

NORMANBY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	2207
Principal:	Janelle Jones
School Address:	3 Hunter Street, Normanby
School Postal Address:	3 Hunter Street, Normanby, Hawera, 4614
School Phone:	06 272 8023
School Email:	admin@normanby.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Marion Prince	Chairperson	Elected	Nov 2023
Janelle Jones	Principal	ex Officio	
Sheree Ogle	Parent Rep	Elected	May 2022
Vicki Roberts	Parent Rep	Elected	May 2022
Angelika Fowlie	Parent Rep	Elected	May 2022
Sharlene Gray	Parent Rep	Appointed	Nov 2020
Adam Werder	Parent Rep	Elected	Nov 2023
Natasha Campbell	Staff Rep	Elected	May 2022

Accountant / Service Provider: Education Services Ltd



NORMANBY SCHOOL

Annual Report - For the year ended 31 December 2020

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Normanby School

Statement of Responsibility

For the year ended 31 December 2020

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

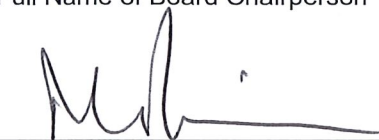
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.



Full Name of Board Chairperson



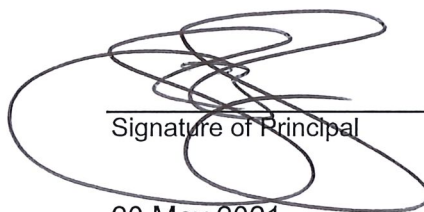
Signature of Board Chairperson

20 May 2021

Date:



Full Name of Principal



Signature of Principal

20 May 2021

Date:

Normanby School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	1,422,906	1,248,646	1,238,273
Locally Raised Funds	3	77,531	53,880	87,189
Interest income		4,594	3,000	10,093
Gain on Sale of Property, Plant and Equipment		957	-	3,496
		<u>1,505,988</u>	<u>1,305,526</u>	<u>1,339,051</u>
Expenses				
Locally Raised Funds	3	47,556	50,971	46,959
Learning Resources	4	993,649	873,223	892,790
Administration	5	107,811	92,612	84,147
Finance		2,186	2,087	2,873
Property	6	275,814	267,161	286,791
Depreciation	7	39,096	33,073	42,842
		<u>1,466,112</u>	<u>1,319,127</u>	<u>1,356,402</u>
Net Surplus / (Deficit) for the year		39,876	(13,601)	(17,351)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>39,876</u></u>	<u><u>(13,601)</u></u>	<u><u>(17,351)</u></u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Normanby School
Statement of Changes in Net Assets/Equity
 For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		553,101	452,925	568,167
Total comprehensive revenue and expense for the year		39,876	(13,601)	(17,351)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		-	-	2,285
Equity at 31 December	23	<u>592,977</u>	<u>439,324</u>	<u>553,101</u>
Retained Earnings		592,977	439,324	553,101
Equity at 31 December		<u>592,977</u>	<u>439,324</u>	<u>553,101</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



Normanby School Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	374,463	121,313	231,924
Accounts Receivable	9	69,411	52,783	59,486
GST Receivable		-	12,547	8,379
Prepayments		7,339	6,011	7,985
Inventories	10	2,313	659	914
Investments	11	86,000	86,000	86,000
		<u>539,526</u>	<u>279,313</u>	<u>394,688</u>
Current Liabilities				
GST Payable		2,476	-	-
Accounts Payable	13	107,851	62,794	71,203
Revenue Received in Advance	14	663	895	1,124
Provision for Cyclical Maintenance	15	76,366	43,944	54,223
Finance Lease Liability - Current Portion	16	5,829	3,325	6,008
Funds held for Capital Works Projects	17	60,000	-	814
		<u>253,185</u>	<u>110,958</u>	<u>133,372</u>
Working Capital Surplus/(Deficit)		286,341	168,355	261,316
Non-current Assets				
Property, Plant and Equipment	12	327,232	279,343	335,312
		<u>327,232</u>	<u>279,343</u>	<u>335,312</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	15,700	-	34,000
Finance Lease Liability	16	4,896	8,374	9,527
		<u>20,596</u>	<u>8,374</u>	<u>43,527</u>
Net Assets		<u><u>592,977</u></u>	<u><u>439,324</u></u>	<u><u>553,101</u></u>
Equity		<u><u>592,977</u></u>	<u><u>439,324</u></u>	<u><u>553,101</u></u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

Normanby School
Statement of Cash Flows
For the year ended 31 December 2020

		2020	2020 Budget	2019
	Note	Actual \$	(Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		427,112	372,106	341,488
Locally Raised Funds		77,070	38,880	89,925
Goods and Services Tax (net)		10,855	-	4,168
Payments to Employees		(249,772)	(190,676)	(228,693)
Payments to Suppliers		(172,062)	(285,758)	(184,057)
Cyclical Maintenance Payments in the year		-	(61,000)	-
Interest Paid		(2,186)	(2,087)	(2,873)
Interest Received		7,926	3,000	9,573
Net cash from/(to) Operating Activities		98,943	(125,535)	29,531
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		1,173	2,000	3,496
Purchase of Property Plant & Equipment (and Intangibles)		(28,820)	(27,000)	(78,539)
Net cash from/(to) Investing Activities		(27,647)	(25,000)	(75,043)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	2,285
Finance Lease Payments		(5,193)	(7,563)	(5,074)
Funds Held for Capital Works Projects		76,436	-	814
Net cash from/(to) Financing Activities		71,243	(7,563)	(1,975)
Net increase/(decrease) in cash and cash equivalents		142,539	(158,098)	(47,487)
Cash and cash equivalents at the beginning of the year	8	231,924	279,411	279,411
Cash and cash equivalents at the end of the year	8	374,463	121,313	231,924

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

Normanby School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Normanby School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as “having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders”.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.



Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives.

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.



Other Grants

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

e) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

f) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

g) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

i) Inventories

Inventories are consumable items held for sale and comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.



j) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

k) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (*i.e.* sold or given away) are determined by comparing the proceeds received with the carrying amounts (*i.e.* the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Buildings	50 years
Building Improvements	20 years
Furniture and Equipment	5-10 years
Motor Vehicles	5 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease



I) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

m) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

n) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.



o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

p) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

t) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.



u) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

v) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

x) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.



2. Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	336,452	310,215	282,690
Teachers' Salaries Grants	801,101	705,976	709,279
Use of Land and Buildings Grants	191,652	170,564	185,588
Resource Teachers Learning and Behaviour Grants	1,643	6,738	-
Other MoE Grants	92,058	55,153	60,716
	<u>1,422,906</u>	<u>1,248,646</u>	<u>1,238,273</u>

The school has opted in to the donations scheme for this year. Total amount received was \$24,300.

Other MOE Grants total includes additional COVID-19 funding totalling \$4,830 for the year ended 31 December 2020.

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	1,622	2,000	6,383
Bequests & Grants	13,470	11,780	9,780
Activities	14,189	2,000	28,782
Trading	5,825	2,300	2,265
Fundraising	560	-	-
School House	20,740	20,800	22,440
Mini Van	21,125	15,000	17,539
	<u>77,531</u>	<u>53,880</u>	<u>87,189</u>
Expenses			
Activities	11,085	9,300	25,951
Trading	4,864	2,200	2,031
School House	8,753	9,100	9,732
Mini Van	22,854	30,371	9,245
	<u>47,556</u>	<u>50,971</u>	<u>46,959</u>
<i>Surplus for the year Locally raised funds</i>	<u>29,975</u>	<u>2,909</u>	<u>40,230</u>

4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	13,454	26,000	15,323
Library Resources	235	500	615
Employee Benefits - Salaries	963,977	824,223	857,069
Staff Development	13,958	20,000	17,587
Extra Curricular Activities	2,025	2,500	2,196
	<u>993,649</u>	<u>873,223</u>	<u>892,790</u>

5. Administration

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fee	4,039	4,039	4,032
Board of Trustees Fees	4,715	4,455	3,960
Board of Trustees Expenses	9,652	5,500	5,702
Communication	2,537	3,350	2,719
Consumables	10,128	9,000	7,600
Other	17,582	11,820	6,451
Employee Benefits - Salaries	43,466	38,428	37,559
Insurance	5,107	5,000	4,984
Service Providers, Contractors and Consultancy	10,585	11,020	11,140
	<u>107,811</u>	<u>92,612</u>	<u>84,147</u>

6. Property

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	16,706	13,000	11,294
Cyclical Maintenance Expense	3,843	9,944	4,014
Grounds	5,367	8,500	12,536
Heat, Light and Water	15,698	14,830	16,225
Rates	590	822	295
Repairs and Maintenance	10,715	12,000	13,935
Use of Land and Buildings	191,652	170,564	185,588
Security	1,546	3,500	3,657
Employee Benefits - Salaries	29,697	34,001	39,247
	<u>275,814</u>	<u>267,161</u>	<u>286,791</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Depreciation

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Buildings	2,040	1,575	2,040
Building Improvements	9,820	8,272	10,715
Furniture and Equipment	12,219	11,655	15,099
Information and Communication Technology	7,950	6,117	7,924
Leased Assets	6,421	4,856	6,290
Library Resources	646	598	774
	<u>39,096</u>	<u>33,073</u>	<u>42,842</u>

8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	22	-	27
Bank Current Account	374,441	121,313	231,897
Cash and cash equivalents for Statement of Cash Flows	<u>374,463</u>	<u>121,313</u>	<u>231,924</u>

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

Of the \$374,463 Cash and Cash Equivalents \$60,000 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	60	2,666	60
Banking Staffing Underuse	-	1,208	-
Interest Receivable	2,675	5,487	6,007
Teacher Salaries Grant Receivable	66,676	43,422	53,419
	<u>69,411</u>	<u>52,783</u>	<u>59,486</u>
Receivables from Exchange Transactions	2,735	8,153	6,067
Receivables from Non-Exchange Transactions	66,676	44,630	53,419
	<u>69,411</u>	<u>52,783</u>	<u>59,486</u>

10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	726	659	914
Uniform Account	1,587	-	-
	<u>2,313</u>	<u>659</u>	<u>914</u>

11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset Short-term Bank Deposits	86,000	86,000	86,000
Total Investments	<u>86,000</u>	<u>86,000</u>	<u>86,000</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Land	13,750	-	-	-	-	13,750
Buildings	75,356	-	-	-	(2,040)	73,316
Building Improvements	145,845	-	(217)	-	(9,820)	135,808
Furniture and Equipment	53,819	27,942	-	-	(12,219)	69,542
Information and Communication Tech	31,299	1,435	-	-	(7,950)	24,784
Leased Assets	13,347	1,409	-	-	(6,421)	8,335
Library Resources	1,896	447	-	-	(646)	1,697
Balance at 31 December 2020	335,312	31,233	(217)	-	(39,096)	327,232

The net carrying value of equipment held under a finance lease is \$8,335 (2019: \$13,347)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Land	13,750	-	13,750
Buildings	101,989	(28,673)	73,316
Building Improvements	342,080	(206,272)	135,808
Furniture and Equipment	393,806	(324,264)	69,542
Information and Communication	41,056	(16,272)	24,784
Motor Vehicles	39,981	(39,981)	-
Leased Assets	22,221	(13,886)	8,335
Library Resources	28,884	(27,187)	1,697
Balance at 31 December 2020	983,767	(656,535)	327,232

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Land	13,750	-	-	-	-	13,750
Buildings	77,395	-	-	-	(2,040)	75,356
Building Improvements	98,013	58,547	-	-	(10,715)	145,845
Furniture and Equipment	49,507	19,411	-	-	(15,099)	53,819
Information and Communication Technology	39,223	-	-	-	(7,924)	31,299
Leased Assets	10,375	9,262	-	-	(6,290)	13,347
Library Resources	2,090	580	-	-	(774)	1,896
Balance at 31 December 2019	290,353	87,800	-	-	(42,842)	335,312

The net carrying value of equipment held under a finance lease is \$13,347 (2018: \$10,375)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Land	13,750	-	13,750
Buildings	101,988	(26,632)	75,356
Building Improvements	342,296	(196,451)	145,845
Furniture and Equipment	392,691	(338,872)	53,819
Information and Communication	39,621	(8,322)	31,299
Motor Vehicles	39,981	(39,981)	-
Leased Assets	22,203	(8,856)	13,347
Library Resources	28,438	(26,542)	1,896
Balance at 31 December 2019	980,968	(645,656)	335,312

13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	30,619	7,363	9,661
Accruals	3,434	3,125	3,333
Capital Accruals for PPE items	1,005	-	-
Employee Entitlements - Salaries	66,676	43,422	53,419
Employee Entitlements - Leave Accrual	6,117	8,884	4,790
	<u>107,851</u>	<u>62,794</u>	<u>71,203</u>
Payables for Exchange Transactions	107,851	62,794	71,203
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>107,851</u>	<u>62,794</u>	<u>71,203</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Income in Advance	409	588	955
Family A/cs in Credit	254	307	169
	<u>663</u>	<u>895</u>	<u>1,124</u>

15. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	88,223	34,000	84,209
Increase to the Provision During the Year	9,267	9,944	4,014
Adjustment to the Provision	(5,424)	-	-
Provision at the End of the Year	<u>92,066</u>	<u>43,944</u>	<u>88,223</u>
Cyclical Maintenance - Current	76,366	43,944	54,223
Cyclical Maintenance - Term	15,700	-	34,000
	<u>92,066</u>	<u>43,944</u>	<u>88,223</u>

16. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	7,144	3,325	7,563
Later than One Year and no Later than Five Years	5,423	8,374	10,957
	<u>12,567</u>	<u>11,699</u>	<u>18,520</u>

17. Funds Held (Owed) for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Rm 5 & 6 Refurbishment	<i>completed</i>	-	6,920	(6,920)	-	-
A Block Flooding Repair	<i>completed</i>	814	(14)	(800)	-	-
SIP - Shade Covers	<i>in progress</i>	-	46,667	(1,050)	-	45,617
SIP - Heat Pumps	<i>in progress</i>	-	6,400	(1,050)	-	5,350
SIP - Security Upgrade	<i>in progress</i>	-	25,083	(16,050)	-	9,033
Totals		814	85,056	(25,870)	-	60,000

Represented by:

Funds Held on Behalf of the Ministry of Education	60,000
Funds Due from the Ministry of Education	-
	<u>60,000</u>

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Rm 5 & 6 Refurbishment	<i>in progress</i>	-	62,276	(120,823)	58,547	-
A Block Flooding Repair	<i>in progress</i>	-	4,121	(3,307)	-	814
Totals		-	66,397	(124,130)	58,547	814

18. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

19. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy Principals and Heads of Departments.

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	4,715	3,960
Full-time equivalent members	0.19	0.20
<i>Leadership Team</i>		
Remuneration	306,809	288,908
Full-time equivalent members	3.00	2.93
Total key management personnel remuneration	<u>311,524</u>	<u>292,868</u>
Total full-time equivalent personnel	<u>3.19</u>	<u>3.13</u>

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	110 - 120
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	1.00	-
	<u>1.00</u>	<u>0.00</u>

The disclosure for 'Other Employees' does not include remuneration of the Principal.

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2020 Actual	2019 Actual
Total	-	-
Number of People	-	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).



Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

\$51,852 contract for the SIP - Shade Covers as agent for the Ministry of Education. This project is fully funded by the Ministry and \$46,667 has been received of which \$1,050 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$7,400 contract for the SIP - Heat Pumps as agent for the Ministry of Education. This project is fully funded by the Ministry and \$6,400 has been received of which \$1,050 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$30,083 contract for the SIP - Security Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$25,083 has been received of which \$16,050 has been spent on the project to balance date. This project has been approved by the Ministry; and

The Board have accepted a quote from DR Jack Gray Painting Contractors for \$57,902.50 plus GST to paint the exterior and interior of the school.

(Capital commitments at 31 December 2019: nil).

(b) Operating Commitments

There are no operating commitments as at 31 December 2020 (Operating commitments at 31 December 2019: nil).

23. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

24. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	374,463	121,313	231,924
Receivables	69,411	52,783	59,486
Investments - Term Deposits	86,000	86,000	86,000
Total Financial assets measured at amortised cost	<u>529,874</u>	<u>260,096</u>	<u>377,410</u>

Financial liabilities measured at amortised cost

Payables	107,851	62,794	71,203
Finance Leases	10,725	11,699	15,535
Total Financial Liabilities Measured at Amortised Cost	<u>118,576</u>	<u>74,493</u>	<u>86,738</u>

25. Events After Balance Date

The School was painted in the School holidays.

26. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

27. Credit Card Facility

The School operates a credit card facility with TSB Bank, the limit is \$5,000 and as at balance date \$3224.14 was owing.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF NORMANBY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Normanby School (the School). The Auditor-General has appointed me, Talia Anderson-Town, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 20 May 2021. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.



