

# **Annual Report for 2014 Charter and Strategic Plan for 2015**



**School Name: North Loburn School**  
**School ID Number: 3447**  
**Period: 2014-17**

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# INTRODUCTION

North Loburn is a decile 9 U3 rural full primary school, located in North Canterbury. The school has a growing roll fed by subdivision of local farmland into 'lifestyle blocks'. The school community is made up of a mix of families who have long historical connections to the area and to the school, and a growing number of new residents to the area (of whom a significant number are also new residents to New Zealand).

The school is the hub of the community and enjoys active support from attending families and the wider community. Parental involvement in learning, property maintenance, fundraising and promotion of the school are special traits, which the Board of Trustees wish to nurture and maintain as the school grows and develops.

The school has a well-established focus on supporting innovative, quality teaching using digital technologies to maximize student achievement, engage the community and remove barriers presented by geographical isolation.

## Vision

- To nurture well-rounded citizens of the future with a lifelong passion for learning.

## Values

### PRIDE

- Personal Best + Perseverance
- Respect + Responsibility
- Integrity + Innovation
- Determination + Diversity
- Enjoyment + Excellence

## Mission statement

- To realize all students full potential in knowledge, skills and attitude.
- To equip each student with the knowledge, confidence and skills to continue learning throughout out their lives.
- To develop empathy, respect and tolerance for others
- To engage parents and the wider community in the students' learning and the school's vision.
- To provide a safe and stimulating educational environment
- To maintain and develop the caring, sharing North Loburn School "family" spirit
- To recognize New Zealand's cultural diversity, in particular tikanga Māori and Te Reo Māori.

# **North Loburn School's Major Strategic Goals 2014-2017**

## **Student Achievement**

We will improve outcomes for students by providing quality teaching programmes

- consistent planning
- quality assessment
- sufficient resourcing

## **Reflect and Review**

We will establish and maintain a robust system of self review

- review cycle

## **Physical Environment**

We will enhance our school grounds through landscaping and additional buildings

- MLE classroom upgrades
- upgrade toilet block, drinking fountains
- additional classroom (when/if required)
- landscaping, upgrading play equipment

## **Community Connection**

We will involve our community in all aspects of school life.

- Māori consultation
- community education

## **Celebrating Achievement**

We will celebrate student success in all aspects

- Summit Challenge

# **Making Waves**

## **North Loburn School 2015**

### **Term One - Make a Splash**

#### **Science**

*The knowledge: Students will understand the issues facing our planet and make informed decisions about the protection and wise use of Earth's resources. Planet Earth and Beyond.*

*Respect Focus: Respect our Environment*

*School wide events: Swimming Sports, Flower show, Famine Camp, Beach Ed, Earth Hour, World Water Day 22nd March, Meteorological Day 23rd March*

*Key Competency Focus: Managing Self*

### **Term Two - Ride the Wave**

#### **Health and PE**

*The knowledge: Pupils will develop skills and attitudes that enhance their interactions and relationships with others*

*The Values: Perseverance and Personal Best*

*Respect Focus: Respecting others*

*School wide events: Keeping Ourselves Safe, Cross Country, Life Education,*

*Key Competency Focus: Relating to Others*

### **Term Three - Go With the Flow**

#### **The Arts**

*The knowledge: Pupils will have opportunities to express creativity with artistic skill.*

*The Values: Integrity and Enjoyment*

*Respect Focus: Using manners*

*School wide events: Winter Sports, Speech Comp, School Musical*

*Key Competency Focus: Participating and Contributing*

### **Term Four - Where and Wai?**

#### **Social Sciences**

*The knowledge: Pupils will understand how places in NZ are significant for individuals and groups.*

*The Values: Innovation and Excellence*

*Respect Focus: Showing appreciation*

*School wide events: Pet Day, Athletic Sports, Community Breakup*

*Key Competency Focus: Thinking*



# STRATEGIC SECTION

## National Priorities

North Loburn School will determine its priorities by focusing on national priorities and identifying local priorities. The National Education Goals are determined as:

**NEG 1** - The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

**NEG 2** - Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

**NEG 3** - Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

**NEG 4** - A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

**NEG 5** - A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

**NEG 6** - Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

**NEG 7** - Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

**NEG 8** - Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.

**NEG 9** - Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

**NEG 10** - Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

## North Loburn School's Additional Priorities

- Our children will be literate and numerate
- Our children's individual talents, gifts and abilities will be fostered
- Our children will be discerning, adaptable and up-to-date users of information
- Our children will develop creative and analytical thinking skills
- Our children will develop the attributes of great citizenship
- Our children will develop knowledge and capabilities in environmental sustainability
- Ensuring Long Term Financial Security
- Ensuring long term provisions for property and maintenance

## The board's strategic priorities for supporting quality teaching and learning

### Student Achievement (SA)

- We will improve outcomes for students by providing quality teaching programmes and adequate resourcing.

