

Principal's Annual Report For the 2006 School Year

It is my pleasure to present the 2006 Principal's report for Marina View School.

Roll growth has stabilised at Marina View School. The school year began with a roll of just over 650 children and ended with 730 children.

2006 was a full year in the academic, cultural and sporting arenas and our children undertook a wide variety of activities thanks to the efforts of our teachers. Whilst there were many exciting activities undertaken throughout the 2006 school year, some highlights of the year included:

- The introduction of MVTV. As well as assisting the development of sophisticated production skills amongst the various groups of children who have been producing MVTV, this development has been a wonderful vehicle to support 'students voice' through sharing of the many exciting learning experiences that are taking place within the school. I believe that this innovation of Colin Gover's is truly of a world class standard.
- The continuation of ICT integration in classrooms throughout the school
- Children continuing to visit other schools to instruct both teachers and children on the use of ICT to support learning
- Development of a second ICT suite
- Continued development of the delivery of integrated units of study
- The ongoing development of GATE programmes throughout the school
- A successful Year 7/8 Talent Showcase
- The introduction of French Language lessons for our Year 7 and 8 students
- Year 7 and 8 students coaching younger students
- Success in the West Auckland Chess Championship
- Success in interschool sporting competitions
- Success in interschool speech competitions
- Success of our children shown in external assessment of achievement
- The school choir involved in a number of events including the APPA Choir Festival in the town hall
- The creation of mosaics by children to enhance the school grounds
- The Development of a new school website
- A school magazine to celebrate the school year
- A strong EOTC programme throughout the school including; Senior School camps (Years 6 and 8) and Year 7 Activity week, Year 1-4 Big Day Out, Year 2 swimming programme, visits to the Maritime Museum, Western Springs, Butterfly Creek, Kelly Tarltons, Whenuapai Airbase, Corbans Arts Centre, Year 7/8 Leaders to Rainbows End, Manutewhau Stream, the Museum, KUTE, Kids Congress, Neighbourhood Watch Big Day Out, Young Leaders Day, Snow Planet, Bowling, Basketball with the Breakers, Badminton, Golf and Tennis
- Visitors to the school have included: The Great Drain Game, Life Education, The Gardener storyteller, Kahurangi Dance troupe, various guests presenting Maori legends and music, Class Act Opera, Stunt man, Jump Rope for Heart, 'On Our Street' puppet show, Keeping Ourselves Safe, Safe Kids programme, Neighbourhood Watch Visitors
- Sporting representation after school in netball, hockey and basketball competitions.

In my report I have included the following review of our annual goals for 2006.

NAG 1. Curriculum

1. **Goal:** To have all teachers participate in an Assessment contract focused on enhancing formative assessment practice to support classroom programmes and individual students development needs.

Outcome: The involvement of the school in an assessment contract (facilitated by Evaluation Associates) showed significant consolidation throughout the school. 2006 was the cascading phase of the professional development, with the facilitator and lead teachers supporting all staff members to gain an understanding of how to implement programmes based on Assessment for Learning principles to enhance student achievement.

The school held a teacher only day and a number of ongoing staff meetings throughout the year. Teachers have participated in quality learning circles to share their experiences and understandings of the developments. Staff members were observed by the contract facilitator and/or lead teachers and held reflective conversations based on the observations and next learning steps for teachers. Teachers were also videoed and again reflected on practice.

Teachers selected target groups of students to help focus the AFoL principles being trialled. Writing targets were set for students in all year levels and samples of students writing were collected at various stages and moderated by all staff to help develop consistency in assessment.

Throughout the year lead teachers attended seminars facilitated by Evaluation Associates to assist them with their coaching and support role within school.

This professional development initiative has had many positive outcomes with teachers gaining a greater understanding of clarity of the learning process, having clear learning intentions and success criteria for learning, the importance of positive partnerships in the learning process, developing children's ownership of their of own learning and how reflection supports the learning process. The professional development has also led to the development of a strong team of lead teachers, and the 'opening up' of classroom practice with much sharing amongst staff members.

We do however need to continue the development for several years yet, to ensure that it becomes embedded as core teaching practice at Marina View School. We intend to replicate this year's development in 2007 with Reading programmes, as the curriculum context for the professional development.

2. **Goal:** To participate as a Lead School in a MOE ICT professional development contract focused on improving delivery of this aspect of the curriculum, and to continue the upskilling of all M.V.S. staff.

