

PRINCIPAL AND CHAIRMAN'S ANNUAL REPORT 2020

Roll & Staffing

The school opened with a roll of 393 pupils, (422 in 2019). This was expected due to the large number of students who moved on to intermediate in 2020. The roll peaked in November with 452 pupils, (447 in 2019). The roll is expected to grow in 2021 with the opening of a new housing development close by and an increase in housing intensification locally.

Roll turnover has been less than in previous years, possibly due to the COVID-19 lockdowns, but both transience and truancy remain significant issues which impact on the teachers' ability to raise student achievement. One-third of the school roll was deemed "at risk" in MOE roll and staffing notices. Many students have had low rates of attendance due to the pandemic and were slow to return to school after Alert Levels 2 and 3.

Staffing has been considerably more settled in 2020 with no changes to our teaching staff over the course of the year. One part-time teacher worked full time for the last fifteen school weeks in order to help our young students get a better start to their schooling following the lockdowns.

One teacher aide resigned in Term 1 but a replacement was found quickly. Another appointment was made in Term 4 for a fixed term Teacher Aide. This person is taking Teacher Refreshment Training and will join our teaching staff in 2021.

Our caretaker resigned at mid-year but a suitable replacement was found and appointed in just three weeks.

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 parents engage more readily with the social workers.

Public Health Nurses continued working in the school each day in 2020. The nurses discovered a very high incidence of skin infection and positive tests for a 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 selected teachers. The remaining teachers were appraised by Senior managers. The vast majority of staff are achieving or exceeding the Professional Standards for Teachers as the 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.

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

A large amount of property work was undertaken over the year and this continues. Three streams of work were carried out in January and over Terms 1 and 2. These included the complete replacement of the school's water supply system, cladding and repairs to school buildings and upgrading the three toilet blocks in the senior school. The water supply system was not completely successful as we still had leaks and large water bills during the Alert Levels 4 and 3 lockdowns. Some further work was necessary to complete the work properly.

The 10YPP and 5YA were signed off by the Ministry of Education which is allowing some new work to get underway. A variance to the 5YA will be needed as the consultant preparing the document has not really designed the document in accordance with the school's wishes.

In Term 3 a large COLA (Covered Outdoor Learning Area) was constructed on the paved courts. This has made a huge difference with both shade and rain protection now available. We are in the process of getting Tiger Turf to finish the area off and make it as vibrant and child friendly as possible. The classrooms surrounding the middle school courtyard have all been repainted externally and are looking both tidy and weather tight. Several other work items are planned to begin once school closes for the year.

These include replacing the swimming pool filtration system, replacing lights throughout the school with LED lighting and upgrading nine classrooms with new autex wall linings and an internal repaint.

The lockdowns and move towards distance learning exposed some of the problems that our school and community face in terms of digital technology. At Alert Level 4, senior managers and administration staff organised for our chromebooks and iPads to be sent home for children to use. This happened again when Auckland went into Alert Level 3 again. While we have over 100 devices we found that not all of them had charging units. Some homes that we sent them to did not have modems for internet connectivity, did not know how to use the devices or did not use them to engage with teachers online. We also struggled with allocating 100 devices to over 400 students and how to prioritise this. We have recognised a need for more devices at school, more support for families, training in working remotely for children, staff and parents and getting devices into homes. We have since replaced 30 chromebooks but also purchased the ones coming off lease, had two courses for parents under the Computers in Homes Programme, bought some new charging units and applied for grants to purchase more devices. Some devices were ordered but have still not arrived in the country. We see this as an important area for development in 2021 in infrastructure, teaching programmes, PLD and community support/engagement.

Some robotics equipment has been delivered to support our aims at the start of the year to develop computational thinking.