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Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.



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- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises Board of Trustees schedule included under the School Directory page and the Analysis of Variance, Kiwisport statement included as appendices, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: International Code of Ethics for Assurance Practitioners issued by the New Zealand Auditing and Assurance Standards Board.



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Other than the audit, we have no relationship with or interests in the School.



Talia Anderson-Town
Silks Audit Chartered Accountants Ltd
Whanganui, New Zealand

Date: 20 May 2021



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Normanby School Analysis of Variance 2020



Normanby School

Motto

“Titiro ki Runga”

Mission Statement

Provide an inclusive environment where positive relationships support lifelong learners.

Our Vision

To be Normanby STARs.

STRATEGIC GOALS

Goal One: Our Students

To provide our students with a range of learning opportunities to be life-long learners.

Building Relationships

Goal Two: Our Staff

To develop professional capability always aiming for effectiveness and excellence.

Goal Three: Our Community

To engage our community to be actively involved in the life of our school and to have a positive home-school partnership

Guiding Principles

These principles are our beliefs about what is important and they will be seen in our teaching practices. They will underpin the decisions we make as a school. At Normanby School the Board of Trustees along with the Principal and staff are committed to....

- **High Expectations**- We empower all students to achieve personal excellence.
- **Treaty of Waitangi** – We acknowledge the principles of the Treaty of Waitangi and actively nurture Te Reo, tikanga and our bicultural heritage. We also embrace the diverse cultures and histories of Aotearoa.
- **Inclusion** – We provide a welcoming, caring and inclusive environment that is emotionally, socially and physically safe for all learners and their families. We foster an environment that appreciates individuality and uniqueness, where effort is encouraged and success is celebrated.
- **Future Focus** – learning experiences are future focussed and therefore are relevant to the changing world in which we live. We foster students' appreciation of the resources in our local environment and problem-solve ways for protecting them for future generations.
- **Learning to Learn** – We are creating an environment where all learners are empowered to participate in all activities and achieve within the key competencies and learning areas of the New Zealand Curriculum. We encourage our students to reflect on their own learning processes and learn how to learn, empowering them to be lifelong learners. We are committed to delivering a curriculum that enables all students to become active, confident, creative and innovative learners and thinkers and effective users of communication tools
- **Community Engagement** – We develop a community of learners where teachers, students and families work in partnership.

Normanby School “Learner” Traits – Our Graduate Profile

Our students will demonstrate our vision and values by:

<p>Being CURIOUS <i>Wairua auaha, wairua uiui</i> ➤ Explore, learn, create</p>	<p>CONTRIBUTING <i>Porihanga</i> ➤ Be confident to participate, ask questions, reflect, think</p>
<p>Being COLLABORATIVE <i>mahi ngatahi</i> ➤ Communicate and connect to learn, share ideas and make change</p>	<p>Striving for and achieving COMPETENCY <i>Tohungatanga</i> ➤ Have the courage to take risks and commit to persevere when faced with a challenge ➤ Reaching for their own Personal Best (PB)</p>
<p>CARING ➤ For each other <i>Manaakitanga</i> ➤ And the environment and resources <i>Kaitiakitanga</i> ➤ For our own and others’ wellbeing</p>	<p>COMMUNICATING effectively <i>Whakawhitiwhiti korero</i> ➤ Written ➤ Orally ➤ ICT ➤ Visually</p>
<p>Being CHALLENGED and empowered to learn <i>Whakatara</i> ➤ Achieve to the best of their ability in their pursuit of personal excellence. ➤ Articulate their learning journey. Student voice /agency is an integral part of this process.</p>	<p>Being CONFIDENT <i>Whakamanawa</i> ➤ Passionate life-long learners</p>

Normanby School Charter 2020

<p>Personnel, Finance and Property Normanby School Board of Trustees will:</p> <ul style="list-style-type: none"> • Act as a good employer to teaching and non- teaching staff; • Prepare a budget to monitor and control school expenditure; • Allocate funds to meet the school’s priorities so that student’s achievement is enhanced; • Implement the 5 year/10-year property plans to ensure the school’s facilities provide a safe, healthy learning environment. <p>e.g. purchase classroom furniture, carpet, and painting.</p>	<p>Consultation In developing our Charter/ Annual plan the Board has consulted with the school community (bi-annually) by:</p> <ul style="list-style-type: none"> • Holding a community chat evening; • The Board and staff collaborating to develop new goals based on community input; • Providing documentation on the new goals for community feedback. • Ensuring it is a component of the Board’s self-review cycle and charter development.
<p>Education Guidelines The Normanby School Board of Trustees recognises the National Education Goals (NEGS), and the National Administration Guidelines (NAGS) and will meet all statutory obligations.</p>	<p>Response to Request for instruction in Te Reo The Board will respond to any request for instruction in Te Reo Maori by:</p> <ul style="list-style-type: none"> • Advising parents of the current level of Te Reo and Tikanga Maori available at Normanby School. • Offering to explore possibilities for extending the current provision including: <ul style="list-style-type: none"> ➢ Dual enrolment at Correspondence School ➢ Consulting with Resource Teacher: Maori ➢ Consulting with another school able to provide a higher level of Te Reo and Tikanga Maori. <p>Advise parents where the nearest school is that provides a higher level of instruction in Te Reo and Tikanga Maori.</p>
<p>The New Zealand Curriculum At Normanby School we will:</p> <ul style="list-style-type: none"> • Follow the NZ Curriculum as a guiding document • Promote the teaching of values that allow children to become respected and respectful contributing members of their community. • Support children to develop he necessary Key Competencies to become confident, connected, actively involved, lifelong learners. • Provide a holistic education, enabling our children to develop skills and knowledge to empower them to be drivers of their own future. 	

Maori Dimensions and Cultural Diversity

Normanby School recognises the importance of New Zealand's cultural diversity and the unique position of Maori culture. The Board demonstrates its recognition of New Zealand's cultural diversity through:

- Consultation with our Maori community on Charter development;
- Reflecting the unique place of Maori within our policy documentation and curriculum statements;
- The continuing development of policies and practices that reflect New Zealand's cultural diversity;
- Provide all students with experiences and understandings in cultural traditions, language and local history;
- Staff using commands and language in the classroom and when appropriate;
- Including a Maori dimension in curriculum planning documentation;
- Recognise the importance of Maori culture by allocating a management unit to this area of responsibility;
- Ensure that our kapa haka group has opportunity to develop and perform.
- Whole school visit to local Marae on a minimum triennial basis.

WHAT IS NORMANBY SCHOOL DOING TO REFLECT THE CULTURAL DIVERSITY IN NEW ZEALAND?

The school curriculum will encourage students to understand and respect different cultures that make up New Zealand society. It will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognised and valued. The curriculum will acknowledge the unique position of Māori and the place of Pacific Island societies in New Zealand society.

WE RECOGNISE AND VALUE THE UNIQUE POSITION OF MĀORI CULTURE IN NEW ZEALAND by ensuring that all learners have the opportunity to acquire basic Te Reo and understanding of everyday conversational language (e.g. greetings, local places). The Treaty of Waitangi will guide our relationships and the nature of our interactions with the Māori community. We will acknowledge and respect the values, traditions and history of Māori, observe cultural sensitivity to Tikanga Māori (Māori protocol) and show respect for the local Māori identity involved in the school and community.

WHAT REASONABLE STEPS WILL BE TAKEN TO INCORPORATE TIKANGA MĀORI INTO THE SCHOOL CURRICULUM?

Te Reo will be integrated across the curriculum. We encourage the correct pronunciation of Māori place names and personal names. Opportunities will be provided for students to join the Kapa Haka Group with students having opportunities to perform both in the school and for the wider community.

TO ENSURE EQUITABLE OUTCOMES FOR MĀORI WE NEED TO IDENTIFY LEARNERS WHO ARE at risk of not achieving or have learning needs so that programmes and resources can be targeted to cater for individual needs.

REPORTING to the Board of Trustees on the achievement of Māori learners will be on-going ensuring targets are set and resourcing put in place.

TO DISCOVER THE VIEWS AND CONCERNS OF THE MĀORI COMMUNITY, CONSULTATIONS WILL TAKE PLACE WITH the school's community to develop and make known policies, plans and targets for improving the achievements of Māori students.

Reporting and Communication

Communication with the community is an essential and highly successful component of life at Normanby School. Efficient communication and reporting procedures (formal and informal) are achieved through:

- Informative fortnightly newsletters
- Real time reporting through our new Student Management System to be introduced in 2020 (Hero Linc-ED)
- Hero Linc ED used school wide for regular informal communication and reporting on-line in all learning areas, including a strong focus on the gathering and sharing of learning through student voice,
- Three-way conferencing with teacher, student and whanau – (Term One and Term Three)
- Ongoing celebration of learning
- Normanby School Facebook (up to date messages, alerts and newsletters)
- Normanby Skool Loop (up to date messages, alerts and newsletters) This will be phased out as we transition into using Hero Linc-ED throughout 2020.
- Normanby School Website www.normanby.school.nz
- PTA meetings (monthly February to December)
- BOT meetings (monthly February to December)
- Whanau Hui (annually)
- Community consultation through specific forum topics
- Open Door Policy.
- Frequent invitations to ALL school events including swimming sports, cross country, athletics, Kapa Haka / Cultural events, End of year concert, Assemblies and Prize Giving
- Family Fun Day incorporating Grandparents Day and Art Exhibition
- School Charter including Annual Plans, Strategic Plans and key BOT policies requiring periodic consultation.
- All school policies available online through School Docs website.
- Efficient email / cell phone / land line / FB messenger / in person access to Principal within school working hours.
- Efficient email / land line and in person access to teaching and administrative staff within school working hours.
- Principal's presence in and around the school and community.
- Strong community liaison with other local schools through our Kahui Ako, the South Taranaki Principals Association, and the New Plymouth Principals Association.

Leadership and House Competition

Leadership Opportunities

Extensive opportunities exist within our school environment for our students to become leaders and to serve others within this school community and ultimately society.

Our student leaders, including our staff, actively role model our school values in all areas of school-life.

The school leadership is based on a collaborative and distributive leadership model.

Student councillors (leaders) will be chosen in Term 4 of each year and announced at the End of Year Prizegiving. This group of students will work closely with the School Management Team to grow them in their leadership capability.

These students will attend the annual GRIP Leadership coaching day in Palmerston North.

House Spirit and Competitions

The House Competition in a wide variety of sports, cultural and other activities within our school, forms an integral component of the development of school culture through the promotion of the following:

- Sportsmanship and fair play
- Leadership
- A competitive spirit
- The pursuit of excellence (citizenship and academic)
- School pride and sense of belonging
- Health and well-being through an active lifestyle
- Resilience and perseverance
- Team work

Normanby School Strategic Plan 2020

- *How we will achieve the goals set out in the Charter.*
- *Annual Action Plan – Strategic Priorities and Targets. (How, Who, When)*
- *Implementation and Monitoring – are we doing what we said we would do?*
- *Annual Implementation Report (includes Analysis of Variance)*

STRATEGIC PLAN 2020 – LOCALISED CURRICULUM

Objectives	Core Strategies for achieving Objectives (What, How and Who?)	Indicators of Success (What will it look like? What is happening?)	Evaluation (How did we do?)
<p>Developing our localised Curriculum</p> <ul style="list-style-type: none"> To develop a full and balanced curriculum that makes effective use of our local natural resources, people, and stories to connect our children with their environment, heritage, and culture in ways that see them participate fully in all aspects of life at our semi-rural school. 	<p>Developing our localised Curriculum</p> <ul style="list-style-type: none"> The New Zealand Curriculum describes the learning all young people should experience no matter what school or kura they go to and the progress and expectations associated with this learning. The curriculum leaders and leadership team will go through the process of curriculum design and review TIC (Teachers in Charge) of curriculum areas to lead and guide teams to review and rewrite Normanby School Curriculum documents. Make an action plan with TIC and Lead Team Managers (LTM) to develop and implement curriculum documents To engage in PLD with Donna Davies / Sharp facilitators through our Kahui Ako to assist with the development of our local curriculum To participate in the development of the Kahui Ako Project Awa initiative Enable relationships for learning. We will enrich our students' learning opportunities by fostering learning-focused relationships within our school and the wider community and iwi. (RBL / Kahui Ako PD will assist with this). We will use the resources we have available – people, expertise, and 	<p>Developing our localised Curriculum</p> <ul style="list-style-type: none"> All teachers will have access to a completely overhauled and new Normanby School localised curriculum by the end of 2021– this will give a clear direction on what and how to teach our students at Normanby School. Our local curriculum will be unique and responsive to the priorities, preferences, and issues of our community and our people. Our local curriculum will bring the NZC to life in our school. It will: <ul style="list-style-type: none"> be responsive to the needs, identities, languages, cultures, interests, strengths, and aspirations of our learners and their families have a clear focus on what supports the progress of all learners help students understand Te Tiriti o Waitangi – its past, present, and future (we will also be planning learning that helps students live the Treaty as citizens of Aotearoa) help learners engage with the knowledge, values, and key competencies, so they can go 	<p>Developing our localised Curriculum</p> <p><u>June 2020</u></p> <p>Local Curriculum PLD – Funding through our Kahui Ako.</p> <p>We have managed to work together to finalize our dates for Kahui Ako Cluster D - Normanby, Manaia, Ramanui and Hawera Christian Schools. Facilitator is Melissa McEwan Shepard.</p> <p>We have ended up choosing two days in term 3 and one day in term 4.</p> <p>They are: Day One: Wednesday 29 July Day Two: Wednesday 12 August Day Three: Thursday 12 November</p> <p>We will host the PLD here at Normanby School.</p> <p>Tina and Jude will be attending the PLD as they will both be leading local curriculum development for our school.</p>

materials – to enrich our local curriculum.

- We will strengthen collaborative inquiry. Using a systematic inquiry approach to find out what works – when, for whom, and in what context. Building and sharing knowledge about teaching practices positively impacts on students’ learning. This knowledge will be used to review and refine our school’s strategic priorities.
- We will provide rich opportunities for learning. Rich opportunities to learn increase the breadth, depth, and complexity of learning experiences for ākonga as they progress along their learning pathways. Design challenging and rigorous learning opportunities. We need to encourage our students to contribute to the community to enable beneficial outcomes for them and for our community.
- We need to ask ourselves the following as we review our localised curriculum:
 - *How do we ensure that the full extent of the New Zealand Curriculum is expressed in our local curriculum?*
 - *How do we ensure our classroom learning helps students understand Te Tiriti o Waitangi – its past, present, and future – and helps them live the Treaty as citizens of Aotearoa?*
 - *How do we give all our learners rich opportunities for learning across the curriculum?*

on to be confident and connected lifelong learners.

- Our school’s local curriculum is likely to be well-designed when:
 - We (principal and teachers), along with the community, can show what we want our students to learn and how our curriculum is designed to achieve this
 - learning is personalised and inclusive; taking into account students’ aspirations, interests, identities, languages, and cultures
 - the long view is taken: each student’s ultimate learning success is more important than the coverage of particular achievement objectives
 - it is manageable and realistic.

- *How do we provide clear learning pathways across the learning areas and the curriculum levels?*
- *How do we integrate the principles, values, key competencies, and learning areas in our classroom programmes?*
- *Are we up to speed with the new digital technologies curriculum content in the technology learning area*
- *How do we build partnerships with parents, whānau, iwi, hapū, and the wider community?*
- *How do we ensure that everyone in our community feels a sense of ownership for our local curriculum?*
- *How do we ensure that we are being inclusive and culturally responsive to our students, parents, and whānau?*
- *How do we make use of our community resources and connections, such as with different cultures, businesses, organisations, professionals, and service providers?*
- *How do we use our vision to create coherent learning pathways?*
- *How do we ensure our school is ready to provide rich learning for all learners?*
- *How do we know we have prepared all our students for*

their next learning step as they transition from our school?

