

Principal's Annual Report For the 2005 School Year

It is my pleasure to present the 2005 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 708 children.

2005 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 2005 school year, some highlights of the year included:

- A strong EOTC programme throughout the school
- Senior School camps (Years 6 and 8) and Year 7 activity week
- Sporting representation in after school; netball, hockey and basketball competitions
- The development of ICT integration in classrooms throughout the school
- A successful inter cluster 2 day mini conference
- Children visiting other schools to instruct both teachers and children on the use of ICT to support learning
- Trialling of integrated units of study
- Success of our children shown in external assessment of achievement
- The ongoing development of CSWA programmes throughout the school
- A successful Junior School Production
- The painting of murals
- The creation of mosaics by children to enhance the school grounds
- Success in the West Auckland Chess Championship
- The school choir involved in a number of events including the APPA Choir Festival in the town hall
- The introduction of a school magazine to celebrate the school year

In my report I have included the following review of our annual goals for 2005

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) saw four lead teachers Eileen Brunton, Alice Tindall, Sally Andrews Barbara Hannant (who has since left Marina View School), and the management team undertake significant professional development relating to the use of formative assessment to assist the teaching and learning process within the written language programme. These staff members have shown a very good understanding of the objectives of the Assessment project and have implemented strategies successfully into classroom programmes. They are now well placed to assist all other teaching staff members through cascading this professional development to all staff in 2006. The management team have undertaken initial investigations of the MOE Astle assessment package. More analysis of the package will take place in 2006.

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 2005. Our school co-ordinated extensive teacher professional development activities for the teachers from the schools involved in the contract (Taupaki, Colwill, West Harbour, Hobsonville and Marina View). Martyn Weatherill facilitated the professional development activities with support from Colin Gover. The Project Director and Project Facilitators attended two conferences specifically targeted at supporting this initiative. They have also presented workshops at these conferences to showcase our clusters programmes. Principals and lead teachers from each school met during the year to discuss the vision of the contract and to look at successful models of integration of ICT into school programmes and current developments in educational theory and practice. At Marina View the professional development took a variety of forms throughout the year. The contract facilitator worked face to face with a number of teachers looking at skill development with software and hardware and then how ICTs can be naturally integrated into classroom programmes to support and enhance learning opportunities. Colin Gover (supported by Sarah Eyles) was our on-site support person and ran a number of sessions to assist with skill development and programme integration. During the July holidays 11 staff members attended the Ulearn ICT conference in Auckland. During the September holidays our cluster of schools combined with another to hold a 2 day mini conference (held at Marina View) that showcased the work taking place within schools. This was a very successful event. Our staff acquitted themselves very well, all syndicates presented displays of work undertaken and several staff members presented workshops. Our school has hosted a number of visitors to view developments taking place. Colin has also taken students to other schools to instruct both teachers and students on the use of ICTs to support and enhance learning. Our school trialled Learning Activity Management systems for the Ministry of Education. Colin and our students were videoed to be included in an MOE curriculum resource regarding the use of these LAMs. I took part in a reference group for the Ministry of Education with regard to the development of the new e-learning framework. We look forward to 2006 continuing the success and development that took place in 2005.

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

Outcome: The development of integrated curriculum units to support powerful learning experiences

During 2005 we continued to develop school wide understanding and delivery of integrated curriculum units and the inquiry approach to teaching and learning. During terms 1 and 3 syndicates trialled integrated units of study and during terms 2 and 4 we reflected on units undertaken and undertook further planning and programme development.

During November all team leaders and management team members attended a seminar delivered by Kath Murdoch regarding 'How to plan an inspiring

integrated inquiry unit'. During this seminar each team initiated planning of integrated, inquiry units for term 1 2006.

This curriculum development is well underway but will still take several years to develop and integrate fully into school culture. During 2006 we will again trial integrated units

4. **Goal:** To have all syndicate teams participate in, and have an opportunity to lead, professional development relating to the delivery of integrated (and powerful) learning experiences and strategies to support the development of students metacognition and higher order thinking strategies.

Outcome: All syndicates chose, researched and lead professional development within the school based around strategies to enhance students learning and metacognition. Each syndicate facilitated whole staff meetings on Graphic Organisers to support learning, questioning, Gardner's Multiple Intelligences, Inquiry Learning models, Homework, Habits of the Mind and Six thinking Hats. These sessions were a very positive innovation and highlighted the professional knowledge held amongst our staff.

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

Outcome: All teachers were supported with their numeracy programmes by a strong numeracy curriculum team professional development sessions. Curriculum teams and other teachers undertook a range of professional development activities throughout the year.

Michelle Clarke, Belinda Hirzel and Viki Wooldridge attended The Numeracy Project Professional Development at Colwill School.

Jo Knox attended *The M2P Maths Mentoring* course, facilitated by Len Cooper.

Sally Andrews completed an Auckland College of Education paper, *Extending and Understanding Mathematical Thinking*.

Moira Newton attended Numeracy Refresher workshops, facilitated by Len Cooper.

Donelle Roberts attended The Numeracy Project Lead Teacher meetings.

Sally Andrews, Edith Cain, Joy Gover, Meredyth McFarlane, Donelle Roberts, Kyung-Ja Seo, Alice Tindall and Elly Warnock attended The Primary Maths Association Day.

A staff meeting was taken by the mathematics curriculum team to update staff members regarding changes to the Numeracy Project, and to reinforce the need for consistency when assessing and gathering data for school wide collating.