### Reflect and Review (RR)

- We will establish and maintain a robust system of self review

### Physical Environment (PE)

- We will enhance our school grounds through landscaping and additional buildings

### Community Connection (CC)

- We will involve our community in all aspects of school life.

### Celebrating Achievement (CA)

- We will celebrate student success in all aspects

# PROCEDURAL INFORMATION

## Procedure

We will lodge a copy of our annually updated charter to the Ministry of Education by the end of February annually.

## Consultation

We consult and interact with our community regularly as part of our cycle of self review. Consultation and interaction includes;

- Regular weekly newsletters for parents and caregivers of children.
- Community newsletter / newspaper once a term to all community members delivered to homes.
- Up-to-date school website showcasing academic, sporting and cultural activities and achievements.
- Parent information and consultation meetings.
- Community education classes.
- Parent surveys
- Policy review consultation

## Student Achievement

Achievement targets for student will be identified by an ongoing schedule including interviews, standardised assessment tasks, written assessment, observations and other appropriate methods.

## Māori Community

In addition to the above, parents and caregivers of identified the Māori children within our school will be consulted.

## Personnel

We adhere closely to our Equal Employment Opportunities Policy (EEO). Our teaching appointments in 2014 followed the guidelines of this policy.

We provide professional development opportunities, handle any possible grievances (none noted during 2014), and ensure a positive, supportive appraisal process.

## Communication

A copy of the school's charter is available to the parents on our website and at the school office



# **NORTH LOBURN SCHOOL AND CULTURAL DIVERSITY**

North Loburn Primary School Board of Trustees, through its policies and programmes, respects and values New Zealand's diverse cultural heritage. The guidelines of our policy are:

1. Every student and staff member who attends North Loburn School will have the opportunity to engage with, learn about and practice Māori culture.
2. North Loburn School will work towards:
  - ensuring proactive engagement of Māori parents, in making decisions about Māori education
  - including the school vision, values, strategy and curriculum.
  - ensuring active Māori representation on, or participation in, school Governance.
  - providing staff the opportunity for professional development in te reo me ona tikanga Māori (Māori language and customs).
  - providing opportunities and/or relief for willing Māori staff to take cultural leadership roles in the school.
  - engaging and promoting positive Māori role models within the school and wider community.
  - providing all students in the school with opportunities to learn and practice tikanga, basic reo, toi Māori (Māori Arts), by following the school wide plan.
  - providing opportunities for interested students to become fluent in te reo
  - including mātauranga (Māori knowledge/understanding), tikanga and reo in all curriculum areas.
  - integrating Māori values in school life on a daily basis, including relationships.
  - observing tikanga in formal school events.
  - wherever possible, developing a sustainable relationship with local Marae / Hapū.
3. North Loburn School will plan, monitor and review its progress against these guidelines on an annual basis.

If a whanau requests a higher level of Tikanga and/or Te Reo than is at present evident in our School's Māori programme, the staff and family will discuss and explore the following options:

- Further explain the existing programmes.
- Further extend the existing programmes, if and as appropriate;
  - Dual enrolment with Correspondence School.
  - Provide in school support and resources to further enhance inclusion of Te Reo and Tikanga within the child's classroom.
  - Explore other schools who may offer programmes closer to their expectations.
  - Other negotiated actions.

## **PROPERTY AND FINANCIAL CONTROLS**

The Board maintains and regularly reviews a policy for financial control, financial management, accounting and audit practices.

The Board has an agreed current 5/10 year property plan approved by the Ministry of Education, covering capital works and scheduled maintenance to maintain and develop a safe and healthy environment and to protect the assets of the school & crown.