- *How well do we know our learners' strengths and identities and their needs and aspirations for the year ahead?*
- *How can we provide rich opportunities for learning based on our learners' strengths, identities, needs, and aspirations?*
- *What knowledge and skills do we need and what actions should we take to help all our learners grow?*

STRATEGIC PLAN 2020 – STUDENT MANAGEMENT SYSTEM

Objectives	Core Strategies for achieving Objectives (What, How and Who?)	Indicators of Success (What will it look like? What is happening?)	Evaluation (How did we do?)
<p>SMS</p> <p>To transition to our new Student Management System (Hero LincED) and use it to its optimum potential.</p>	<p>SMS</p> <ul style="list-style-type: none"> - Develop an action plan so that staff can learn how to use Hero in a systematic, needs based and manageable manner. - Identify staff members with a range of skills to be responsible for learning about Hero, training staff and growing its use. Consider those who have vision, who motivate others, who have curriculum, assessment and pedagogical knowledge, who are digitally strong and/or who have different roles within the school. - Establish an 'induction buddy' and use the embedded resources for training future staff - Share what using the Hero software means for our school. - Discuss how the features of Hero align with our school's vision for teaching and learning, e.g. student agency, real-time reporting - Define a clear end goal of how we want reporting to look - To have a clear understanding of what we want to share with parents. - Develop a plan for comprehensive staff training using the resources embedded within Hero. Carefully plan how we will undertake training and roll out of the different features within Hero. This includes the use of: <ul style="list-style-type: none"> - <i>Internal communication pages</i> - <i>Pages for sharing learning</i> - <i>Assessments</i> - <i>Goals progressions or OTJs</i> - <i>Community Notices</i> - <i>Text messaging</i> • Set clear timeframes, expectations and examples. • Read and promote the Hero release notes and updates. • Provide access to ongoing professional learning and support 	<p>SMS</p> <p>All staff will use SMS to complete daily rolls.</p> <p>Staff regularly update student learning goals, adding evidence to show when goals have been completed.</p> <p>Staff inputting all assessment data as required.</p> <p>All whanau and students have access to Hero LincED.</p> <p>Reporting to parents is done within Hero LincED on a regular basis.</p> <p>Students will be able to access their own learning goals and add evidence to show if they are achieving them.</p> <p>Community Notices page is used to communicate messages to whanau.</p> <p>Staff enter behavioural and pastoral notes as they occur.</p>	<p>SMS</p> <p>All students are able to post learning to their pages either independently or with support.</p> <p>All students have whanau connected to Hero LincED.</p> <p>All staff are able to add assessment data, pastoral and behavioural notes.</p> <p>All students have current learning goals in reading, writing and maths.</p> <p>Real-time reporting to parents.</p> <p><u>June 2020</u></p> <p><i>We have weekly webinars and meetings learning how to use our SMS appropriately to collect, gather and analyse data, as well as using it as a tool for communicating and reporting to parents.</i></p> <p><u>September</u></p> <p><i>As a hero team we have reviewed the curriculum expectations and goals and then established the pages for parents and teachers to use. The hero team also focused on ensuring necessary historical data was transferred for example learning support records.</i></p>

- Discuss strategies for managing the change process, such as being aware of the learning pit and promoting ways to positively respond if presented with an unexpected challenge.
- Discuss how our school will review and refine the use of Hero.
- Communicate with staff about who they can access support from within the school.
- Ensure staff are trained on how to use the help resources within the site.
- Make contact with other LINC-ED/Hero schools in our region.
- To develop an **Assessment plan**
- To develop a **Reporting timetable**
- To write **Posting guidelines**. This will include:
 - *Minimum and maximum expectations,*
 - *Timing, length, structure and content of posts,*
 - *Quantity and quality of supporting media e.g. photos, Google Docs, video, iPad apps*
 - *Moderation for consistency*
 - *Proofreading for grammar and spelling*
- To participate in PLD through the use of Webinars subscribed through Hero.
- To provide PLD for staff
- Develop examples of **Sentence starters for parents** to help scaffold responses to pages / posts that are shared on Hero.
- Establish and share our school's implementation timeline and reporting plan with staff.
- Hold a community information session about logging into Hero and your school's vision for reporting
 - *Share 'How to login' information with parents*
 - *Suggest doing this on a Monday or Tuesday*
 - *Provide support before/after school*
 - *Send Community notice first*
 - *Follow up with a learning post shortly after*
- As part of Analysis of Best fit/OTJs data, group students and flag priority learners for tracking
- Continue entering assessments, updating goals and writing learning posts based on the school's timetable. Add supporting media (photo, video, interactive apps)
- Analyse school wide assessment and progress data
- Plan for those students who have the ability to contribute to goal-setting, gathering evidence and sharing learning in posts

Through Professional Learning and development meetings we guided teachers through

1. Making pastoral and behaviour post
2. Setting up groups of students
3. Adding assessment and analysing
4. Real time reporting to parent, (using goals and creating evidence posts)

Once all aspects were established we were able to open up to parents and launch reporting to parents at student led conferencing as well as the community notices feed.

Reporting to parents is now live and we are continuing to support teachers with real time reporting.

Through our writing PLD we have also identified that our goals need to be updated further and as a team we plan to meet to complete this work.

During Term 4 we will continue to liaise with Hero as questions arise. We will be supporting teachers to continue to use real time reporting and to analyse/moderate the data.

ACTION PLAN 2020 – STUDENT MANAGEMENT SYSTEM

Objectives				
Goal	When	Who	Task	Evidence
	Completed		PL Session 1: Introduction to Hero	All staff logging on and taking attendance. Staff able to access student information
	PLM Refresher 17/3		PL Session 2: Student and Class Information	
	5/3	Lead Team	Milestones and expectations set	<ul style="list-style-type: none"> • Setting up Milestones / Expectations to generate School expectation data from manually set curriculum levels or automatically generated Best fit curriculum levels • Personalising the progress reporting options for sharing with parents and internal school data analysis Setting the options for what parents see
	PLM 17/3	Amy and Tina	PL Session 4: Groups	PLM training for all Staff
	PLM 17/3	Jude and Clarissa	PL Session 6: School Expectation Data and Goal setting	PLM training for all Staff
	8/4/2020	Clarissa	Creating lists, finding student information	Google Meet training for all Staff
	Term 2	Lead Team	Reviewing Assessment information in preparation for PLM	Ensuring all is set ready for introducing to staff.
	Term 2	Clarissa and Jude	PL Session 5: Assessments	PLM training for all staff
	Wednesday, Week 5 Term 2 - depending on Lockdown	Lead Team	Reviewing Posting information and the Staff Home Page in preparation for PLM	Ensuring all is set ready for introducing to staff. Creating clear protocols for what is expected of teachers for posting.
	PLM Week 6 Term 2 - depending on Lockdown	All staff	PL Session 3: Posting PL Session 7: Staff Home Page	PLM training for all staff to show how to post on student pages.
	Wednesday Week 7 Term 2 - depending on Lockdown	Lead Team	Final preparation for parents logging into HERO	Checking all settings are correct and everything is ready for parents to log in. Check for any missing email addresses.
	PLM - Week 8 Term 2 - depending on Lockdown	All staff	PL Session: Parents logging into Hero	PLM focusing on what parents will be able to see and do in HERO

	Week 10 Term 2 - depending on Lockdown	Lead Team	Logging into Hero - Information for Parents	Letter sent home to all parents with information regarding the new SMS and how they can access it.
	Week 10 Term 2	Lead Team and Parents	Information evening / afternoon or set up support afternoon	Opportunity for parents to find out more about what Hero will do. OR A set time they can come into school to get support setting up Hero on their device.
	Term 4 2020 or Term 1 2021	Lead Team	Logging into Hero - Information for Students	Finalising protocols for students logging in. Checking all students have emails attached to their accounts. Checking of student settings
	Term 4 2020 or Term 1 2021	All staff	PL Session: Students logging into Hero	PLM for all staff to go over: <ul style="list-style-type: none"> • Supporting students logging in for the first time • Expectations of students posts • Teaching and learning process around ensuring all students understand how to log in and expectations.

STRATEGIC PLAN 2020 – WRITING

Objectives	Core Strategies for achieving Objectives (What, How and Who?)	Indicators of Success (What will it look like? What is happening?)	Evaluation (How did we do?)
<p>Writing</p> <ul style="list-style-type: none"> To improve the teaching of writing across the school To improve achievement and engagement in Writing so that 70% of the students achieve the benchmark for their age To improve Maori children's achievement in Writing so that 70% of the students achieve the benchmark for their age. 	<p>Writing</p> <ul style="list-style-type: none"> To develop a greater understanding of the writing progressions so that teachers can determine capabilities consistently across the school and have a thorough understanding of next steps in children's learning. Apply to the MOE for PLD funding to specifically develop teacher understanding of the writing learning progressions and how to use the Writing PACT Tool to ensure we have consistency across the school in terms of OTJ and formative assessments. Provide PLD for staff through Evaluative Associates – Cath Runga as the facilitator To use the spiral of inquiry to scan and assess current writing teaching practices across the whole school. Ongoing assessment that is robust, equitable for all learners and used in conjunction with moderation will inform practice and ensure all learners achieve the best they can. The progress of identified target learners and priority groups and the effect of interventions will be regularly 	<p>Writing</p> <ul style="list-style-type: none"> Children will be highly engaged and show an enjoyment in the writing process. Students will have a "voice" as to what they write and their audience We will provide whanau meetings to share how families can help their child with reading, writing and oral language at home. A robust appraisal system will allow for appropriate goal setting, reflections and targeted teaching. Use the Hero App to engage whanau in the learning process for their child 	<p>Writing</p> <ul style="list-style-type: none"> Consider collecting student and whanau voice Consider target students' data (Tier 2 students identified early in the year), Consider whole school achievement data Consider Maori student achievement data <p><u>June 2020</u> Cath Runga spent time with all staff after school on Tuesday 9 June, outlining best practice in teaching and learning writing. Cath then observed three teachers teaching writing on Wednesday 10 June, with Jude (Our Lead teacher for Literacy). Both Jude and Cath then meet with the teachers for a coaching session on what they saw in the observation and working together to make next steps so that their writing lessons are very explicit and productive.</p> <p><u>September</u> The key goals as stated in our Strategic Plan for Writing:</p> <ul style="list-style-type: none"> To improve the teaching of writing across the school To improve achievement and engagement in Writing so that 70% of the students achieve the benchmark for their age To improve Maori children's achievement in Writing so that 70% of the students achieve the benchmark for their age <p>This data set does not include evidence from the Year 0-1 cohort. The majority of students in this cohort have not yet had a full year at school. Year 0-1 achievement data is illustrated instead by comparing 5 year-olds and 6-year-old Observation Surveys.</p>

reviewed and teaching adapted as necessary.

Collection of evidence is ongoing. Teachers use a range of information and assessments to track the progress and achievement of all students in their class. In writing these include:

- e-easTTle writing samples (two per year)
- unassisted writing samples (two per year)
- conferencing and learning conversations
- observation of skills and strategies
- tracking of writing learning goals
- progress on spelling programmes

Our new student management system, Hero, allows teachers to enter data and evidence into the system continuously throughout the year. There are two data time-points (mid-year and end of year) where the system will generate a 'best fit' level for each student. The interim (mid-year) levels are presented in this report. At the end of the year our time-two data will be compared against this time-one data and we will be able to identify students who have made expected progress/accelerated progress over the course of the second half of the year. This time-one data is not compared against previous data sets as the systems used to collect and analyse it is very different to systems used in the past.

Year 2-6 Analysis

- There are 123 students in Years 2-6, spread across five classrooms.
- 60 of the 123 students (49%) in Years 2-6 are achieving or exceeding expected curriculum levels. 53% of this group are Maori, 45% are NZE, and 2% is of other ethnicity. 62% are girls and 38% are boys.
- 63 students in Year 2-6 are not meeting the expected levels of achievement (51%). 63% of this group are Maori, 32% are NZE, and 5% are of Other Ethnicity. 44% are girls and 56% are boys.
- 72 of the Year 2-6 students are Maori (59%). 32 Maori students are meeting or exceeding the expected levels of achievement (44% of all Maori students).
- 47 of the Year 2-6 students are NZE (38%). 27 NZE students are meeting or exceeding the expected levels of achievement (57% of all NZE students).
- 4 of the Year 2-6 students are of Other Ethnicity (3%). One student of Other Ethnicity is meeting or exceeding the

expected levels of achievement (25% of all Other Ethnicity students).

- 58 of the Year 2-6 students are boys (47%) and 65 are girls (53%). 23 of the 58 boys are meeting or exceeding the expected levels of achievement (40%). 37 of the 65 girls are meeting or exceeding the expected levels of achievement (57%).

Year 2 Cohort Analysis

- There are 27 students in Year 2, spread across two classrooms.
- Currently, all students are meeting the expected levels of achievement.
- 3 students in this cohort are exceeding the expectation in writing. One student (33%) is a boy, 2 are girls (67%), one is Maori (33%) and two are NZE (67%).
- 18 students (67%) have been identified by teachers as requiring close monitoring and targeted teaching to ensure they maintain the expected progress. 56% of this group of 'at risk' learners are Maori, 39% are NZE, and 6% is of other ethnicity. 64% are girls and 36% are boys.
- 13 of the 27 Year 2 students (48%) are currently on the Special Educational Needs register or are receiving, or have received, additional learning support*.

Year 3 Cohort Analysis

- There are 21 students in Year 3, spread across two classrooms.
- Currently, 8 of the 21 students (38%) are meeting the expected levels of achievement. 7 of these 8 students have been identified by teachers as requiring close monitoring and targeted teaching to ensure they maintain the expected progress.
- 13 students (62%) are not meeting the expectation (54% Maori, 31% NZE, 15% Other Ethnicity, 9 are boys (69%) and 4 are girls (31%).
- 10 of the 21 Year 3 students (48%) are currently on the Special Educational Needs register or are receiving, or have received, additional learning support*.

Year 4 Cohort Analysis

- There are 17 students in Year 4, spread across three classrooms.
- 1 student in this cohort is exceeding the expectation in writing (NZE/Girl).
- The remaining 16 students (94%) are not meeting the expected levels of achievement. 63% of this group are Maori, 38% are NZE. 50% are girls and 50% are boys.
- 12 of the 17 Year 4 students (71%) are currently on the Special Educational Needs register or are receiving, or have received, additional learning support*.

Year 5 Cohort Analysis

- There are 28 students in Year 5, spread across three classrooms.
- Currently, 9 students (32%) are meeting the expected levels of achievement. 6 of these 9 students have been identified by teachers as requiring close monitoring and targeted teaching to ensure they maintain the expected progress. 83% of this group of 'at risk' learners are Maori, 17% are NZE. 50% are girls and 50% are boys.
- 19 of the 28 Year 5 students (68%) are not meeting the expected levels of achievement. 68% of this group are Maori, 26% are NZE, and 5% is of other ethnicity. 53% are girls and 47% are boys.
- 11 of these 28 Year 5 students (39%) are currently on the Special Educational Needs register or are receiving, or have received, additional learning support*.

Year 6 Cohort Analysis

- There are 30 students in Year 6, spread across three classrooms.
- Currently, 15 students are meeting or exceeding the expected levels of achievement.
- 5 students in this cohort have exceeded the expectation in writing. All are girls, 4 are Maori (80%) and 1 is NZE (20%).
- 7 of the students who are meeting the expected achievement levels (47%) have been identified by teachers as requiring close monitoring and targeted teaching to ensure they maintain the expected progress. 43% of this group of 'at risk' learners are Maori, 57% are NZE, 29% are girls and 71% are boys.

- 15 of the 30 Year 6 students (50%) are not meeting the expected levels of achievement. 67% of this group are Maori, 33% are NZE. 47% are girls and 53% are boys.
- 5 of the 30 Year 6 students (17%) are currently on the Special Educational Needs register or are receiving, or have received, additional learning support*.

Comments and Recommendations

With 49% of all Year 2-6 students meeting expected achievement levels, we are currently in a position where, in order to reach the strategic goal of 70% or more by the end of the academic year, we need to accelerate learning in writing of at least 27 more students. Students who are currently sitting in the 'at risk' zone (light blue zone on the graphs) are amongst those currently meeting expected levels but who have already been identified and targeted by classroom teachers as those who require close monitoring and tracking to ensure they maintain the expected progress and do not fall into the underachieving zone (gray zone on the graphs).

Our Year 3-6 cohorts are of particular interest as we have large numbers of students in these groups who are underachieving currently.

Writing will need to continue to be a focus of staff professional learning and development so we can raise achievement levels by the end of the year.

Our work with Cath Runga (Evaluation Associates) will continue through to at least Term 1 of next year. When we started our partnership with Cath we put in place an action plan based on the evidence we have collected and collated, conversations we have had with teaching staff, classroom observations of the teaching of writing, conversations with students, and close examination of teacher planning and classroom programmes.