Outcome: Participation as a Lead School in the ICTPD contract continued to be a significant school wide initiative during 2006. This was the third and final year of the Ministry of Education contract. Professional development to support the integration of digital video and digital still photography was a large focus of the school wide

development in 2006. By Term 4 a range of high quality presentations had been completed throughout the school. Two videos (Year 6 'Our Cool School' and Year 7 and 8 'Graffiti Friend or Foe') were successful at a national level. The development of MVTV was a major accomplishment in 2006. This development supports high quality and authentic school wide integration of ICTs into the learning process; it also empowers students through their control and direction of all aspects of the MVTV process, i.e. scripting, production and presenting of the shows. There have been many positives spin offs from MVTV. The broadcasting of MVTV live 3 mornings a week ensures that there is clear communication of activities that are taking place throughout the school and supports the development of school wide community spirit.

During the year our school has received a number of visitors from around the country to look at the developments our school is undertaking. Our students have also facilitated sessions for both students and teachers to showcase what they have been doing and as professional development facilitators. Colin Gover, Maurice Young and Meredyth McFarlane attended national and international conferences (With Colin presenting workshops at regional, national and international conferences).

3. **Goal:** To have all teachers participate in curriculum development focussed on the delivery of powerful integrated learning experiences for children (including the development of metacognitive strategies).

Outcome: During 2006 we continued to develop school wide understanding and delivery of integrated curriculum units and the inquiry approach to teaching and learning.

As in 2005, in Terms 1 and 3, syndicates trialled integrated units of study. During Terms 2 and 4 we reflected on units undertaken and undertook further planning and programme development. As our experience with delivery of integrated units has progressed so to have teacher confidence and enjoyment with this approach. We now see many benefits in this approach to curriculum delivery.

This curriculum development is now well underway but will still take several years to develop and integrate fully into school culture. During 2007, we will trial integrated units in each term and continue to meet as a staff to reflect on and evaluate our programme delivery and student achievement. We are also looking to incorporate the changes made in the draft New Zealand curriculum (both in curriculum areas and the new Key Competencies) into the planning of these units. The use of the inquiry process is also an area that teachers have expressed a desire to undertake further professional development in and this will continue in 2007.

4. **Goal:** To have all staff members participate in Quality learning circles to reflect upon curriculum developments with the major focus being formative assessment.

Outcome: Whilst we had Quality learning circles functioning during the year, they did not develop as initially envisaged. The Quality learning circles worked best when they were formally integrated into staff meetings. This I believe was due largely to the time constraints, number of meetings that are held as part of the day to day functioning of the school, and the fact that reflection and discussion are becoming established as part of whole school staff meetings. In the future we will look at continuing reflection and discussion as part of our school practice but have this as a planned activity in staff meetings, both within and across syndicate teams.

5. **Goal:** To consolidate school wide, class based programmes that strengthen the teaching and learning programmes for Gifted and Talented students.

Outcome: A number of projects were undertaken with selected groups of gifted and talented students over the year. These included construction of a pebble mosaic outside the hall, selection of chess teams (with our Year 5 and 6 team winning the inter zone competition, and our Year 7 and 8 boys team coming second), Future problem solving, Year 6, 7 and 8 Mathematics problem solving, Year of the Veteran group, Year 1-3 digital photography group, Year 3 and Year 6 Written Language extension group, Year 5 and 6 Science Roadshow group, and a number of digital video groups (Year 5 and 6 'Text Bullying', Year 6 'Our Cool School' group that gained second place in the Ulearn conference video competition), Year 7 and 8 'Kid Witness News' that came in the top 10 of a national competition with their video 'Graffiti – Friend or Foe'.

As well as the development of these extension programmes for gifted and talented students, teachers have been looking at ways to provide differentiated programmes within their classrooms so that children who are identified as needing extension are catered for within day to day classroom programmes.

A number of professional development opportunities took place to support school wide developments. Clare Guy attended the national Gifted and Talented Education Conference 'Rising Tides' Elaine Le Seur from Team Solutions worked with our school to review the schools position and next development steps. Elaine also undertook a staff meeting on differentiation in the classroom. Further professional development for staff around differentiation of classroom programmes will be a focus for 2007 / 2008.

6. **Goal:** Curriculum targets for Literacy and Numeracy developed, and achievement to targets monitored.