# ANNUAL SECTION 2014 REVIEW

National Education Goals (NEGS)	2014	Outcomes	Done?
NEG 1 The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of NZ society.	Review NLS assessment schedule  Implement National Standards in accordance with Ministry requirements	Review Mathematics (Support from MOE PLD)  National Standards reported to Parents, Board and MOE as per requirements	Yes  Yes
NEG 2 Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.	Policy to ensure financial status is never barrier to participation  Resourcing and initiatives to be balanced school-wide  Learning support programmes reviewed each term	Principal's Discretionary account to be used to assist families where needed.  Community to be informed of financial support informally.  Learning support programmes reviewed each term	Yes  Yes  Yes
NEG 3 Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.	Information literacy required component of staff planning/teaching.  Ensure community laptop/ipad library is renewed  Review of server and networking infrastructure  Review ICT requirements	Continue to collect and analyse data on Key Competencies Purchase new computers/laptops/ipads to replace obsolete gear  Attend ongoing ICT PD	Yes  Yes  Yes
NEG 4 A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.	Continue to foster parental involvement in teaching and learning Maintain evidence-based assessment/reporting practices.  Review and strengthen New Entrant enrolment pack.	Regular reporting to parents (as per NLS reporting schedule, and MOE National Standards requirements)  Offer community education where required	Yes  Yes
NEG 5 A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence in literacy and numeracy, science and technology and physical activity.	Continue to implement Essential Learning Areas in accordance with the NZC  Maintain cycle of self review of learning areas -Mathematics (Geometry, Statistics and Measurement) -Learning Languages  Collect and report student progress against Key Competencies	Professional Development focus on Maths and Numeracy  Review Maths and Science  Continue to collect and analyse data on Key Competencies	Yes  Maths only  Yes

National Education Goals (NEGS)	2014	Outcomes	Done?
NEG 6 Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.	Maintain Resourcing and PD for Teacher Aides. Review TA timetables each term.  Targets developed based on analysis of needs.  Maintain cycle of self review of Mathematics (Geometry, Statistics and Measurement)  Review school wide consistency in classroom planning	Teacher Aide Timetables reviewed each term  Strategic targets set by teachers, in consultation with the BOT  As above  Update NLS Curriculum Plan where needed.	Yes  Yes  Yes  Yes
NEG 7 Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.	Ensure professional development for support staff.  Explore alternate ways to support our Dyslexic students	Provide opportunities for Professional Development for all Staff wherever possible.  Professional Development in Dyslexic support. Explore ways to meet the needs of Dyslexic students	Yes  Yes  Yes
NEG 8 Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.	Offer careers education to Year 7/8 students as part of two year cycle.	Not required to be delivered in 2014	N/A
NEG 9 Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.	Consult Māori community on targets  Analyse, monitor and report on Māori achievement. Build goals into strategic plan where required.	Identify Māori families within the school. Establish and maintain regular contact with Māori families, and consult where required.  Report on Māori achievement as part of ongoing assessment reporting process.	Yes Yes  Yes
NEG 10 Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.	Maintain school wide programme of Te Reo  Incorporate Māori Perspectives into Environmental Education and School wide themes	Teaching Te Reo in each class  Planning shows evidence of Māori perspectives  Offer Kapa Haka group	Yes  Yes  Yes

NLS's Additional Priorities	2014	Outcomes	Done?
Our children will be literate and numerate <b>(SA)</b>	Ref – NEG 5 above	Ref – NEG 5 above	Yes
The individual talents, gifts and abilities will be fostered <b>(SA, CC, CA)</b>	Maintain and review SUMMIT challenge. Maintain Gifted and Talented register. REACH programme provided.	Review Summit challenge. Report to BOT  REACH outings run throughout the year	Yes  Yes
Our children will be discerning, adaptable and up-to-date users of information <b>(SA, CC)</b>	Ref – NEG 3 above	Ref – NEG 3 above	Yes
Our children will develop creative and analytical thinking skills <b>(SA, RR, CC)</b>	Continue to develop Library as a creative learning space	Classroom block (toilet block) upgrade	
Our children will develop the attributes of great citizenship <b>(SA, CC, CA)</b>	Public celebration of achievement at all levels, in all spheres  PRIDE values system maintained	Teachers recognise achievements wherever possible, and this is shared in Assemblies, newsletters, website, local media PRIDE values taught and reinforced	Yes  Yes
Our children will develop knowledge and capabilities in environmental sustainability <b>(PE, CC)</b>	Member of EnviroSchools programme  Achieve 'Green Gold' status	Continue strong links with Enviroschools School wide focus on Environmental Education	Yes Yes
FINANCIAL SECURITY Information in the monthly financial statements is accurate and sufficiently detailed for financial decision making. <b>(RR)</b> The audited financial accounts show that income and expenditure has been appropriately recorded and classified. <b>(RR)</b> A budget is produced prioritising expenditure according to strategic goals. <b>(RR)</b> Annual income meets budget and expenditure is within budget. <b>(RR)</b> North Loburn School does not suffer loss from theft or fraud. <b>(RR)</b> School property is kept secure. <b>(PE)</b>	Audit compliance with financial policies and procedures. Review the content of the monthly statements. Audit of annual accounts. Review financial management policy. Produce an operating income and expenditure budget including fixed assets which maintains financial viability. Monitor income and expenditure against budget. Take corrective action if appropriate. Review budget in mid-year. Maintain theft and fraud prevention procedures. Review theft and fraud prevention policy.	BOT agree to appoint an external auditor.  Principal and BOT chair to thoroughly review monthly financial reports, report back at BOT meeting.  Accounts audited by external auditor (Ainger Tomlin)  Financial policies reviewed as per policy review schedule  North Loburn School does not suffer loss from theft or fraud  School property is kept secure	Yes  Yes  Yes  Yes  Yes  Yes
PROPERTY AND MAINTENANCE  Capital property and maintenance expenditure accords with strategic goals. <b>(PE)</b>  There are written and current plans for capital works and long term maintenance. <b>(PE)</b>	Follow 5yp and 10yp.  Work with appointed project managers to ensure property plans are implemented.	Capital property and maintenance expenditure follows North Loburn's long term goals identified in the 5YP  Toilet Upgrade  Drinking Fountain Upgrade  Painting schedule followed (Totara/Kauri/ Manuka window frames)	Yes  No  No  Yes 11