Staff workshops and professional learning meetings with a focus on writing occur throughout the year. With Cath's support we have identified some important next steps with the aim of supporting teachers to:

- enhance professional knowledge of learning progressions and learning goals in writing so teachers can better target individual or group learning needs and set appropriate next step learning goals for writing based on these needs

- to ensure that writing programmes include a range of approaches and that students are writing across the curriculum, using a variety of text types
- to ensure that we are setting high expectations of our students in writing and that they are being sufficiently challenged
- to ensure that writing purposes are authentic and relevant in order to increase motivation and engagement
- ensure they are allowing time for students to practise and use taught writing skills with increasing independence
- regularly monitor and track the achievement of learning goals, knowing that students need to be able to demonstrate writing skills and strategies independently and consistently, across a range of text types, before it is considered to be secure and marked as achieved _
- moderate samples of writing by participating in robust, evidence based discussions with colleagues, and making comparisons with exemplars of levelled writing
- ensure our systems for collating, analysing and using student assessment data are always appropriate and meet the needs of students and teachers, i.e. Hero student management system, Teaching as Inquiry
- maintain Relationship-Based Learning practices
- develop planning frameworks that connect to the learning goals, identify targeted students and show the approaches and deliberate acts of teaching that teachers will engage in
- find ways to use model texts and exemplars effectively to motivate and engage writers
- motivate and engage students to write by drawing on our local curriculum, focusing on authentic, relevant and meaningful topics that are of interest to students - students need to understand the purpose for their writing

We need to acknowledge the added value of extra learning support programmes administered by our Learning Assistants, and the potential of these programmes to positively impact on progress.

*Additional learning support may include outside agency involvement such as Speech Language Therapists, Resource Teacher of Learning and Behaviour (RTLb), Resource Teacher of Literacy (RTlit), Ongoing Resourcing Support (ORS), or Public Health Nurse care. Learning support programmes provided in school may include Quick 60, FivePlus, MST (Maths), ALiM (Maths), Talk to Learn, Early Words, Reading Recovery (this is no longer offered at Normanby School but we have identified students who have been on this programme in the past).

Writing Action Plan 2020

Base Line Data

Objectives

- *To improve the teaching of writing across the school*
- *To improve achievement and engagement in Writing so that 70% of the students achieve the benchmark for their age*
- *To improve Maori children's achievement in Writing so that 70% of the students achieve the benchmark for their age.*

Goal	When	Who	Task	Evidence
1. Learn and research effective writing teaching	By the end of Term 4	<ul style="list-style-type: none"> • Directed by Cath Runga and Jude Sklenars • Classroom teachers • Literacy Lead Teacher • Accredited Impact Coaches • Students 	<ul style="list-style-type: none"> • Found relevant research and literature i.e. Sheena Cameron, Donna Davies • Plan for PLM (Professional Learning Meetings) and Team meetings to share and discuss • Cath Runga (Facilitator of writing PLD) to work with TIC of Literacy (Jude) on an Action Plan for the school • Effective literacy programmes are delivered in all classes ('Effective Literacy Practice' MOE, 2006) including the use of quality routines and approaches e.g. SHARP, Daily 5, and the use of quality resources e.g. The Reading Book, The Writing Book, The Oral Language Book, all by Sheena Cameron and Louise Dempsey, PM Writing series of teacher and student resources 	<ul style="list-style-type: none"> • Teachers all have up to date knowledge of effective strategies to teach writing • Lots of collaboration and opportunities for staff to have an input in the process • Staff are aware of the goals and contribute towards their achievement • Achievement of target • Increased engagement and positive attitude in literacy
2. Understand and use the Writing Learning Progressions	By the end of Term 3	<ul style="list-style-type: none"> • Directed by Cath Runga and Jude Sklenars 	<ul style="list-style-type: none"> • Cath Runga (PLD) Facilitator to run workshops / staff meetings 	<ul style="list-style-type: none"> • Staff are engaged in new learning • There are more opportunities for children to write for a variety of reasons and audiences and they have a "voice" in the process. • More opportunities for students to share, collaborate and discuss among themselves • Increased collaboration across the Hubs within the school

				<ul style="list-style-type: none"> All staff have a clear understand and knowledge of the learning progressions and can therefore make OTJ's based on this framework.
3. Use the Writing PACT Tool for consistency in assessment	By the end of Term 3	<ul style="list-style-type: none"> Directed by Cath Runga and Jude Sklenars 	<ul style="list-style-type: none"> Cath Runga (PLD) Facilitator to run workshops / staff meetings 	<ul style="list-style-type: none"> All staff can input their OTJ's into the PACT Toll with certainty and confidence based on the Learning Progression Framework. We have a clear picture of our assessment across the school based on accuracy and consistency across the whole school. Reporting to parents and BOT is accurate and consistent
4. Provide PLD for staff	Starting in Week 5 Term One and then continuing throughout the year	<ul style="list-style-type: none"> Cath Runga – Facilitator Jude Sklenars – TIC of literacy All staff to participate Donna Davies – Facilitator of developing our local curriculum (Kahui Ako PLD) 	<ul style="list-style-type: none"> Cath Runga (PLD) Facilitator to work with Jude (TIC of Literacy) to run workshops / staff meetings For as many staff as possible to attend the Donna Davies workshop on how we can develop our local curriculum and how this links into the learning progressions for writing. 	<ul style="list-style-type: none"> All staff participate, engage and collaborate in all PLD provided
5. Target students	Beginning of Term 1	<ul style="list-style-type: none"> Identified students in every classroom who are tracking below the expected level for their age. 	<ul style="list-style-type: none"> All staff to identify “at risk” children based on 2019 end of year data. These children will have targeted teaching to best meet their needs and accelerate their learning. These students will be monitored within team meetings and the Lead Team Meetings. 	<ul style="list-style-type: none"> Target students are identified and tracked Improved achievement and accelerated learning is tracked Teachers have specific plans to accelerate target students' learning There is evidence of accelerated learning
6. Next steps	At the end of every term	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> We will relook at how we are tracking buy the end of each term and adapt our action plan if necessary. 	<ul style="list-style-type: none"> Data is reflected on Next steps address identified needs

STRATEGIC PLAN 2020 – MATHEMATICS

Objectives	Core Strategies for achieving Objectives (What, How and Who?)	Indicators of Success (What will it look like? What is happening?)	Evaluation (How did we do?)
<p>Mathematics</p> <ul style="list-style-type: none"> To assess current mathematics practice across the whole school To produce a consistent mathematics programme throughout the school To improve achievement and engagement in Mathematics so that 70% of the students achieve the benchmark for their age To improve Maori children's achievement in Mathematics so that 70% of the students achieve the benchmark for their age. 	<p>Mathematics</p> <p>Apply to the MOE for MST (Maths Support Teacher) and ALiM (Accelerating Learning in Mathematics)</p> <p>Funding for MST and ALiM approved, regular reviews of the effectiveness of these interventions to be carried out.</p> <p>MST to operate daily for 40 minutes. 10 students per intake with a goal of 30 -40 students throughout the year</p> <p>ALiM to operate for 15 minutes daily, in addition to students' normal class programme</p> <p>Curriculum team established to support effective teaching</p> <p>MST and ALiM teacher attending regular PD and receiving mentorship.</p> <p>Release time allocated for strengthening teacher capabilities in maths across the school.</p> <p>To provide quality resources (both in digital format and hands-on equipment) to strengthen understanding of mathematical concepts and raise student success</p> <p>To identify students who have a strength in mathematics and provide learning opportunities that will challenge them to apply this strength to a range of concepts and contexts</p>	<p>Mathematics</p> <p>Collaborative planning for maths that is data informed and tailored to student needs</p> <p>Robust assessment systems with teachers having a solid understanding of what the data is telling them</p> <p>Target student groups established within classes for the purpose of sustained improvement across our target learners</p> <p>Diverse and engaging mathematics programmes that enable all students to learn within numeracy knowledge and strategy, strand, problem solving and with relevance to them as people in every class.</p> <p>Collect and track student and whanau voices on dispositions and attitudes toward mathematics in order to provide learning that students enjoy and build self-efficacy in.</p> <p>Use of the Hero App to assist students and whanau in understanding the goal they are working on and the goals they have achieved</p> <p>Students will know what they are learning, why they are learning it and how it is relevant to them outside of the mathematics classroom</p>	<p>Mathematics</p> <p>June 2020 Both Clarissa (ALiM) and Tash (MST) continue with their PLD in mathematics via zoom meetings. They continue to work with their targeted student to accelerate their learning in mathematics.</p> <p>September Teachers all took part in a professional learning meeting about the types of tasks we will provide our students with. An expectation has been set that each week all students are participating in a maths opportunity that requires them to learn collaboratively and work with tasks that have multiple answers and ways of solving.</p> <p>One group of MST students have moved into a monitoring phase; two new groups of MST students have started.</p> <p>Maths was promoted amongst the students this year. This was a school wide focus on money. Students enjoyed being able to celebrate their learning.</p>

Mathematics Action Plan 2020

Base Line Data

Objectives

- *To improve the teaching of Mathematics across the school*
- *To assess current mathematics practice across the whole school*
- *To produce a consistent mathematics programme throughout the school*
- *To improve achievement and engagement in Mathematics so that 70% of the students achieve the benchmark for their age*
- *To improve Maori children's achievement in Mathematics so that 70% of the students achieve the benchmark for their age.*

Goal	When	Who	Task	Evidence
1. Learn and research effective Mathematics teaching	By the end of Term 4	<ul style="list-style-type: none"> • Directed by Tash Campbell and Clarissa Dravitzki • Classroom teachers • Mathematics Lead Teacher • Accredited Impact Coaches • Students 	<ul style="list-style-type: none"> • Found relevant research and literature • Plan for PLM (Professional Learning Meetings) and Team meetings to share and discuss • TIC of Mathematics to develop an Action Plan for the school • Effective mathematics programmes are delivered in all classes • Increase the amount of using hands on equipment to help mathematical thinking 	<ul style="list-style-type: none"> • Teachers all have up to date knowledge of effective strategies to teach mathematics • Lots of collaboration and opportunities for staff to have an input in the process • Staff are aware of the goals and contribute towards their achievement • Achievement of target • Increased engagement and positive attitude in mathematics • Greater use of equipment being used in the classroom which engages the children and helps them with the understanding of mathematical concepts.
2. To accelerate students' learning of mathematics by providing to intensive programmes – MST and ALiM	Ongoing throughout 2020	<ul style="list-style-type: none"> • Tash Campbell to be appointed as the MST (Maths Specialist Teacher) • Clarissa Dravitzki to be appointed as the ALiM (Accelerated Learning in Mathematics) teacher. 	<ul style="list-style-type: none"> • Tash to complete Massey University Mathematics study and block courses • Tash to attend MST courses • Clarissa to attend ALiM courses and training 	<ul style="list-style-type: none"> • 40 students will have a positive impact on the learning of their mathematics through the MST intervention • 15 students will have their mathematics learning accelerated through the ALiM intervention • Data will show this improved learning
3. Understand and use the Mathematics Learning Progressions	By the end of Term 2 2021	<ul style="list-style-type: none"> • Directed by Tash Campbell and Clarissa Dravitzki 	<ul style="list-style-type: none"> • To plan and facilitate the implementation of understanding the learning progressions in Mathematics. 	<ul style="list-style-type: none"> • Staff are engaged in new learning • More opportunities for students to share, collaborate and discuss among themselves • Increased collaboration across the Hubs within the school • All staff have a clear understanding and knowledge of the learning progressions and can therefore make OTJ's based on this framework.

4. Use the Mathematics PACT Tool for consistency in assessment	By the end of Term 3 2021	<ul style="list-style-type: none"> Directed by Tash Campbell and Clarissa Dravitzki 	<ul style="list-style-type: none"> TIC of Mathematics to run workshops / staff meetings 	<ul style="list-style-type: none"> All staff can input their OTJ's into the PACT Tool with certainty and confidence based on the Learning Progression Framework. We have a clear picture of our assessment across the school based on accuracy and consistency across the whole school. Reporting to parents and BOT is accurate and consistent
5. Provide PLD for staff	Starting in Term 3 2020 and ongoing into 2021	<ul style="list-style-type: none"> Tash Campbell – TIC of mathematics All staff to participate 	<ul style="list-style-type: none"> Tash (TIC of Mathematics) to run workshops / staff meetings Tash to observe and model / co teach in classrooms – effective teaching practices 	<ul style="list-style-type: none"> All staff participate, engage and collaborate in all PLD provided
6. Target students	Beginning of Term 1	<ul style="list-style-type: none"> Identified students in every classroom who are tracking below the expected level for their age. 	<ul style="list-style-type: none"> All staff to identify “at risk” children based on 2019 end of year data. These children will have targeted teaching to best meet their needs and accelerate their learning. These students will be monitored within team meetings and the Lead Team Meetings. 	<ul style="list-style-type: none"> Target students are identified and tracked Improved achievement and accelerated learning is tracked Teachers have specific plans to accelerate target students' learning There is evidence of accelerated learning
7. Next steps	At the end of every term	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> We will relook at how we are tracking buy the end of each term and adapt our action plan if necessary. 	<ul style="list-style-type: none"> Data is reflected on Next steps address identified needs

STRATEGIC PLAN 2020 – COMMUNITY ENGAGEMENT

Objectives	Core Strategies for achieving Objectives (What, How and Who?)	Indicators of Success (What will it look like? What is happening?)	Evaluation (How did we do?)
<p>Community Engagement</p> <p>To engage the community in the life of the school</p>	<p>Community Engagement</p> <p>Transitioning to a new student management system - Hero Linc-Ed.</p> <p>Voice Collection will occur regularly as part of our ongoing focus and commitment to Relationship-Based Learning</p> <p>Communication</p> <p>Parent Teacher Association</p> <p>Surveys/ Reviews</p> <p>Meet the Teacher/New Parent Information Evenings</p> <p>Learning Conferences</p> <p>Family Fun Day</p> <p>School Assemblies</p> <p>Open door</p> <p>Seesaw</p>	<p>Community Engagement</p> <p>Hero has the capability for teachers and students to set goals for student learning and for parents to view their child's progress towards learning goals.</p> <p>Teachers, and eventually students, can post to student learning journals and parents are also able to access this and comment on their child's journal - this will serve to provide 'real-time' reporting to parents.</p> <p>Whanau and student voice is collected, cleaned and analysed. Perceived barriers and enablers to learning are identified and the outcomes of voice collection help to inform our future strategic planning.</p> <p>Current forms of communication with our school community include:</p> <ul style="list-style-type: none"> • Fortnightly newsletter • Facebook and Facebook messenger • School Loop • Email <p>Hero will become one of our main methods of communicating with parents about their individual child's progress and achievement.</p> <p>We have a strong and active PTA. Meetings are held monthly.</p> <p>These are used as and when necessary - it is important that we are able to provide our school community with the opportunity to have input and contribute to the decision making processes when and if applicable.</p> <p>Held twice each year, Term 1 and Term 4. Example</p>	<p>Community Engagement</p> <p><u>March</u> We returned to using Seesaw this year during the Lockdown as a way for us to establish and sustain home-school connections during Alert Level 3-4.</p> <p><u>June 2020</u> Between March and June 2020, the principal conducted four whanau surveys, two staff surveys, and communicated with our community via many written newsletters, emails, Facebook posts and Seesaw messages plus written four new pandemic emergency plans based on the four different Covid19 Alert Levels the NZ Government introduced in March 2019. At all times, all decisions made have been based on recommendations from the MOE and MOH, our school pandemic emergency plans and with the health and well-being of staff and students always at the forefront of these processes and protocols. In June 2020, the BOT are sending home a survey (community consultation) asking for opinions on the school hours and drop off / pick up zone area.</p>

These are scheduled twice per year. Together, teachers, parents and students discuss learning and progress, reflect on past goals and set new goals for learning.

Our annual community celebration of our tamariki. Student creativity is at the forefront and our Art Exhibit is always well received.

Whanau are welcome to attend.
Parents are welcome to visit classrooms. Teachers are open to our parents coming in to see the learning in action

September Update

In August we held a New Parent Information Evening. This was attended by 5 parents, BOT Chair, PTA Chair, DP and Principal. Another great way of connecting with our community.

HERO, parent emails and Facebook are regularly used as a platform of sharing events and reminders. We have recently started using SMORE newsletter as a template for our school newsletter. This is to try and make our newsletter more visually appealing and user friendly.

