fountains are in need of urgent replacement. This work is currently with the MOE for consideration under a 5YA amendment. At least ten drinking fountains need replacing.

Curriculum Development/Professional Development

In 2018 the teachers continue to work alongside the new facilitator from KiwiSchools. The junior school worked on using applications with the tablets and a Digital Pathway for students in Years 1 and 3 of their schooling. The middle school worked on the Digital Pathway as well, but using chromebooks. The major focus was on establishing the use of Hapara and Workspace for both teachers and children, especially with three teachers new to the syndicate. The senior school also worked on the Digital Pathway, Digital Citizenship and using workspace for elevated learning tasks that support their learning. Key personnel also worked with five other local schools in our ICT cluster and hosted visits from teachers in these schools to see how we use the software.

The second major focus was the area of science. The school enjoyed the services of a facilitator from the University of Auckland to focus on our teachers understanding of the Nature of Science, knowledge of teaching science, planning and delivering of lessons. There were some whole staff sessions, but most work was done alongside teachers working in their classrooms and as syndicates. Significant progress was made, but there is much more work to do. After a second year of this PLD teacher knowledge and capability in the teaching of science has developed a great deal.

Teaching as inquiry focussed on spelling in 2018 with noticeable improvements being made in student achievement and the delivery of programmes to improve spelling.

The curriculum overviews for 2018 and 2019 were reviewed by senior teachers in consultation with all teachers, the Health and Physical Education Scheme was rewritten and all curriculum areas were reviewed to some extent, as the curriculum teams meet once a term to discuss what is happening and what needs to be done.

Senior managers inquired into teacher practice looking at the coherence and expectation of teachers starting with timetables and drilling down through long-term plans, weekly plans, classroom delivery of these, marking of children's work and feedback/feedforward.

Some variance were noted and this was a major focus throughout the year and will continue to be in 2019. It has had a positive effect on student achievement we believe.

Student Support and Pastoral Programmes

In 2018 we continued to employ a social worker to act as School Liaison Officer to work proactively in supporting school families. In this role she has been able to develop fitness programmes, wide community links, adult education programmes and has been a strong source of support for our breakfast club.

The School Liaison Officer has also worked very closely with the Manurewa Parenting Hub and the Whanau Ara Mua programme delivered by the Solomon Group. She has also arranged several community programmes such as obtaining a driver's licence, budgeting and parenting programmes.

We have had some disruptions to the SWiS service in 2018. Our new social worker was only in place for Term 1. For Term 2 service provision was sparse and covered on an itinerant basis. In Term 3 a new social worker dedicated to Leabank was back in place. This role is more strictly aligned with social work, but we have been able to access some funding and programmes through this association. The SWiS worker has followed up with families where the school has concerns, been very active in attendance matters and taken groups of children for social skills development.

A programme for parents and community members was continued in 2018. Whanau Ara Mua (WAM) comprised of 14 adults from our local community who undertook further study as adults to improve their literacy, numeracy, confidence and readiness for further education/employment. The programme was delivered by a tutor employed by the Solomon Group. There was less interaction with the school during the course than in previous years with there being fewer adult students from the Leabank community.

We have had some extensive enrolment with support agencies such as Group Special Education, R.T.L.B, Truancy Service and the Children's Team, as there have been a number of students referred. Currently we have not seen much improvement at school level despite the very heavy demands made on us by our involvement. There has been a noticeable increase in children with challenging behaviour this year with the behaviour becoming more severe and often with younger children than in the past. Over 50 students have CYFS intervention in 2018 and 152 students were classified by the MOE as being "at risk".

Generally the student support and pastoral care programmes work well with the vast majority of children demonstrating positive behaviour.

Mana Kidz has continued where two Public Health Nurses work in the school each day screening for strep throat and a variety of skin ailments. The nurses have found an unusually high incidence of positive tests for throat infections and a high incidence of reinfection. The programme is expected to continue into the foreseeable future

The Kids Can Foundation was vital in providing the goods, contacts and food items used in the support programmes. This now includes deliveries of bread, milk and cereal used in providing free breakfasts. The Breakfast Club is now operating five days a week as does the Fruit in Schools programme.

The Books in Homes scheme also continued in 2018. The BOT budgeted \$8,000 towards this highly valued initiative.

The children were actively involved in sports throughout the year. The school took part in most interschool sports events. Kiwisport funding was partly used to provide supervised sports activity during interval and in supporting school sports teams.

As in previous years, the teaching of Literacy and Numeracy dominated the provision of learning support programmes.

In 2018 the Board of Trustees budgeted a total of \$346,000 directly on programmes to assist children's learning. The bulk of this was spent on teacher aide wages to allow these programmes to be delivered. The programmes included ESOL, target groups in reading, basic facts, mathematical knowledge, alphabet and basic word knowledge, speech/language development and extension for children with special abilities.

As well as this a large amount of teacher aide time was spent support children with identified special behavioural and learning needs. A further \$51,000 was budgeted for more indirect special needs support.

Management and Administration

The previous management structure which has served us well in the past was retained in 2018.

Senior managers were able to support syndicate leaders, mentor teachers and focus on curriculum development with an increasing number of experienced teachers taking on greater roles of responsibility. Having senior managers free to engage in professional discussion, work with outside agencies, support teachers, analyse achievement data and coordinate teaching programmes has allowed the school to move forward in a united and coordinated way.

The Strategic Plan, Annual Operational Plan and Analysis of Variance were all forwarded to the MOE in meeting the School's Planning and Reporting Requirements.

Policies were reviewed as outlined in the Strategic Plan.

Fundraising

The Lunch Scheme raised \$15,000 in 2018 and \$4,942 was raised by parent donations. A further \$1,114 was raised by way of other income.

This was supplemented by the receipt of \$29,539 from the hireage of the school hall.

Professional Standards

All teaching staff were appraised against the appropriate Professional Standards for teachers and all support staff were appraised against their job descriptions. An external appraiser was engaged to appraise the Principal, Associate Principals and six teachers from the Year 1 and 2 syndicates. All other appraisals were carried out by either the Principal or Associate Principals according to their staff teams.

Board of Trustees

Throughout 2018 the Board of Trustees has reviewed policies and procedures in accordance with its Strategic Plan. The Board has also received reports on the schools operation and current state under the various NAGs and has met its requirements for its Annual Report and School Planning and Reporting.

The Board remains committed to ICT, staff development and providing the highest possible opportunities that it can for the children of Leabank Primary School, academically, socially, culturally and physically. The BOT and staff enjoy a sound relationship with both parties working together to involve the community and implement agreed goals.

Kiwisport

In 2018 the school received \$6,080 inclusive of GST in Kiwisport funding. The school believes strongly in promoting physical activity but also realises that to be successful this needs to be structured and supervised.

The school employed 6 teacher aides for half an hour each during intervals to specifically take organised sports with groups of children in the playground. This was very beneficial both in raising physical activity and in reducing playground behaviour issues. This accounted for over half of the Kiwisport funding. \$2,000 was spent supporting Counties Manukau Sports which in return supplied coaching for the children and staff during the year.