Outcome: Curriculum targets were developed for Writing, Reading and Numeracy. The targets were

Writing – Target Group - Year 4 students

Base data - 2006

Year beginning: 21% of students currently are at level 2 proficient (asTTle)

Targets set – 2006

Year End: 50% of students will achieve a score of level 2 proficient (asTTle)

Results

Year End: 66% of students were at or above level 2 proficient (asTTle)

This was a very pleasing result. I believe that the focused nature of the Assessment for Learning professional development programmes (including regular reflection on practice and student achievement) along with the introduction of school wide target setting in writing assisted the attainment of this result.

Mathematics - Target group Year 6 students

Base data – 2005:

88% of the Year 5 students were at Multiplication & Division Stage 5 or above.

Targets set - 2006

68% of the Year 6 students will be at Multiplication & Division Stage 6 or above.

Results

79% of the Year 6 students were working at Multiplication & Division Stage 6 or above.

This also is a pleasing result. The results are both well above the targets that we had set 68% and also the achievement of all Year 6 New Zealand students' attainment 66% (from 2005 National Numeracy data).

NAG 2. Documentation and Review

- Goal:** Develop strategic plan for 2007 -2009
Outcome: A strategic plan for 2007 – 2009 has been drafted and developed. To help inform the strategic plan development process, during the year consultations with; the whole school community, the Korean community and the Maori community have taken place. The strategic plan will form the basis of school wide developments in 2007 -2009.
- Goal:** Undertake snapshot reviews in various curriculum areas
Outcome: Snapshot reviews have been undertaken and are attached.
- Goal:** Continue the programme of Policy Review (NAGs 1 and 2), as per strategic plan cycle to ensure our school's policies are up to date and available for all who need to use them.
Outcome: During the year a review of all Policies (NAGs 1 – 6) took place. Ongoing Policies will now take place as per the strategic plan cycle.
- Goal:** Develop a 2 year curriculum delivery cycle
Outcome: To support the ongoing developments to deliver Deep and Rich contexts for learning the school has developed a matrix of possible integrated context for learning that can be undertaken over a two year cycle. We have also developed a curriculum tracking sheet to assist with monitoring the coverage of curriculum areas to ensure a balanced delivery of curriculum. The matrix of integrated context for study and the curriculum tracking sheet are to be trialled over the next two year period and will be closely monitored and reviewed as we progress.
- Goal:** Monitor and report to BOT on school wide student achievement in Reading and Mathematics (including analysis of year level, gender and the achievement of Maori students).
Outcome: Reports have been presented to the BOT regarding student's achievement in Reading and Mathematics. Data in these reports has been analysed and this analysis has informed further school-wide curriculum development.

NAG 3. EMPLOYER RESPONSIBILITIES

- Goal:** Provide a programme of professional development (whole school and individual) for all staff involved in the Curriculum Goals above.
Outcome: A comprehensive range of professional development activities took place during 2006. Whole school professional development included Assessment, ICT, GATE and the draft New Zealand curriculum. Individual staff members undertook a variety of professional development activities to support and/or enhance personal development needs. A pleasing aspect of the professional development programme has been the preparedness of staff members to lead the process and support others when needed.

Assessment lead teachers have clearly articulated the benefits of this professional development programme and have initiated support of other teachers to trial AFoL strategies in their classrooms.

Each syndicate team has also facilitated a session of whole school development. The sessions were well delivered, informative and complemented school wide curriculum developments. The sessions also showed the wide range of curriculum skill and knowledge that our staff members have.

2. **Goal:** Continue to develop and enhance appraisal procedures and process to ensure practice informs ongoing school and teacher development.

Outcome: The appraisal procedures and process have worked smoothly during 2006. We believe that the changes made in 2005 have assisted the development of an appraisal system that supports both school and teacher development.

3. **Goal:** Assist the smooth induction of new staff members.

Outcome: All new staff members were given support and advice throughout their period of induction into Marina View School. Beginning Teachers also had the support of a tutor teacher assigned to advise them throughout their first year of teaching.

In addition to the above the school continues to operate a personnel policy that compiles with the principles of being a good EEO employer.

NAG 4. FINANCE AND PROPERTY

1. **Goal:** Property committee to develop and prioritise 5 year property plan.

Outcome: It has been difficult to prioritise 5 year property plan projects while Ministry of Education 5 year funding amount have been unclear. A number of meetings with Ministry representatives over the year have assisted the process. Confirmation at the end of the year that the school will receive significant property funding, to address school space deficiencies and confirmation of the 5 year funding amount means that a clear plan for property development can take place in 2007.