STRATEGIC PLAN 2020 – PERSONNEL

Objectives	Core Strategies for achieving Objectives (What, How and Who?)	Indicators of Success (What will it look like? What is happening?)	Evaluation (How did we do?)
<p>Personnel</p> <p>To staff the school effectively and provide PLD that supports the achievement of the school's strategic goals</p>	<p>Personnel</p> <p>Learning Assistant hours have been increased in 2020.</p> <p>Learning Assistants trained in the delivery of extra support programmes: Five Plus and Quick 60. Our aim is to accelerate and raise student achievement in literacy.</p> <p>Writing - professional development. Our aim is to support teachers to develop their pedagogical knowledge of the teaching of writing and to strengthen our understanding of literacy learning progressions.</p> <p>PB4L professional development. Our aim is to develop a system of supports for students and staff to ensure accurate and sustainable implementation of PB4L at Normanby School</p> <p>Provisionally Certificated Teachers are supported by a tutor teacher during their first two years of teaching</p> <p>Collaborative Teaching</p>	<p>Personnel</p> <p>One full time LA in the new entrant space, one LA in the Matariki space (Rooms 7 and 8) until 2pm daily, and two LAs shared across the Puanga space.</p> <p>Classroom teachers include LA roles and responsibilities in weekly planning. LAs may work with students who require additional support or have an individualised programme and will work closely with classroom teachers and RTLB/RTlit to develop and deliver these programmes.</p> <p>Two LAs are working with students 1:1 for half an hour daily on the Five Plus programme (approximately 20 lessons per child).</p> <p>One LA working with a group of 5 students daily on the Quick 60 programme (60 lessons of 45 minutes duration)</p> <p>Literacy leader will work alongside Cath Runga (Evaluation Associates) to develop an action plan Action plan</p> <p>The PB4L team will attend a series of workshops with Shelley O'Sullivan (MOE) who will facilitate our journey towards implementing the essential features of PB4L School-Wide.</p> <p>We will provide a comprehensive advice and guidance program for our PCTs and</p>	<p>Personnel</p> <p>Consider collection of student voice and teacher voice in relation to impact of LAs in classrooms.</p> <p>Consider tracking and monitoring of student data in reading and writing</p> <p>Consider leadership capability matrix - dimension 3 & 4</p> <p>Consider outcomes of teacher goal setting and observations</p> <p>Consider student and teacher voice</p> <p>Consider student achievement data</p> <p>Consider School-Wide Evaluation Tool information (SET)</p> <p>Consider student, whanau, staff voice</p> <p>Consider teacher/student voice</p> <p>Consider PCT reflective journal</p> <p>Consider appraisal process and goal-setting/Impact Coaching</p> <p>Consider outcomes of action plans</p>

	<p>Professional Development - Our Local Curriculum</p>	<p>they will each be supported by an experienced tutor teacher</p> <p>Teachers will collaborate to plan and deliver effective learning programmes across the school.</p> <p>Staff collaborate in curriculum teams to develop and implement curriculum action plans.</p> <p>Whole staff workshop with Tamsin Hanly, author and developer of the Critical Histories Curriculum Programme Resource (CPR)</p> <p>Teacher workshop with Donna Davies - Developing a Local Curriculum</p>	<p>September Update Recently three more LA's have been employed on fixed term casual contracts. A grant of \$18K was applied for and approved to employ LA's to assist with children who have been adversely affected by COVID19.</p>
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STRATEGIC PLAN 2020 – EOTC

Objectives	Core Strategies for achieving Objectives (What, How and Who?)	Indicators of Success (What will it look like? What is happening?)	Evaluation (How did we do?)
<p>EOTC (Education Outside of the Classroom)</p> <ul style="list-style-type: none"> To review our current EOTC opportunities to ensure our students are provided with value added and engaging education outside of the classroom opportunities. 	<p>EOTC (Education Outside of the Classroom)</p> <p>Develop a three-year cycle of Senior Camp experiences for our students in Years 4-6 to ensure they get a variety of experiences.</p> <p>Plan and promote Learning Experiences outside the classroom for all Normanby Students using local resources Senior management and staff to look at local options for Camps and overall costs for a variety of experiences that provide a variety of life long experiences. These will vary from day, overnight and week-long experiences.</p> <p>Ensure outdoor education programmes follow safe practice and meet legal requirements.</p> <p>Provide learning challenges in outdoor contexts to enable students to develop resilience and a sense of personal and social responsibility. E.g. Confidence building challenges within PE programmes and using local outside agencies</p>	<p>EOTC (Education Outside of the Classroom)</p> <p>three-year cycle to consist of:</p> <ul style="list-style-type: none"> * A week long City Camp experience e.g. Wellington, Auckland, Rotorua * An overnight local community Marae or school stay * An Outdoor Adventure experience <p>The opportunities provided ensure students are challenged and are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments (including natural environments), and of the wider community</p>	<p>EOTC (Education Outside of the Classroom)</p> <p><u>June 2020</u> Due to Covid19, the BOT decided to cancel the 2020 Wellington School Camp. Instead the school will organise a “Big Day Out” for the Puanga Hub children – this will happen in term 4.</p> <p><u>September</u> We have made a proposal of the Big Day Out for Puanga Hub to take place in Term 4 on Friday 4 December. This would include a trip to New Plymouth by bus, ten pin bowling, mini golf and swimming. The proposal has been presented to the BOT at the September meeting. Once approved we will send out letters to parents.</p>

STRATEGIC PLAN 2020 – HEALTH AND SAFETY

Objectives	Core Strategies for achieving Objectives (What, How and Who?)	Indicators of Success (What will it look like? What is happening?)	Evaluation (How did we do?)
<p>Health and Safety</p> <ul style="list-style-type: none"> To provide a safe physical and emotional environment for the school community 	<p>Health and Safety</p> <p>Test and Tag all electrical equipment</p> <p>Onsite emergency drills</p> <p>Health and Safety Register</p> <p>School-Wide EOTC RAM and SAP forms</p> <p>PB4L - School-Wide staff training begins in 2020 and continuation of Restorative Practice</p> <p>Pandemic Plan implementation - March 2020 in response to COVID-19</p>	<p>Health and Safety</p> <p>Ongoing and scheduled regularly</p> <p>Fire, earthquake and lockdown drills are scheduled throughout the year (at least one per term) and are documented</p> <p>A set of documents are accessible to all staff with the purpose of recording any hazards noticed on school property, and for documenting any accidents and injuries that occur on school property</p> <p>Requirement of any off-site excursion</p> <p>To fully implement systems and practices using data to meet all students' needs and lead to an improvement in student behaviour and well-being</p> <p>Level 2 -3 Pandemic Plan</p> <p>COVID-19 Distance Learning</p>	<p>Health and Safety</p> <p><u>June 2020</u></p> <p>Throughout the three months between March and June 2020, four new Health and Safety Emergency Pandemic Plans were written by the principal relating to Covid19. Process and protocols were put in place to ensure the full safety and well-being of the school community.</p> <p><u>September 2020</u></p> <p>Due to currently being in COVID19 Level 2 we are following all necessary protocols and procedures as outlined by the MOE and MOH.</p> <p>A meeting has been arranged with the local Fire Service Safety officer to ensure our school can provide the safest possible environment.</p> <p>All electrical appliances have been tested and tagged as required.</p>

STRATEGIC PLAN 2020 – SCHOOL PROPERTY AND FINANCE

Objectives	Core Strategies for achieving Objectives (What, How and Who?)	Indicators of Success (What will it look like? What is happening?)	Evaluation (How did we do?)
<p>School Property and Finance</p> <ul style="list-style-type: none"> • Property: To develop and maintain property as required • Finance: To allocate available funds to meet charter goals 	<p>School Property and Finance</p>	<p>School Property and Finance</p>	<p>School Property and Finance</p> <p><u>June 2020</u> The principal is currently organising quotes for the schools cyclical painting maintenance to take place in 2020. One large tree that had become a nuisance was removed in May 2020. The boiler system has had a lot of work done on it to get it running efficiently (this was due to it being shut down for Peppers Construction, during the R5/6 refurbishment in term 4 2019. The principal is waiting to get approval from the BOT to work with Gina Thompson to access the SIP funding. (\$112K) All electrical testing and tagging took place in May 2020. The Principal, the secretary and the BOT financial officer, met with Education services – looked at annual accounts from 2019. Also looked at current financial state for 2020. We are tracking as expected.</p>

STRATEGIC PLAN 2020 – RELATIONSHIP BASED LEARNING (RBL)

Objectives	Core Strategies for achieving Objectives (What, How and Who?)	Indicators of Success (What will it look like? What is happening?)	Evaluation (How did we do?)
<p>Relationship Based Learning</p> <p>Strengthen teachers' capability for effective and sustainable practice</p> <p>To build positive relationships with family and whanau to support learning.</p>	<p>Relationship Based Learning</p> <p>Enable leaders of learning at Normanby School to support teachers to engage in processes that enable feedback and development. The school puts into practice the Relationship Based Learning Impact Coaching tool to achieve its strategic goals and objectives, giving time and allowance for this to aid in the improvement of educational outcomes for all learners. Impact Coaching</p> <p>Leaders, Teachers and Support staff will continue ongoing Professional Development offered through the South Taranaki Kahui Ako supported by the Within School Teacher and the School's Across School Teacher Liaison.</p> <p>Continue on a regular cycle of Voice Collection, analyse this data and identify any enablers and barriers to positive student outcomes and achievement of strategic goals. Consider these enablers and barriers and identify any actions necessary.</p>	<p>Relationship Based Learning</p> <ul style="list-style-type: none"> Relationship-Based Learning teacher profile - targeted Professional Development, both internal and through the STKA Impact Coaching and co-construction conversations to improve practice (Refer to Impact Coaching for guidelines). Teacher agency is enabled through a learning-focused coaching approach Teachers are teaching to the "North-East" - teachers with effective skills and effective relationships create 'family-like' contexts within their classrooms Teachers are operating within the profile and demonstrate this in their everyday teaching interactions with students, staff and whanau. Utilise the trained Voice Collection individuals of the South Taranaki Kahui Ako, and the Voice Collection tools as demonstrated by Cognition advisors Leaders to participate in guiding coalition professional development in order to build sustainability and effectiveness in implementing Relationships- 	<p>Relationship Based Learning</p> <p>Comparison of RbL Profile data (Impact Coaching) over time - identify the areas we are improving in, as well as the areas still needing attention</p> <p>Consider student achievement data</p> <p>Re-Establish a Guiding Coalition to monitor effectiveness through the GIPELSO model</p> <p>Consider any shifts in Voice Collection data - are the same barriers and enablers still present? How did our actions affect student outcomes?</p> <p><u>September</u></p> <p><u>Professional Learning</u></p> <p>This term Janelle purchased the textbook by Russell Bishop, 'Teaching to the North-East' for staff to have access to and read this year.</p> <p>As a school we participated in the Research Session and hosted it on site. All teaching staff deepened their knowledge and understanding of Relationships-based Learning (RbL) through Russell Bishop's research. All teaching staff now all have a common knowledge and understanding of the Relationships-based Learning approach and how it is based on research to improve learning outcomes for marginalised and minoritised students.</p>

based Learning through the South Taranaki Kahui Ako

- Establishment of a Guiding Coalition

Two 'Within School Teacher' (WST) hui run by the AST team have been attended by Jude, our Within School Teacher. These huis offer the opportunity to maintain connections across the Kahui Ako, develop a visual pathway for our school within RbL and engage with the new tracking and monitoring system established.

This term Tina Ryan has also taken the next step to becoming an accredited impact coach, participating in the coaching conversation hui. Once Tina is accredited we will have three impact coaches, Tina, Jude and myself.

The AST team also facilitated an Accredited Impact Coaching hui which was attended by Jude and Tina. The focus was on impact coaching protocols and data. We were able to review our school protocols for impact coaching and consider how we can use new resources provided for feedback on coaching conversations.

Impact Coaching

All staff have now been involved in at least one full impact coaching observation and provisionally registered teachers have had two. These observations allow teachers to identify goals using the data collected in the evidence. The impact coach then provides ongoing support by providing a short walk through observation (called an 'inbetweener'), direction to professional readings and collaborative conversations.

After attending the data workshop, we have had a go at entering and analysing data from the 2019 impact coaching observations. This was successful and creates a variety of graphs to analyse and present the data as well as a north-east graph created in Russell Bishop's research.

Next Steps

- Create 2020 impact coaching data tables
- Analyse 2020 impact coaching data
- Add data collection and analysis to our school protocols

STRATEGIC PLAN 2020 – POSITIVE BEHAVIOUR FOR LEARNING

Objectives	Core Strategies for achieving Objectives (What, How and Who?)	Indicators of Success (What will it look like? What is happening?)	Evaluation (How did we do?)
<p>Positive Behaviour for Learning (PB4L)</p> <p>The purpose of Normanby School PB4L School Wide Behaviour Plan is to create a safe and supportive environment within our school community to build positive and respectful relationships that improve academic achievement and encourage independent and lifelong learners.</p> <p>Our aim is to develop a system of supports for students and staff to ensure accurate and sustainable implementation of PB4L at Normanby School</p>	<p>Positive Behaviour for Learning (PB4L)</p> <p>The PB4L team will attend a series of workshops with Shelley O’Sullivan (MOE) who will facilitate our journey towards implementing the essential features of PB4L School-Wide</p> <p>To have improvement of student behaviour and well-being documented as one of your school’s top three priorities</p> <p>To commit to at least 3-5 years development</p> <p>Focus on Tier One which establishes the foundation for PB4L school wide through practices and systems for all students and staff implemented across all settings. Approximately 80% of students will have their needs met by Tier One supports.</p> <p>To evaluate using the SET Tool. The school wide evaluation Tool (SET) is designed to assess and evaluate the critical features of Positive Behaviour for Learning School Wide each academic year. The SET results are used to:</p>	<p>Positive Behaviour for Learning (PB4L)</p> <p>The school environment is positive and supportive</p> <ul style="list-style-type: none"> • expectations are consistently clear • students are consistently taught desired behaviours • students are consistently acknowledged for desired behaviours and undesirable behaviours are responded to in a fair and equitable way. <p>All students are consistently acknowledged for expected behaviour</p> <ul style="list-style-type: none"> • students are responded to equitably and fairly <p>The use of in-school data that guides decision-making and the adoption of specific behavioural and academic supports</p> <p>Explicit teaching of the values skill set so that children can confidently share our school values.</p>	<p>Positive Behaviour for Learning (PB4L)</p> <p><u>June 2020</u> Jude and Tina attended a PB4L coaching day on Friday 12 June. Shelley O’Sullivan (PB4L facilitator) surveyed staff and children on Tuesday 16 June to gather data on our current behaviour management system. On Tuesday 23 June, Jude and Tina will be leading a full staff meeting to discuss and implement a revised behaviour management system based on the PB4L philosophies.</p> <p><u>September 2020</u> This year we are extremely excited to be part of the three-year Ministry of Education Positive Behaviour for Learning contract.</p> <p>PB4L is an evidence-based framework for implementation that looks at behaviour and learning from a whole-of-school as well as an individual student perspective. It provides schools with a process for teaching social and behavioural skills and helps them to develop a positive, proactive, and systematic approach based on school data.</p> <p>The PB4L-School Wide approach promotes an inclusive, positive, culturally responsive climate that is conducive to learning for all.</p> <p>It takes the approach that greater opportunities for learning and achievement increase if:</p> <ul style="list-style-type: none"> • The school environment is positive and supportive • Expectations are consistently clear

<p>To ensure PB4L School-Wide takes the approach that opportunities for learning and achievement increase when the school environment is positive and supportive, and expectations are consistent and clear</p> <p>To focus on the prevention of problem behaviours, providing early intervention for those at risk, and creating environments that will lead to improved outcomes for all students</p> <p>To ensure the long-term success of PB4L School-Wide</p> <p>The development of systemic supports for the adults within the environment to ensure accurate and sustained implementation – i.e., to develop staff confidence and competence in</p>	<ol style="list-style-type: none"> 1. Assess features that are in place 2. Determine annual goals for PB4L 3. Evaluate ongoing efforts toward PB4L 4. Design and revise procedures as needed and, 5. Compare efforts toward PB4L from year to year. 6. to review where we are at in Term One and how we have <p>Reward children with certificates – class / principal, STARS cards,</p> <p>A commitment to continuing to upskilling and training all staff</p> <p>Current practices used in Relationship Based Learning, Culture Counts and Restorative Practice are to interweave into the PB4L framework.</p> <p>Plan to fully implement systems and practices using data to meet all students' needs.</p> <p>Students are taught expected behaviour through classroom programmes</p> <p>PB4L team to meet mid Term 2 and decide what our school values will be, based on a 'Normanby Star'</p>	<p>Normanby Stars will be recognised with Star awards for 'showing' these behaviours. E.g. In class, playground, Jump Jam, Hub Hui etc.</p> <p>School Assemblies and Hui will focus on values and being a Normanby Star</p> <p>Community is aware of our values and see them in Newsletters, Website etc.</p> <p>Our school values acronym will represent who we are and our values i.e. STAR</p> <p>Develop a school mascot representing our Normanby School STAR\</p> <p>Be or show:</p> <p>Success</p> <p>Teamwork</p> <p>Active</p> <p>Respect</p> <p>Established a shared team overview.</p> <p>We will have a school set of values that are unpacked with all stakeholders and reflect our school community.</p> <p>School signage will be updated and reflect our set of school values.</p> <p>Students will be involved in the design of signage, certificates, posters, STAR's cards.</p>	<ul style="list-style-type: none"> • Students are continuously taught expected behaviours • Expected behaviours are consistently acknowledged • Inappropriate behaviours are consistently responded to in a fair and equitable way • There are positive role models <p>The purpose of the Normanby School PB4L School Wide Behaviour Plan is to create a safe and supportive environment within our school community to build positive and respectful relationships that improve academic achievement and encourage independent, lifelong learners.</p> <p>So far we have completed a SET (School wide Evaluation Tool) where students and teachers were interviewed, to acquire data about our school values and expectations.</p> <p>It was discovered that very few knew all of the current seven Normanby Values.</p> <p>Through the programme, the team looked at further developing our 'Normanby Star' in relation to our school wide expected behaviours. This acronym also reflects the history of the school once being called Matariki, along with how we acknowledge our students when they succeed with STAR cards.</p> <p>After gathering both staff and student voice, we developed school wide expectations and Values based on the acronym for a Normanby 'STAR'.</p> <p>These are:</p> <p>S - Strength</p> <p>T - Team</p> <p>A - Achieve</p> <p>R - Respect</p> <p>Strength means I am resilient and have courage</p>
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doing the things that are asked of them

To begin Tier 1 which is the foundation on which the other two tiers are built. It looks at the support systems and processes across the whole school – things that impact on all students and adults.