Curriculum Development/Professional Development

We began the year with three main areas for professional development: Writing, Digital Technology and introducing a new Student Management System. As we went into the Level 4 Lockdown in week 7 of Term 1, we had mostly had planning meetings with facilitators and no actual PLD when this happened. The slow return of students meant that our immediate priorities changed. Most facilitators were still only working remotely until Alert Level 1. Consequently, progress in all three areas was limited. Our writing facilitator secured a new job during the lockdown and it was decided to discontinue PLD, return the hours to the MOE and focus on the COVID-19 recovery. Some limited support was available with Digital Technology but this was mainly school-based and in terms of sharing ideas to enhance distance learning in a future similar event.

The facilitator was able to come in on three different occasions to support syndicates with using the robotics equipment to develop computational thinking as these had arrived just before lockdown. What we have achieved, however, is to learn from our experience of distance learning and make plans for what we need to purchase, learn, teach and support families with in the future. Progress was limited with the eTap Student Management System as we had only been using it for six weeks before going into lockdown. Staff had only had initial training and had to work things out for themselves for the first six months of the year. Senior Managers were able to meet with the e-Tap coach in Term 3 and gain more insight into how to use the reporting and data analysis aspects of the SMS.

Our priority has had to be on collecting achievement data and getting set up for End of Year Reports. Mid-Year reports were not possible due to the lack of data and no reporting structure having been set up due to the lockdown. This was made worse by the second lockdown and how many students did not return until Level 1, hence, no data. Reports were set up and completed for the end of the year. Much more work needs to be done on collecting, analysing and reporting achievement data. The new SMS does not readily do what we thought it could and we may need to review our decision to change systems.

Curriculum teams were able to meet at least three times each over the course of the year to review current practices, trends and needs. The technology Scheme has been rewritten, progress has been made in rewriting The Arts Scheme and the Health/PE Schemes, Science and Social Science Schemes have all been updated to reflect the revised Curriculum Overviews. Syndicates have completely reviewed the odd year and even year curriculum overviews and how these feed into each curriculum area.

Student Support and Pastoral Programmes

In 2020 we continued to employ a social worker to act as a 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.

We have had some extensive involvement 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 2020 and one third of all students were classified by the MOE as being "at-risk".

Attendance issues have been noticeably worse in 2020. Many of the children not making expected progress have low attendance rates. This has an impact on the children involved and often brings both social and academic problems. The truancy service has not been able to cope and we have not had the senior management staff available to follow this up as much as in previous years. Tackling attendance was made even more difficult in 2020 due to the changing Alert Levels and safety concerns about COVID-19.

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 infection. The programme is expected to continue into the foreseeable future. The school piloted a trial with Mana Kidz around using scanning technology to detect strep throat.

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 opening five days a week as does the Fruit in School's Programme.

The Books in Homes scheme also continued in 2020. The BOT budgeted \$8,000 towards this highly valued initiative.

The children were actively involved in sports throughout the year. Most inter school events were cancelled due to COVID-19. Kiwisport funding was partly used to provide supervised sports activity during the interval and in supporting school sports teams. Counties Manukau Sport supported the school with several sports and coaching days.

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

In 2020, the Board of Trustees budgeted a total of \$370,000 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 supporting children with identified special behavioural and learning needs. Frequent support staff absence and uncertainties around the Support Staff Agreement were significant impediments in 2020.

Management and Administration

The previous management structure which has served us well in the past was re-established in 2020.

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. It was very useful having a strong management team in the uncertain times of COVID.

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 \$xxxx in 2020 and a further \$xxxx was raised through hiring out the school hall. No other fundraising was undertaken as the school is part of the MOE School Donation Scheme.

Professional

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

Board of Trustees

Throughout 2020 the Board of Trustees has reviewed policies and procedures in accordance with its Strategic Plan. The Board has also received reports on the school's operation and current state under the various NAGs and has met its requirements for its Annual Report and School Planning and Reporting.

The Board of Trustees has been more stable in 2020. The Board was only able to meet five times in 2020 due to the timing and length of the two lockdowns. In Term 4, two positions were filled at the Mid-Term BOT Election and we now have a full BOT with five parent representatives.

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 2020 the school received \$5,941 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.