The 15 year property maintenance plan was reviewed and modified in consultation with Opus consultants. Opus is also working alongside the school to prepare for the inclusion in the next round of Ministry of Education 5 Year Property Funding

2. **Goal:** Oversee the following Grounds Developments:

1. Additional Large Tree plantings
2. Rejuvenate fields
3. Replace fence line on Picasso Drive.
4. General site enhancements
5. Landscape development plans drafted

Outcome: Some plantings of trees were undertaken between the Junior School area and the staff car park. A comprehensive redevelopment and planting was undertaken outside rooms 16 and 17. The rejuvenation of the fields has continued with the fields now looking much healthier, however further rejuvenation is still needed. The fence line on

Picasso Drive was replaced and ongoing site enhancements continued to take place. Whilst some landscaping took place comprehensive landscaping plans have still to be developed.

Goal: Oversee the following Internal Upgrades:

- Room 14, 15, 21, 22 internal paint
- Room 23 – 24 internal upgrade
- Room 14, 15, 19, 20 21 replace class desks and chairs
- School hall internal paint and chairs

Outcome: The internal classroom upgrades all took place and have contributed to the ongoing enhancements and improvements of our school site. Classrooms also received new desks and chairs. The school hall has had an internal paint and 200 new chairs have been purchased. In addition to the above Room 25 was redeveloped as a second ICT suite (and teacher development centre) for the school. Television sets were installed into all classrooms and networked so that they can access MVTV.

3. **Goal:** Ongoing maintenance programme

Outcome: The school continues to be well maintained and enhanced. Maintenance activities included testing of all electrical appliances, inspection and maintenance of plumping (gully traps, down pipes, drains etc). Hand drying facilities were installed in all toilet blocks. All buildings were chemically washed. The Senior and Junior playgrounds were independently inspected and maintenance tasks undertaken.

4. **Goal:** Upgrade ICT resources.

Outcome: The school has continued to upgrade its ICT resources. Televisions have been purchased for every classroom. They have been networked so that MVTV (and other educational media) can screen live into each room. We purchased 21 new computers during 2006 and again consolidated the school network. Several areas now have wireless network ability (and this will continue to be developed) Digital cameras (still and video), various peripherals and a variety of software were also purchased. All teachers now have access to a laptop computer through the Ministry of Education TELA lease scheme.

5. **Goal:** Prepare annual budget to reflect the school's strategic direction

Outcome: An annual budget was created for 2006 to reflect our school's strategic direction and resourcing needs.

6. **Goal:** Monitor and report on school's financial position

Outcome: The finance committee monitors and reports to the BOT on the school's financial position each month.

NAG 5. HEALTH AND SAFETY

1. **Goal:** Undertake annual safety audit.

Outcome: An annual safety audit was undertaken.

2. **Goal:** Develop systems to ensure visitors to the school are informed of any potential hazards
Outcome: A 'Current Hazard' notification sheet was placed beside the visitor's book in the administration area.
3. **Goal:** Continue peer mediation programme
Outcome: The 'Cool Schools' peer mediation programme continued to support the positive behaviour management activities taking place within the school.

NAG 6. LEGISLATION

1. **Goal:** Review and modify school charter and Strategic plan

Outcome: This has taken place. The Marina View School Charter is reviewed and modified annually. The Charter was submitted to, and accepted by, the Ministry of Education. The Strategic Plan has also been reviewed and will form the basis of school wide developments 2007 - 2009

2. **Goal:** Keep up to date with all legislative requirements

Outcome: The school has kept up to date with all legislative requirements during the 2006 school year.

In conclusion

The 2006 school year was a successful year of consolidation and growth for Marina View School.

I would like to take this opportunity to thank all staff for the wonderful effort they have put in to ensuring that our children receive both high quality educational development and supportive and caring holistic personal development whilst they are in our care. Our community is lucky to have such professional and caring people looking after their children.

Our community in turn shows great support for our school. Practical examples of parental support are regularly evident and I would like to take this opportunity to thank the PTA for all their efforts over the year. The school continues to benefit greatly from their fundraising efforts.

I would also like to thank the Board of Trustees for their sound and positive governance of the school. It is because of such a positive and supportive relationship between the school and the board that we are able to achieve (and extend upon) the goals we have for our children and the wider school community.

We look forward to another exciting year in 2007.

Regards
Maurice Young
Principal