For basic behavioural principles to be taught and reviewed with staff

To launch the PB4L journey with the within the school community

- E.g.
- **S** - Successful
- **T** - Teamwork
- **A** - Achievement
- **R** - Respectful

Through modelling, teaching, and rewarding positive behaviours we provide a quality environment where the school community is focused on developing Normanby STAR's.

PB4L at Normanby School will provide an effective, efficient, relevant, and strong framework that is:

- Evidence based using measurable academic and social achievement indicators
- Founded in contributions from all stakeholders (whanau, students, staff, and community)
- Culturally responsive
- Visible – an integral part of the school's daily operation
- Maintaining of a safe learning culture and environment

Consistent approach to behaviour management school wide

All staff to be trained in Incredible Years strategies

We will...

- challenge ourselves and persevere when things are hard
- build resilience and learn from failure - it's ok to make mistakes, we can use them to do something better next time
- be curious - ask what if...? why? when? how? type questions
- be creative - let your imagination go
- use our initiative
- stand up for what's right and be a good role model

Team means I... belong and include others

We will...

- Be a positive team member by encouraging, including and supporting others
- Show empathy and good sportsmanship
- Co-operate and work as a team
- Negotiate and compromise
- Communicate respectfully
- Consider others and accept diversity and difference
- Participate and contribute
- Relate well to others

Achieve means I... always strive to succeed

We will...

- work hard to achieve goals
- do the best we can
- take responsibility for ourselves
- challenge ourselves - set goals, make plans, reflect, evaluate and apply my skills and knowledge
- talk about my learning with others
- have a positive attitude
- keep trying to overcome challenges

Respect means I... respect myself, others and the environment by what I do, what I say and how I think.

We will have...

Respect for self:

- Have self-belief/giving all things a go (Growth Mindset)

	<p>We will develop a robust and purposeful action plan to indicate our journey.</p>		<ul style="list-style-type: none"> • Care for our bodies through food, exercise & hygiene • Be prepared and organised by having home learning, stationery and correct gear e.g. swimming togs. • Keeping ourselves safe <p>Respect for others:</p> <ul style="list-style-type: none"> • Be polite & respectful when speaking to others • To not be a bystander during social issues • Ask to borrow or use other people's things • Respect other people's thoughts, opinions & differences • Reacting positively to others in social situations • Communicating: When we do not understand something and when we need things explained • Keeping others safe <p>Respect for the Environment:</p> <ul style="list-style-type: none"> • Always have a tidy work area (Desks, art area etc.) • Pick rubbish up and use the bins • Manage belongings and resources • Look after school equipment and property <p>We are currently in the process of developing lesson plans for each of these values to be taught in class programmes for all of the school wide settings. The settings include: All settings, Classroom, Playground, Assembly, Field, Library, Toilets and more.</p> <p>Students are explicitly taught the expected positive behaviours for each of the settings, and therefore creating consistent expectations and language used across the school.</p> <p>We are extremely pleased with our journey so far and look forward to our future progress.</p>
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STRATEGIC PLAN 2020 – CULTURE / TE AO

Objectives	Core Strategies for achieving Objectives (What, How and Who?)	Indicators of Success (What will it look like? What is happening?)	Evaluation (How did we do?)
<p>Te Ao / Culture</p> <ul style="list-style-type: none"> To promote a school culture that values Maori students' identity, language and culture To include Te Reo and tikanga in teaching and learning in ways that support tamariki to engage and achieve success To give due diligence to understanding our Treaty of Waitangi obligations 	<p>Te Ao / Culture</p> <p>Using Te Reo visibly across the school in notices, signs, newsletters etc.</p> <p>Open and close all meetings with Whakatauki/Karakia and will be included in agendas school wide by leaders. Students will begin to learn whakatauki and student leaders will begin to be asked to lead this for all school events.</p> <p>Te Ao Leader to provide professional development to teach Te Reo through second language acquisition. Phase One: planning/resources provided and teaching modelled.</p> <p>Implement Relationships-based Learning throughout the Kahui Ako to develop Culturally Responsive practices within the classroom and across the school</p> <p>Te Ao team to arrange a Marae visit for whole school</p>	<p>Te Ao / Culture</p> <p>Teachers, Students and Whanau will become familiar with common words and phrases and see Te Reo use visible within the school</p> <p>All meetings will follow correct protocol for opening and closing: Professional learning meetings, parent evenings, assembly, in class</p> <p>30 minutes per week teaching Te Reo in every class</p> <p>Resources for Teaching and Learning will be supplied to staff to enable effective teaching of Te Reo</p> <p>Students will be able to engage in simple conversations using Te Reo.</p> <p>Use the Hero App to engage whanau in the learning process for their child</p> <p>Leader of Relationships-based Learning within the school will be supporting teachers to participate in professional development that meets their needs as an individual and school wide.</p> <p>All Teachers will know the 'profile' and be using culturally responsive interactions within their classrooms</p>	<p>Te Ao / Culture</p> <p>Consider collecting student and whanau voice</p> <p>Consider collecting teacher voices of professional knowledge in teaching Te Reo and Local curriculum to understand progress and form next steps.</p> <p>Maintain check in points on Te Reo as part of the agenda for staff meetings</p> <p><u>June 2020</u></p> <p>Every Monday morning, we have a staff briefing meeting. During this time, Amy leads our Te Ao Maori teaching and learning programme. This helps us to become more confident and fluent in using the Reo with our children.</p> <p><u>September 2020</u></p> <p>Critical Histories - Tamsin Hanly</p> <p>At the beginning of the year all staff were involved in PD with Tamsin Hanly who wrote the Critical Histories series of books. These books focus on interactions between Maori and Pakeha when Pakeha arrived in Aotearoa, as well as Maori beliefs and cultural systems and the differences of these to Pakeha. Throughout the year classes have been focusing on the first three books of the series:</p> <ul style="list-style-type: none"> Te Ao Maori o Nehara - Maori Gods and the settle of Aotearoa by Maori; The British Isles - Differences between Pakeha and Maori and how they live, Cook and Tasman's exploration and interactions with Maori. Two Worlds Meet - Meetings between Maori and Pakeha.

	<p>Senior School teachers will organise a Marae overnight stay every 3 years as part of the senior school EOTC.</p> <p>Participate in professional development in localised curriculum and participation in project Awa.</p> <p>Engage with Professional Development provider, Tamsin Hanly- Critical New Zealand Histories to offer a Teacher Only Day and purchase the resources</p>	<p>Teachers, Students and Whanau will be aware of our local Marae and the protocols used</p> <p>Key group of teachers will participate in local curriculum professional development and share knowledge to enable all classes participate in project our building collaborative knowledge of one aspect of our local environment connected to the awa</p> <p>Hubs will collaboratively plan units from the resource each term to support developing teacher capacity school wide</p> <p>Critical New Zealand Histories 6 key areas will be part of the whole school curriculum overview to be taught over a 3-year period initially.</p>	<p><u>Kapa Haka</u> This term Donna Cuthbert has been employed to lead Kapa Haka within the school. Donna and Amy spend some time each week planning the performance group lesson and the whole school session. The performance group has approximately 40 students. The group have learnt a range of songs and are now working on increasing their confidence to perform them. The boys have learnt the words to the haka and the girls have begun to use the poi last week. The whole school session has been split into 2 repeated sessions due to COVID level 2 restrictions. All students have the opportunity to learn waiata and some actions during whole school practice and it provides another practice opportunity for the performance group.</p> <p><u>Te Reo - IRDPX</u> All staff have been involved in PD for teaching of Te Reo in the classroom. This is teaching through second language acquisition and teachers are provided the planning and resources to teach it. Ongoing support is given during staff meetings and next term we'll be targeting teaching the interactive phrases, as teachers have become increasingly confident teaching targeted vocabulary.</p> <p><u>The Arts</u> Due to the COVID-19 a number of activities that students have participated in in the past were postponed or cancelled this year. This included the Junior Play Festival and Jump Jam competition. We look forward to being able to participate in these again next year.</p> <p><u>Art Week</u> Once again we have Art Week happening in Term 3. This year the theme is Kiwiana. All classes will be involved in creating three pieces of art, both 2D and 3D. These will then be displayed at Family Fun Day in our Art Exhibition.</p> <p><u>UPCOMING EVENTS</u></p> <ul style="list-style-type: none"> • Family Fun Day • School concert • Prizegiving
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Normanby School Strategic & Development Plan 2020

STRATEGIC GOAL TWO: OUR STAFF

To grow and develop our staff always aiming for effectiveness and excellence.

Student learning, engagement, progress and achievement	Effective teaching	Leading and managing	Governing	School Culture	Engaging Families
Teaching to the needs of the students.	<p>Strong behaviour management plan.</p> <p>Reflecting and evaluating / analysing data to plan classroom programmes</p>	<p>Providing PD opportunities to ensure all staff are able to be effective teachers, e.g. SHARP, 5+</p> <p>Collect ALL staff voice.</p> <p>Value teacher and leadership health and wellbeing:</p> <ul style="list-style-type: none"> • Workload • Time frames • Ways of communicating • Responding to staff in distress • Timing of communication 	<p>Open communication.</p> <p>Sharing the realities of teaching or even TAI.</p> <p>Continue to build and maintain relationships</p> <p>Coordinated meetings, staff, BOT, PTA all together when there is a specific reason e.g. school events, strategic planning.</p> <p>Communicate / share realities of teaching:</p> <ul style="list-style-type: none"> • Hours • Missed family time • Work over weekend 	<p>Caring and supportive.</p> <p>Respect and trust for each other, students and whanau.</p> <p>Staff Treaty.</p>	<p>Celebrating teacher's learning / successes / achievements:</p> <ul style="list-style-type: none"> • Assembly • Facebook • Website • Seesaw <p>Communicate / share realities of teaching:</p> <ul style="list-style-type: none"> • Hours • Missed family time • Work over weekend <p>Etiquette on time and ways that are appropriate for contacting staff after hours and when to expect a reply:</p> <ul style="list-style-type: none"> • Seesaw • Cell phone • Facebook • Email • Instant messenger <p>Meet the Teacher</p> <p>Appointment – okay to make a suitable time.</p>

Normanby School Strategic & Development Plan 2020

STRATEGIC GOAL THREE: OUR COMMUNITY

To engage our community in the life of our school.

Student learning, engagement, progress and achievement	Effective teaching	Leading and managing	Governing	School Culture	Engaging Families
3 way conferences Seesaw Reporting Home Learning				Open door policy Adopt-a Granny Meet the Teacher Evenings Jump Jam End of Year Concert Prize giving	Seesaw Facebook Open Day e.g. Family Fun Day, Grandparents day, sharing afternoons. Sporting events Coaching Specific interests / activities 3 way conferences End of Year Concert Prize giving Collecting of whanau voices Online surveys

Normanby School Strategic & Development Plan 2020

STRATEGIC GOAL FOUR: OUR RESOURCES

To provide a safe and effective learning environment using a variety of appropriate resources.

Student learning, engagement, progress and achievement	Effective teaching	Leading and managing	Governing	School Culture	Engaging Families
<p>To provide the necessary resources to ensure students have optimal learning opportunities.</p> <p>Allowing student voice in what they have access to.</p>	<p>To provide teaching opportunities specific to the needs of children through the development of flexible learning spaces.</p>	<p>To provide appropriate furniture in rooms that allows for flexible learning</p> <p>To include personal storage solutions.</p> <p>Property maintained and developed as detailed in 10-year plan and actioned in 5YA.</p> <p>To continue to review and practice emergency procedures.</p> <p>To provide release for teachers to engage in professional development that supports our strategic goals.</p> <p>To monitor and assess strategic plans regularly.</p> <p>Supporting students with additional learning needs: -Ensuring SENCO is released to do paperwork and follow up. -Effective use of budget allocated. -Purchases of resources, training / supporting LA's and teachers. -Liaise with RTLBs, Speech Therapists, parents, etc.</p>	<p>To staff the school effectively and provide PD that supports the achievement of the school's strategic goals.</p> <p>Allocate available fund to meet charter goals.</p> <p>To refurbish Room 5 / 6 as a flexible teaching space using the 5YA provision.</p> <p>To rebuild and repair the school pool complex. Depending on fundraising, provide a new shelter/changing sheds, solar panels, terraced seating, BBQ area and replace cobblestones with concrete.</p> <p>To update the carpet and walls across the school to match the building work completed.</p> <p>Provide funding to feed families at functions / events e.g. hangis, sausages.</p> <p>Continue to provide Learning Assistants in classrooms to support the learning of children.</p>	<p>To develop and maintain property. To care for our environment.</p> <p>Maintain open door policy</p>	<p>To engage the community in the life of the school.</p> <p>To encourage and seek community support to help with water blasting, gardening, painting and revitalising school environment.</p> <p>To provide inclusive spaces for our families to come to school and engage with us.</p> <p>Be explicit about our desire to partner with whanau.</p> <p>Seek and create opportunities to engage the community in school activities e.g. Family Fun Day.</p> <p>Provide a variety of two way and three-way communication avenues.</p> <p>Improve student school attendance, parent attendance at school events and reporting sessions by providing a welcoming an inclusive space along with open communication. Provide food at events / functions.</p> <p>Term 1 conference goal setting to provide opportunities for parents to communicate / share aspirations for their child. These are recorded and then responded to on the next report or at a conference.</p> <p>Library open at 2.30 for families to browse or do home learning, read or play a game with their child.</p>

Normanby School Analysis of Variance of Annual Plan 2020

End of Year Writing AOV and Comparative Data

The key goals as stated in our Strategic Plan for Writing:

- To improve the teaching of writing across the school
- To improve achievement and engagement in Writing so that 70% of the students achieve the benchmark for their age
- To improve Maori children's achievement in Writing so that 70% of the students achieve the benchmark for their age

This data set does not include evidence from the Year 0-1 cohort. Many students in this cohort have not yet had a full year at school. Year 0-1 achievement data is illustrated by comparing 5 and 6-year-old Observation Survey data instead.

Collection of evidence is ongoing. Teachers use a range of information and assessments to track the progress and achievement of all students in their class. In writing these include:

- easTTle writing samples (two per year)
- unassisted writing samples (two per year)
- conferencing and learning conversations
- observation of skills and strategies
- tracking of writing learning goals
- progress on spelling and learning support programmes

Our student management system, Hero, allows teachers to enter data and evidence into the system continuously throughout the year. This year the two data time-points were; July (mid-year) and November (end year).

The Hero system generates a 'best fit' level for each student. The end year levels are presented in this report and are set alongside mid-year levels for the purpose of comparison. The comparison will identify students who have made **expected** or **accelerated progress** over the course of the second half of the year.

Some key points to consider when looking at the comparative data are:

- Due to the interruption to teaching and learning programmes caused by COVID-19, our mid-year data time point was shifted to a later date to allow teachers time to teach and students time to learn. This resulted in the second time point (November) being only four months later. The holidays and art week reduced literacy instruction opportunities by another three weeks. In reality, our students received just over **three months** of literacy instruction between two data-points that are normally **five to six months** apart.
- Students who make progress of 1 sub-level (e.g. 2B to 2P) are considered to have made approximately 6 months of academic progress, students who make progress of 2 sub-levels (e.g. 2B to 2A) are considered to have made approximately 12 months of academic progress, and students who make progress of 3 sub-levels (e.g. 2B to 3B) are considered to have made approximately 18 months of academic progress.
- Students who have not moved a sub-level have still progressed in achievement of learning goals within their current level, but not enough to be considered to have made 'expected' or 'accelerated' progress.
- 'Accelerated' progress is when a student moves 1 sub-level or more, in less than six months.