# LONG TERM STRATEGIC OVERVIEW 2015-17

National Education Goals (NEGS)	2015	2016	2017
NEG 1 The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.	Review assessment in the Essential Learning Areas. (SOLO rubrics)  Implement National Standards in accordance with Ministry requirements	Major school PD focus on assessment  Implement National Standards in accordance with Ministry requirements	Review assessment in the area of Literacy.  Implement National Standards in accordance with Ministry requirements
NEG 2 Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.	Policy to ensure financial status is never barrier to participation  Resourcing and initiatives to be balanced school-wide  Learning support programmes reviewed each term	Policy to ensure financial status is never barrier to participation  Resourcing and initiatives to be balanced school-wide  Learning support programmes reviewed each term	Policy to ensure financial status is never barrier to participation  Resourcing and initiatives to be balanced school-wide  Learning support programmes reviewed each term
NEG 3 Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.	Solo Taxonomy (Key competencies and self-managing learners) required component of staff planning/teaching.  Ensure community laptop/ipad library is renewed  Explore and implement models of collaborative teaching  Implement aspects of MLE in classroom environments.  Expand option of BYOD laptops/ipads for senior students.	Solo Taxonomy (Key competencies and self-managing learners) required component of staff planning/teaching.  Ensure community laptop/ipad library is renewed  Further implement models of collaborative teaching  Implement aspects of MLE in classroom environments.  Formalise BYOD laptops/ipads for senior students.	Solo Taxonomy (Key competencies and self-managing learners) required component of staff planning/teaching.  Ensure community laptop/ipad library is renewed  Review models of collaborative teaching  Implement aspects of MLE in classroom environments.  Review BYOD laptops/ipads for senior students.
NEG 4 A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.	Continue to foster parental involvement in teaching and learning  Review and strengthen systems for reporting to parents.  Improve student and parental access to evidence of learning progress via digital portal. (Google apps for education)	Continue to foster parental involvement in teaching and learning  Major school PD focus on assessment.  Continue to improve parental access to evidence of, and interpretation of, learning progress via digital portal.	Continue to foster parental involvement in teaching and learning  Maintain evidence-based assessment/reporting practices.  Review access to evidence of, and interpretation of, learning progress via digital portal.

<b>National Education Goals (NEGS)</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>NEG 5</b> A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.	Continue to implement Essential Learning Areas in accordance with the NZC  Maintain cycle of self review of learning areas -English (Speaking, Writing and Presenting) -Social Sciences  Collect and report student progress against Key Competencies	Continue to implement Essential Learning Areas in accordance with the NZC  Maintain cycle of self review of learning areas -English (Listening, Reading and Viewing) -Technology  Collect and report student progress against Key Competencies	Continue to implement Essential Learning Areas in accordance with the NZC  Maintain cycle of self review of learning areas -Mathematics -Science  Collect and report student progress against Key Competencies
<b>NEG 6</b> Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.	Maintain Resourcing and PD for Teacher Aides. Review TA timetables each term.  Targets developed based on analysis of needs.	Maintain Resourcing and PD for Teacher Aides. Review TA timetables each term.  Targets developed based on analysis of needs.  Reviewing School Wide Literacy plan.	Maintain Resourcing and PD for Teacher Aides. Review TA timetables each term.  Targets developed based on analysis of needs.  Reviewing School Curriculum plan.
<b>NEG 7</b> Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.	Maintain provision of learning support staff in school.  Review impact of support staff on student achievement.	Ensure professional development for support staff.	Ensure professional development for support staff.  Explore alternate ways to support our Dyslexic students
<b>NEG 8</b> Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.	Offer careers education to Year 7/8 students (alternate years)		Offer careers education to Year 7/8 students (alternate years)
<b>NEG 9</b> Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.	Consult Māori community on targets  Analyse, monitor and report on Māori achievement. Build goals into strategic plan where required.	Consult Māori community on targets  Analyse, monitor and report on Māori achievement. Build goals into strategic plan where required.	Consult Māori community on targets  Analyse, monitor and report on Māori achievement. Build goals into strategic plan where required.