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

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

Reading -Target group Year 4 boys

Base data - 2004:

77 % of year 3 boys reading at or above their chronological age

Targets set – 2005:

80 % of year 4 boys reading at or above their chronological age

Results (i) Year 4 boys – 2005: 75% (all students) reading at or above their chronological age

Results (ii) Year 4 boys (excluding ESOL students): 88% reading at or above their chronological age

Of the target group (40) 13 are ESOL. Of the 10 children who failed to achieve our school goal 5 are ESOL and 1 has significant learning needs.

A significant effort was made over the year to ensure that the target children were supported in developing their reading skills. As well as teachers targeting these children to assist reading achievement within class programmes, support programmes included, small groups with teacher aide assistance, and ESOL teacher and teacher aide assistance.

Mathematics - Target group Year 8 students

Base data – 2004:

Year 7: 67% of students working at stage 7 or above in Multiplication and Division

Targets set - 2005

Year 8: 80% of students working at stage 7 or above in Multiplication and Division

Results

Year 8: 60% of students were working at stage 7 or above in Multiplication and Division

When results were collated and analysed the reasons for variance appears to be attributed to a number of factors.

Firstly: Transience. We noted that there was movement of children from our school in this area (8 children - 9%) at the end of 2004 and of the new students who arrived (4 children – 5 %) where international students for whom English is a second language. We believe that this movement had a significant impact on data gathering and we will in future look closer at how to ensure validity of data (possibly through progressive monitoring of specific students).

Secondly: Changes to delivery and assessment. We also had increased the teaching staff in this area (several teachers taking mathematics classes rather than one specialist) which could have led to some variability in the way the numeracy assessments were undertaken. New staff undertook professional development with regard to the Numeracy Project: NUMPA during 2005 and our lead teacher in this area undertook an extensive mathematics mentoring course. Whilst our target was not achieved it needs to be recognized that the result achieved (60% of students were working at stage 7 or above in Multiplication and Division) is still significantly above the performance of other New Zealand decile 8-10 schools (47%), or all other NZ schools (35%) as per data collected through the national NUMPA database. So whilst the target was not achieved our school should still be very pleased with our children's mathematical achievement in this area.

NAG 2. Documentation and Review

- 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: The policy review was started with an initial reorganisation of all existing policies in NAGs 1, 3, 4, and 6. Policies have been reclassified into being either a policy or a procedure (as some of the old policies are best placed as procedures rather than policies).
- 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 2005. Whole school professional development included; Assessment, ICT, Numeracy and sessions that focussed on curriculum delivery change currently taking place both globally and nationally. 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.
- 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 been reviewed and modified to better suit the schools current needs in relation to fulfilling the requirements for the Professional Standards for Teachers. The modifications made will take effect from the start of the 2006 school year.
- 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.

NAG 4. FINANCE AND PROPERTY

1. **Goal:** Property committee to develop and prioritise 5 year property plan
Outcome: The property committee has met regularly to discuss and plan our school's long term property development. A survey of the community was undertaken to gather their views of the major long term property development needs of the school. The outcome has been to investigate a facility that can comfortably house all students and families at major whole school events. Members of the property committee have visited other schools to look at their auditorium facilities. Other facilities that may combine gymnasium and gathering areas are still to be investigated.

The 5 year property maintenance plan was reviewed and modified by Opus consultants.

2. **Goal:** Oversee new classrooms due to roll growth
Outcome: This project of 2 classrooms nears completion. There were delays due to the cost of the project exceeding Ministry of Education resourcing and amendments needing to be made. On completion we will have a permanent teaching facility that will serve the school well in years to come.
3. **Goal:** Oversee the following Grounds Developments:
 - Additional Large Tree plantings
 - Rejuvenate fields
 - Pathway from Picasso Drive to school.
 - General site enhancements**Outcome:** The fields have undertaken an initial and significant rejuvenation. This programme will continue over the next couple of years. A pathway from Picasso Drive to the school has been completed as have a number of site enhancements.
4. **Goal:** Oversee the following Internal Upgrades:
 - Room 14, 15, 21, 22 internal paint
 - Room 18 – 20 internal upgrade
 - Room 14, 15, 19, 20 21 replace class desks and chairs**Outcome:** The internal classroom upgrades all took place and have contributed to the ongoing enhancements and improvements of our school site. We now have all internal areas upgraded to a standard that offers a stimulating classroom environment to our children.
5. **Goal:** Ongoing maintenance programme
Outcome: The school continues to be well maintained and enhanced.
6. **Goal:** Upgrade ICT resources.
Outcome: The school has continued to upgrade its ICT resources. We purchased 17 new computers during 2005 and consolidated the school network. Digital cameras, various peripherals and a variety of software were also purchased.

7. **Goal:** Prepare annual budget to reflect the school's strategic direction
Outcome: An annual budget was created for 2005 to reflect our school's strategic direction and resourcing needs.

8. **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 during 2005 but this will take place in a more formal manner in 2006.

2. **Goal:** Develop systems to ensure visitors to the school are informed of any potential hazards
Outcome: A hazard identification 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:** School Charter and Strategic plan complete.
Outcome: The Marina View School Charter was reviewed and modified to come into alignment with current legislation. The Charter was submitted to, and accepted by, the Ministry of Education. The Strategic Plan supports the Charter and an Annual Plan with annual targets was developed to support the Charter and Strategic plan. The Charter and Strategic Plan will form the basis from school-wide developments and resourcing in the short to medium term. The strategic plan will be reviewed in 2006.

2. **Goal:** Keep up to date with all legislative requirements
Outcome: The school has kept up to date with all legislative requirements during the 2005 school year.

In conclusion

The 2005 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 2006.

Regards
Maurice Young
Principal