COHORT ANALYSIS

Year 6:

- There are 30 students in Year 6.
- 4 students (13%) made progress of 2 sub-levels. This is accelerated progress.
- 24 students (80%) made progress of 1 sub-level. This is accelerated progress.
- 2 students remained at the same curriculum level.
- **A total of 93% of Year 6 students achieved accelerated progress.**
- 15 students (50%) are achieving at or exceeding expected curriculum levels.
- Therefore, 15 students in total (50%) are not yet achieving at an expected curriculum level.

Year 5:

- There are 29 students in Year 5.
- 1 student (3%) has made progress of 3 sub-levels. This is accelerated progress.
- 7 students (25%) made progress of 2 sub-levels. This is accelerated progress.
- 15 students (52%) made progress of 1 sub-level. This is accelerated progress.
- 5 students (17%) remained at the same curriculum level.
- 1 student (3%) was a new enrolment, is classified as special needs and is working towards expectation.
- **A total of 80% of Year 5 students achieved accelerated progress.**
- 11 students (38%) are achieving at or exceeding expected curriculum levels.
- Therefore, 18 students in total (62%) are not yet achieving at an expected curriculum level.

Year 4:

- There are 16 students in Year 4.
- 10 students (63%) made progress of 1 sub-level. This is accelerated progress.
- 6 students (37%) remained at the same curriculum level.
- **A total of 63% of Year 4 students achieved accelerated progress.**
- 1 student (6%) is achieving at or exceeding expected curriculum levels.
- Therefore, 15 students in total (94%) are not yet achieving at an expected curriculum level.

Year 3:

- There are 24 students in Year 3.
- 14 students (58%) made progress of 1 sub-level. This is accelerated progress.
- 7 students (29%) remained at the same curriculum level.
- 3 students (13%) were new enrolments, all are working towards expectation.
- **A total of 58% of Year 3 students achieved accelerated progress.**
- 3 students (13%) are achieving at or exceeding expected curriculum levels.
- Therefore, 21 students in total (87%) are not yet achieving at an expected curriculum level.

Year 2:

- There are 27 students in Year 2.
- 3 students (11%) made progress of 2 sub-levels. This is accelerated progress.
- 11 students (41%) made progress of 1 sub-level. This is accelerated progress.
- 12 students (44%) remained at the same curriculum level.
- 1 student (13%) was a new enrolment and is currently at the expected achievement level.
- **A total of 52% of Year 2 students achieved accelerated progress.**
- 19 students (70%) are achieving at or exceeding expected curriculum levels.
- Therefore, 8 students in total (30%) are not yet achieving at an expected curriculum level.

Whole School - Year 2-6:

- There are 126 students currently in Year 2-6.
- 1 student (1%) has made progress of 3 sub-levels. This is accelerated progress.
- 14 students (11%) made progress of 2 sub-levels. This is accelerated progress.
- 74 students (59%) made progress of 1 sub-level. This is accelerated progress.
- 32 students (25%) remained at the same curriculum level.

- 5 students (4%) were new enrolments.
- **A total of 71% of all Year 2-6 students achieved accelerated progress in writing.**
- 50 students (40%) are achieving at or exceeding expected curriculum levels.
- Therefore, 76 students in total (60%) are not yet achieving at an expected curriculum level.
- There are 59 boys (47%) and 67 girls (53%) in Year 2-6.
- 15 **boys** (25%) are achieving at or exceeding expected curriculum levels.
- 44 **boys** (75%) are not yet achieving at an expected curriculum level.
- 35 **girls** (52%) are achieving at or exceeding expected curriculum levels.
- 32 **girls** (48%) are not yet achieving at an expected curriculum level.
- There are 70 students (55%) in Year 2-6 who identify as Maori, 55 students (44%) who identify as European/Pakeha, and 1 student (1%) who identifies as Pasifika.
- 20 **Maori** students (29%) are achieving at or are exceeding expected curriculum levels.
- 50 **Maori** students (73%) are not yet achieving at an expected curriculum level.
- 1 **Pasifika** student (100%) is not yet achieving at an expected curriculum level.
- 30 **European/Pakeha** students (55%) are achieving at or exceeding expected curriculum levels.
- 25 **European/Pakeha** students (45%) are not yet achieving at an expected curriculum level.
- There are currently 60 students (48%) who are on learning support programmes*, or who have been on learning support programmes in the past.

Summarising Comments and Recommendations

In a year which has seen great disruption to teaching and learning programmes, we are very pleased with the extent to which our students have achieved accelerated progress - 71% of our entire Year 2-6 population. Our Year 6 and Year 5 cohorts are especially noteworthy with 93% and 80% of students making accelerated progress, respectively.

However, there is no denying the fact that many of our students are still working towards the expected levels for their age. Only 40% of Year 2-6 students are achieving **at** or **exceeding** the expected curriculum levels. Our Year 3 and 4 cohorts are of particular interest as we currently have large numbers of students in these groups who are underachieving (87% and 94% respectively). We have been tracking these students for some time now and to date have managed to target 63% of this group for additional learning support programmes run by our Learning Assistants. Pleasingly, 50% of these students have made accelerated progress over the last four months and, if we can support them to maintain this pace, then we can hope to see a reduction in the number of students in this category. 3 students (8%) are new enrolments and also fall into this category.

With our school-wide focus on Relationship-based Learning, it is also important that we explore the impact of our teaching and learning programmes for our Maori students.

- 6 of the 10 students (60%) exceeding expectations in writing are Maori

- There are 18 Maori students in Year 6. 17 of them (94%) made accelerated progress. 9 Maori students in Year 5 do not meet the expected achievement level (3P-3A)
- There are 19 Maori students in Year 5. 14 of them (74%) made accelerated progress. 15 Maori students in Year 5 do not meet the expected achievement level (3B-3P)
- There are 9 Maori students in Year 4. 5 of them (55%) made accelerated progress. All 9 Maori students in Year 4 do not meet the expected achievement level (2P-2A)
- There are 13 Maori students in Year 3. 8 of them (62%) made accelerated progress. 11 Maori students in Year 3 do not meet the expected achievement level (2B-2P)
- There are 11 Maori students in Year 2. 4 of them (36%) made accelerated progress. 6 Maori students in Year 2 do not meet the expected achievement level (1P-1A)
- In total, 69% of all Maori students made accelerated progress. Maintaining this rate of progress will be vital in raising the achievement of the 71% of all Maori students who are not yet meeting expected curriculum levels.

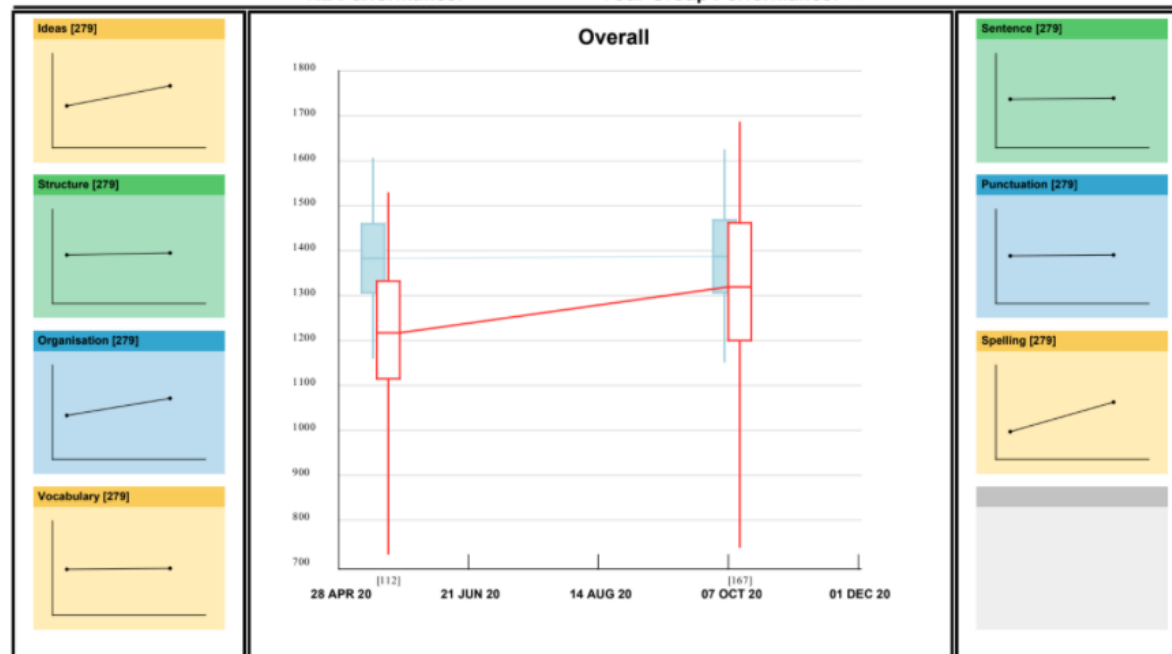
We knew long ago that our strategic goals in writing were going to be an ongoing challenge to achieve. However, teachers are working hard to find out what is going to make the biggest difference. Improvement in writing has become our collaborative inquiry - what does effective teaching of writing look like at Normanby School? What works for our kids? What is going to motivate and engage them?

We would like to acknowledge the input of Cath Runga (Evaluation Associates) into the development of effective teaching strategies with staff. Under her guidance we are developing better knowledge, higher expectations and a clearer understanding of learning progressions. We are fortunate to be able to retain Cath's advice and guidance into 2021. We will continue to implement our action plan, be responsive to student and whanau voice, engage in collegial discussions and moderation conversations, embed robust, relevant and purposeful writing programmes, and use evidence and data collection to inform future planning. We are determined to continue to support our students to achieve their personal best and to help those who are **working towards** the expectation, to close the gap between not meeting and meeting expected achievement levels.

We will also be continuing our professional development around the Relationship-based Learning profile. The relational strategies and interactions remain a key approach in our classrooms and are the foundation of effective teaching at all levels and across the whole curriculum, including the teaching of writing.

As part of Cath's own data analysis she has also taken a measure of progress based on the e-asTTle writing assessment results. Her findings support the statements made in this report in that significant accelerated progress has been achieved between time-one (May) and time-two (October) assessments, and that we do still have a large number of students working towards expected curriculum levels, despite the accelerated progress made to date. The comparative graph below illustrates this progress and below this are some notes that Cath has made with regard to this year's data.

Progress Report for Subject: Writing **Period Tested:** 19 May 2020 to 10 November 2020
Group: All Test Candidates
Ethnicity: All **Language:** All **Location:** All Schools **No. of Students:** 146
Year: 1, 2, 3, 4, 5, 6 **Cluster:** All Clusters
Gender: All **NZ Performance:** ■ **Your Group Performance:** ■ **No. of Results:** [n]



Writing data - e-asTTle writing

- e-asTTle writing assessments were undertaken in May and November.
- Effect sizes are used to indicate the relative effect of interventions, teaching and learning on student achievement within standardised tests. An effect size of 0.4 is considered very good.

Cohort	Effect size	Acceleration	Cohort	Effect size	Acceleration
Y2 - 6	0.75	Large	Year 2	0.62	Large
Māori	0.74	Large	Year 3	0.7	Large
NZE	0.86	Large	Year 4	0.7	Large
Female	0.8	Large	Year 5	1.17	Large
Male	0.76	Large	Year 6	0.97	Large
PLD target students	1.25	Large	Note: only students in years 2-6 with data at both time points, are included.		

Scale of Effect Size				
Detrimental less than 0	Normal to weak acceleration 0.0 to 0.2	Small acceleration 0.21 to 0.4	Medium acceleration 0.41 to 0.6	Large acceleration 0.61 plus

- These are impressive results. It is also impressive that each cohort has achieved large acceleration.
- e-asTTle also shows scores in relation to curriculum levels. This is important as even though students make large acceleration, some may not be at the expected curriculum level for their year level.

Number and percentage of students who are achieving at or above expected Curriculum Level. (e-asTTle - writing) Note: ORS students are not included in this data.		
	All students Years 2-6	PLD target students Years 2-6
Term 2 2020 May	5/112 (4%)	0/39 (0%)
Term 4 2020 November	29/ 123 (24%)	6/39 (15%)

Teachers are now in the process of completing their Teaching As Inquiry (T.A.I) cycles to reflect on this year's PLD and consider what new/different strategies and approaches have had the biggest impact on student engagement and learning.

Staff workshops/professional learning meetings, with a focus on writing, will continue to be scheduled into Term 1 next year. With Cath's support we have identified some important next steps with the aim of supporting teachers to:

- Further enhance professional knowledge of learning progressions and learning goals in writing so teachers can more effectively target individual or group learning needs and set appropriate next step learning goals for writing based on these needs.
- Ensure that writing programmes include a range of approaches and that students are writing across the curriculum, using a variety of text types.
- Ensure that we are setting high expectations of our students in writing and that they are being sufficiently challenged and supported.
- Ensure that writing purposes are authentic and relevant in order to increase motivation and engagement.
- Ensure teachers are allowing time for students to practise and use taught writing skills with increasing independence.
- Regularly monitor and track the achievement of learning goals, knowing that students need to be able to demonstrate writing skills and strategies independently and consistently, across a range of text types, before it is considered to be secure and marked as achieved.
- Moderate samples of writing by participating in robust, evidence-based discussions with colleagues, and making comparisons with exemplars of levelled writing.
- Ensure our systems for collating, analysing and using student assessment data are always appropriate and meet the needs of students and teachers, i.e. Hero student management system, Teaching as Inquiry.
- Maintain Relationship-Based Learning practices.
- Continue to develop planning frameworks that connect to the learning goals, identify targeted students and show the approaches and deliberate acts of teaching that teachers will engage in.
- Continue to find ways to use model texts and exemplars effectively to motivate and engage writers.

- Motivate and engage students to write by drawing on our local curriculum, focusing on authentic, relevant and meaningful topics that are of interest to students - students need to understand the purpose for their writing.

Once again, we need to acknowledge the added value of extra learning support programmes administered by our Learning Assistants, and the potential of these programmes to positively impact on progress. The work they do with individual students and small groups with a focus on literacy strategies and skills will be a huge factor in maintaining the momentum of progress achieved so far, particularly with our target students.

*Additional learning support may include outside agency involvement such as Speech Language Therapists, Resource Teacher of Learning and Behaviour (RTLb), Resource Teacher of Literacy (RTLit), Ongoing Resourcing Support (ORS), or Public Health Nurse care. Learning support programmes provided in school may include Quick 60, FivePlus, MST (Maths), ALiM (Maths), Talk to Learn, Early Words, Reading Recovery (this is no longer offered at Normanby School but we have identified students who have been on this programme in the past).

End of Year Writing AOV						
	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School Year 2 to 6
Number of students	27	24	16	29	30	126
Progress of 3 sub levels (accelerated progress)	0%	0%	0%	3%	0%	1%
Progress of 2 sub levels (accelerated progress)	11%	0%	0%	25%	13%	11%
Progress of 1 sub level (accelerated progress)	41%	58%	63%	52%	80%	59%
% achieved accelerated progress	52%	58%	63%	80%	93%	71%
Achieving at or exceeding expected curriculum level	70%	13%	6%	38%	50%	40%
Not yet achieving at an expected curriculum level	30%	87%	94%	62%	50%	60%

Writing Summary					
	Year 2 to 6	Boys	Girls	Maori	Non Maori
Number of students	126	59	67	71	55
Achieving at or exceeding expected curriculum level	40%	25%	52%	29%	55%
Not yet achieving at an expected curriculum level	60%	75%	48%	71%	45%

Normanby School Analysis of Variance of Annual Plan 2020

End of Year Reading AOV and Comparative Data

This data set does not include evidence from the Year 0-1 cohort. Many students in this cohort have not yet had a full year at school. Year 0-1 achievement data is illustrated by comparing 5 and 6-year-old Observation Survey data instead.

Collection of evidence is ongoing. Teachers use a range of information and assessments to track the progress and achievement of all students in their class. In reading these include:

- Regular 'Running Records' up to Level 22 (an assessment of fluency and decoding skills and strategies that a child can use independently)
- PROBE Running Record from Level 22 onwards (an assessment of decoding, fluency and comprehension skills and strategies that a child can use independently)
- conferencing and learning conversations
- observation of skills and strategies during guided/instructional reading sessions
- tracking of reading learning goals
- progress with sight word knowledge

Our student management system, Hero, allows teachers to enter data and evidence into the system continuously throughout the year. This year the two data time-points were; July (mid-year) and November (end year).

The Hero system generates a 'best fit' level for each student. The end year levels are presented in this report and are set alongside mid-year levels for the purpose of comparison. The comparison will identify students who have made **expected** or **accelerated progress** over the course of the second half of the year.

Some key points to consider when looking at the comparative data are:

- Due to the interruption to teaching and learning programmes caused by COVID-19, our mid-year data time point was shifted to a later date to allow teachers time to teach and students time to learn. This resulted in the second time point (November) being only four months later. The

holidays and art week reduced literacy instruction opportunities by another three weeks. In reality, our students received just over **three months** of literacy instruction between two data-points that are normally **five to six months** apart.

- Students who make progress of 1 sub-level (e.g. 2B to 2P) are considered to have made approximately 6 months of academic progress, students who make progress of 2 sub-levels (e.g. 2B to 2A) are considered to have made approximately 12 months of academic progress, and students who make progress of 3 sub-levels (e.g. 2B to 3B) are considered to have made approximately 18 months of academic progress.
- Students who have not moved a sub-level have still progressed in achievement of learning goals within their current level, but not enough to be considered to have made 'expected' or 'accelerated' progress.
- 'Accelerated' progress is when a student moves 1 sub-level or more, in less than six months.

Whole School - Year 2-6:

- There are 126 students currently in Year 2-6.
- 2 students (2%) have made progress of 3 sub-levels. This is accelerated progress.
- 9 students (7%) made progress of 2 sub-levels. This is accelerated progress.
- 78 students (62%) made progress of 1 sub-level. This is accelerated progress.
- 33 students (26%) remained at the same curriculum level.
- 4 students (3%) were new enrolments.
- **A total of 71% of all Year 2-6 students achieved accelerated progress in reading.**
- 77 students (61%) are achieving at or exceeding expected curriculum levels.
- Therefore, 49 students in total (39%) are not yet achieving at an expected curriculum level.
- There are 59 boys (47%) and 67 girls (53%) in Year 2-6.
- 31 **boys** (53%) are achieving at or exceeding expected curriculum levels.
- 28 **boys** (47%) are not yet achieving at an expected curriculum level.
- 46 **girls** (69%) are achieving at or exceeding expected curriculum levels.
- 21 **girls** (31%) are not yet achieving at an expected curriculum level.
- There are 72 students (57%) in Year 2-6 who identify as Maori, 53 students (42%) who identify as European/Pakeha, and 1 student (1%) who identifies as Pasifika.
- 38 **Maori** students (53%) are achieving at or exceeding expected curriculum levels.
- 34 **Maori** students (47%) are not yet achieving at an expected curriculum level.
- 1 **Pasifika** student (100%) is not yet achieving at an expected curriculum level.
- 39 **European/Pakeha** students (74%) are achieving at or exceeding expected curriculum levels.
- 14 **European/Pakeha** students (26%) are not yet achieving at an expected curriculum level.
- There are currently 60 students (48%) who are currently on learning support programmes*, or who have been on learning support programmes in the past.

Comments and Recommendations

In a year which has seen great disruption to teaching and learning programmes, we are very pleased with the extent to which our students have achieved accelerated progress in reading - 71% of our entire Year 2-6 population. Our Year 3, Year 5 and Year 6 cohorts are especially noteworthy with 75%, 83% and 83% of students making accelerated progress, respectively.

The Year 2 and Year 6 cohorts are meeting the target of 70% or more students meeting or exceeding expected levels of achievement (Year 2 – 74%, Year 6 - 83%), and there has been a slight improvement of students in this category in the Year 4 cohort (going from 47% to 50%) and in the Year 5 cohort (going from 61% to 62%), although these are both well off the target of 70%.

Students who are currently sitting in the 'at risk' zone (light blue zone on the graphs) are amongst those currently meeting expected levels but who continue to be targeted by classroom teachers as those who require close monitoring and tracking to ensure they maintain the expected progress and do not fall into the underachieving zone (gray zone on the graphs).

Classroom programmes and additional learning support programmes that we have in place for the teaching of reading are being effective and are having a positive impact on learning outcomes for our students. The majority of our teachers have had training in using the SHARP Reading approach and this consistency across all levels supports good progress. New teaching staff in 2021 will also receive support and guidance from colleagues to upskill in using the SHARP Reading approach.

Once again we need to acknowledge the added value of extra learning support programmes administered by our Learning Assistants, and the potential of these programmes to positively impact on progress. This year, 11 students have participated in the Quick60 intervention programme and 13 students have received 1:1 support on the *FivePlus* programme. It is our intention to continue to provide both these intervention programmes in 2021.

*Additional learning support may include outside agency involvement such as Speech Language Therapists, Resource Teacher of Learning and Behaviour (RTLb), Resource Teacher of Literacy (RTLit), Ongoing Resourcing Support (ORS), or Public Health Nurse care. Learning support programmes provided in school may include Quick 60, *FivePlus*, MST (Maths), ALiM (Maths), Talk to Learn, Early Words, Reading Recovery (this is no longer offered at Normanby School but we have identified students who have been on this programme in the past).

Reading Summary					
	Year 2 to 6	Boys	Girls	Maori	Non Maori
Number of students	126	59	67	71	55
Achieving at or exceeding expected curriculum level	61%	53%	69%	53%	74%
Not yet achieving at an expected curriculum level	39%	47%	31%	47%	26%

Normanby School Analysis of Variance of Annual Plan 2020

End of Year Mathematics AOV and Comparative Data

The key goals as stated in our Strategic Plan for Mathematics:

- To assess current mathematics practice across the whole school
- To produce a consistent mathematics programme throughout the school
- To improve achievement and engagement in Mathematics so that 70% of the students achieve the benchmark for their age
- To improve Maori children's achievement in Mathematics so that 70% of the students achieve the benchmark for their age.

This data set does not include evidence from the Year 0-1 cohort. Many students in this cohort have not yet had a full year at school. Year 0-1 achievement data is illustrated by comparing 5 and 6-year-old Observation Survey data instead.

Collection of evidence is ongoing. Teachers use a range of information and assessments to track the progress and achievement of all students in their class. In mathematics these include:

- JAM (Junior assessment in mathematics) and GLoSS (Global strategy stage). These two assessments are one to one, interview style tests that determine the strategies students are comfortably using.
- JAM (Junior assessment in mathematics) and IKAN - these assess the students mathematical knowledge. IKAN is a 5-minute timed test for years 4-6, this is carried out termly.
- PAT Mathematics, years 4-6, once per year
- observation of skills and strategies
- tracking of mathematics learning goals

Our new student management system, Hero, allows teachers to enter data and evidence into the system continuously throughout the year. This year the two data time-points were; July (mid-year) and November (end year).

The Hero system generates a 'best fit' level for each student. The end year levels are presented in this report and are set alongside mid-year levels for the purpose of comparison. The comparison will identify students who have made expected or accelerated progress over the course of the second half of the year.

Some key points to consider when looking at the comparative data are:

- Due to the interruption to teaching and learning programmes caused by COVID-19, our mid-year data time point was shifted to a later date to allow teachers time to teach and students time to learn. This resulted in the second time point (November) being only four months later. The holidays and art week reduced mathematics instruction opportunities by another three weeks. In reality, our students received just over **three months** of mathematics instruction between two data-points that are normally **five to six months** apart.
- Students who make progress of 1 sub-level (e.g. 2B to 2P) are considered to have made approximately 6 months of academic progress, students who make progress of 2 sub-levels (e.g. 2B to 2A) are considered to have made approximately 12 months of academic progress, and students who make progress of 3 sub-levels (e.g. 2B to 3B) are considered to have made approximately 18 months of academic progress.
- Students who have not moved a sub-level have still progressed in achievement of learning goals within their current level, but not enough to be considered to have made 'expected' or 'accelerated' progress.
- 'Accelerated' progress is when a student moves 1 sub-level or more, in less than six months.
- In mathematics students must have completed level one to move into level two. There is no end of level one HERO measure. This is a different algorithm to the other levels and areas due to the nature of the mathematics curriculum. Students may have completed a portion of level two before having completed all of level one.

COHORT ANALYSIS

Year 6:

- There are 30 students in Year 6.
- 4 students (13%) made progress of 3 sub -levels. This is accelerated progress
- 3 students (10%) made progress of 2 sub-levels. This is accelerated progress.
- 16 students (53%) made progress of 1 sub-level. This is accelerated progress.
- 7 students remained at the same curriculum level.
- **A total of 76% of Year 6 students achieved accelerated progress.**
- 19 students (63%) are achieving at or exceeding expected curriculum levels.
- Therefore, 11 students in total (37%) are not yet achieving at an expected curriculum level.

MST Intervention

10 year 6 students were part of MST this year. They received this intervention in the first half of the year and classroom teachers have continued to provide a positive mathematics experience for these students.

- 2 of these students made progress of 2 sub-levels. This is accelerated progress
- 6 of these students made progress of 1 sub-level. This is accelerated progress
- 2 of these students remain at the same curriculum level.
- 3 of these students are now achieving at the expected curriculum level

Year 5:

- There are 29 students in Year 5.
- 6 students (21%) have made progress of 3 sub-levels. This is accelerated progress.
- 5 students (17%) made progress of 2 sub-levels. This is accelerated progress.
- 11 students (38%) made progress of 1 sub-level. This is accelerated progress.
- 6 students (21%) remained at the same curriculum level.
- 1 student (3%) was a new enrolment.
- **A total of 76% of Year 5 students achieved accelerated progress.**
- 13 students (45%) are achieving at or exceeding expected curriculum levels.
- Therefore, 16 students in total (55%) are not yet achieving at an expected curriculum level.

MST Intervention

6 year 5 students have been involved in the MST intervention in the second half of the year. The classroom programmes their teachers have provided have also enhanced accelerated learning for these students.

- 5 of these students (83%) have made progress of 3 sub-levels. This is accelerated progress
- None of these students are achieving at their expected curriculum level

Year 4:

- There are 16 students in Year 4.
- 2 students (13%) have made progress of 3 sub-levels. This is accelerated progress
- 2 students (13%) have made progress of 2 sub levels. This is accelerated progress
- 5 students (31%) made progress of 1 sub-level. This is accelerated progress.
- 7 students (43%) remained at the same curriculum level.
- **A total of 57% of Year 4 students achieved accelerated progress.**
- 5 students (31%) are achieving at or exceeding expected curriculum levels.
- Therefore, 11 students in total (69%) are not yet achieving at an expected curriculum level.

MST Intervention

13 year 4 students have been involved in the MST intervention in the second half of the year. The classroom programmes their teachers have provided have also enhanced accelerated learning for these students.

- 2 students (15%) have made progress of 3 sub-levels. This is accelerated progress
- 2 students (15%) have made progress of 2 sub levels. This is accelerated progress
- 3 students (23%) made progress of 1 sub-level. This is accelerated progress.
- 6 students remain at the same curriculum level.
- 3 students are now achieving at the expected curriculum level

Year 3:

- There are 24 students in Year 3.
- 2 students (8%) made progress of 3 sub-levels. This is accelerated progress.
- 4 students (16%) made progress of 2 sub-levels. This is accelerated progress.
- 8 students (33%) made progress of 1 sub-level. This is accelerated progress.
- 7 students (29%) remained at the same curriculum level.
- 3 students (13%) were new enrolments.
- **A total of 58% of Year 3 students achieved accelerated progress.**
- 8 students (33%) are achieving at or exceeding expected curriculum levels.
- Therefore, 16 students in total (67%) are not yet achieving at an expected curriculum level.

ALiM intervention:

5 year 3 students have been involved in the ALiM intervention this year.

- 3 of these students moved 1 sub-level. This is accelerated progress
- 2 of these students moved 2 sub-levels. This is accelerated progress
- 2 of these students are now working at their expected curriculum level

Year 2:

- There are 27 students in Year 2.
- 1 student (4%) made progress of 2 sub-levels. This is accelerated progress.
- 14 students (51%) made progress of 1 sub-level. This is accelerated progress.
- 11 students (41%) remained at the same curriculum level.
- 1 student (4%) was a new enrolment.
- **A total of 55% of Year 2 students achieved accelerated progress.**
- 16 students (59%) are achieving at or exceeding expected curriculum levels.
- Therefore, 11 students in total (41%) are not yet achieving at an expected curriculum level.

Whole School - Year 2-6:

- There are 126 students currently in Year 2-6.
- 14 students (11%) have made progress of 3 sub-levels. This is accelerated progress.
- 15 students (12%) made progress of 2 sub-levels. This is accelerated progress.
- 54 students (43%) made progress of 1 sub-level. This is accelerated progress.
- 38 students (30%) remained at the same curriculum level.
- 5 students (4%) were new enrolments.
- **A total of 66% of all Year 2-6 students achieved accelerated progress.**
- 61 students (48%) are achieving at or exceeding expected curriculum levels.

- Therefore, 65 students in total (52%) are not yet achieving at an expected curriculum level.
- There are 59 boys (47%) and 67 girls (53%) in Year 2-6.
- 31 **boys** (53%) are achieving at or exceeding expected curriculum levels.
- 28 **boys** (47%) are not yet achieving at an expected curriculum level.
- 29 **girls** (43%) are achieving at or exceeding expected curriculum levels.
- 38 **girls** (57%) are not yet achieving at an expected curriculum level.
- There are 72 students (57%) in Year 2-6 who identify as Maori, 53 students (42%) who identify as European/Pakeha, and 1 student (1%) who identifies as Pasifika.
- 30 **Maori** students (42%) are achieving at or exceeding expected curriculum levels.
- 42 **Maori** students (58%) are not yet achieving at an expected curriculum level.
- 1 **Pasifika** student (100%) is not yet achieving at an expected curriculum level.
- 31 **European/Pakeha** students (58%) are achieving at or exceeding expected curriculum levels.
- 22 **European/Pakeha** students (42%) are not yet achieving at an expected curriculum level.
- There are currently 60 students (48%) who are currently on learning support programmes*, or who have been on learning support programmes in the past.

Summarising Comments and Recommendations

It is pleasing to see that accelerated progress has been made across all levels of the school. In particular, our year 5 and 6 students, with each of these cohorts having accelerated progress for 76% of students and 10 students across these two years having moved a full curriculum level.

Unfortunately, overall achievement data remains low. However, if we can maintain accelerated progress these students have a better chance of catching up and the data further improving.

The AliM and MST interventions have been successful for our students who were finding maths the most difficult. Both of these interventions also have a focus on improving attitudes and self-belief in being a mathematician, not solely achievement. We have noticed that this has spread beyond the students involved in the interventions.

Hero goals have made it clear to staff and students what needs to be learnt in order to progress. These have also allowed for more targeted teaching based on actual needs and for the flexibility of grouping to change quickly in response to new learning or a recognised struggle.

This year we have done some work on making maths real for students. Incorporating maths week, where students were involved in tasks that required thinking towards something that was relevant to them. We have been incorporating maths and maths talk across more parts of the day and within more of the curriculum. We have also provided more opportunities for students to make their own maths discoveries and then guided with strategies or allowed them the time and space to compare their approach with others.

Moving forward, we know that our maths curriculum must be relevant to our children and will need to be using our local curriculum to drive learning that our students have a genuine interest in. I would like to see maths week be a school wide event again in 2021.

The ALiM style intervention can be delivered within classrooms and we have the expertise in school to assist all staff to implement it if there is a need in their classrooms.

We also know that the increased use of hands on materials has benefited our students so we must ensure all teachers know what materials are available in our shared resources as well as making sure our classrooms are well equipped to provide hands on experiences.

*Additional learning support may include outside agency involvement such as Speech Language Therapists, Resource Teacher of Learning and Behaviour (RTLb), Resource Teacher of Literacy (RTLit), Ongoing Resourcing Support (ORS), or Public Health Nurse care. Learning support programmes provided in school may include Quick 60, FivePlus MST (Maths), ALiM (Maths), Talk to Learn, Early Words, Reading Recovery (this is no longer offered at Normanby School but we have identified students who have been on this programme in the past).

End of Year Mathematics AOV						
	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School Year 2 to 6
Number of students	27	24	16	29	30	126
Progress of 3 sub levels (accelerated progress)	0%	8%	13%	21%	13%	11%
Progress of 2 sub levels (accelerated progress)	4%	16%	10%	17%	10%	12%
Progress of 1 sub level (accelerated progress)	51%	33%	31%	38%	53%	43%
% achieved accelerated progress	55%	58%	57%	76%	76%	66%
Achieving at or exceeding expected curriculum level	59%	33%	31%	45%	63%	48%
Not yet achieving at an expected curriculum level	41%	67%	69%	55%	37%	52%

Mathematics Summary					
	Year 2 to 6	Boys	Girls	Maori	Non Maori
Number of students	126	59	67	71	55
Achieving at or exceeding expected curriculum level	48%	53%	43%	42%	58%
Not yet achieving at an expected curriculum level	52%	47%	57%	58%	42%

Normanby School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$2,252 (excluding GST). The funding was spent on sporting endeavours.