<b>National Education Goals (NEGS)</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
NEG 10 Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.	Maintain school wide programme of Te Reo  Incorporate Māori Perspectives into Environmental Education and School wide themes  Continue Kapa Haka programme.	Maintain school wide programme of Te Reo  Incorporate Māori Perspectives into Environmental Education and School wide themes  Review school wide Te Reo programme	Maintain school wide programme of Te Reo  Incorporate Māori Perspectives into Environmental Education and School wide themes
<b>NLS's Additional Priorities</b>	<b>2015</b>	<b>2016</b>	<b>2013</b>
Our children will be literate and numerate <b>(SA)</b>	Ref – NEG 5 above	Ref – NEG 5 above	Ref – NEG 5 above
The individual talents, gifts and abilities will be fostered <b>(SA, CC, CA)</b>	Maintain SUMMIT challenge.  Maintain Gifted and Talented register  REACH programme provided.	Maintain SUMMIT challenge.  Maintain Gifted and Talented register  REACH programme provided.	Maintain SUMMIT challenge.  Maintain Gifted and Talented register  REACH programme provided.
Our children will be discerning, adaptable and up-to-date users of information <b>(SA, CC)</b>	Enhance digital citizenship with implementation of GAFE and Hapara (Year 5-8)	Enhance digital citizenship with further development of GAFE and Hapara. (Year 3-8)	Enhance digital citizenship
Our children will develop creative and analytical thinking skills <b>(SA, RR, CC)</b>	Explore use of blogging to further develop creative and analytical thinking skills	Provision in 5YA to explore viability of remodeling junior classroom blocks as agile learning spaces.	Review upgrade/use/ location of Library
Our children will develop the attributes of great citizenship <b>(SA, CC, CA)</b>	Public celebration of achievement at all levels in all spheres.  PRIDE values system maintained	Public celebration of achievement at all levels in all spheres.  PRIDE values system maintained	Public celebration of achievement at all levels in all spheres.  PRIDE values system maintained
Our children will develop knowledge and capabilities in environmental sustainability <b>(PE, CC)</b>	Member of EnviroSchools programme  Maintain “Green Gold” status	Member of EnviroSchools programme  Maintain “Green Gold” status	Member of EnviroSchools programme  Maintain “Green Gold” status



<p><b>FINANCIAL SECURITY</b></p> <p>Information in the monthly financial statements is accurate and sufficiently detailed for financial decision making. <b>(RR)</b></p> <p>The audited financial accounts show that income and expenditure has been appropriately recorded and classified. <b>(RR)</b></p> <p>A budget is produced prioritising expenditure according to strategic goals. <b>(RR)</b></p> <p>Annual income meets budget and expenditure is within budget. <b>(RR)</b></p> <p>North Loburn School does not suffer loss from theft or fraud. <b>(RR)</b></p> <p>School property is kept secure. <b>(PE)</b></p>	<p>Audit compliance with financial policies and procedures.</p> <p>Review the content of the monthly statements.</p> <p>Audit of annual accounts.</p> <p>Produce an operating income and expenditure budget including fixed assets which maintains financial viability.</p> <p>Monitor income and expenditure against budget.</p> <p>Take corrective action if appropriate.</p> <p>Review budget in mid-year.</p> <p>Maintain theft and fraud prevention procedures.</p> <p>Review school security and ensure all staff are aware of this.</p>	<p>Audit compliance with financial policies and procedures.</p> <p>Review the content of the monthly statements.</p> <p>Audit of annual accounts.</p> <p>Review financial management policy.</p> <p>Produce an operating income and expenditure budget including fixed assets which maintains financial viability.</p> <p>Monitor income and expenditure against budget.</p> <p>Take corrective action if appropriate.</p> <p>Review budget in mid-year.</p> <p>Maintain theft and fraud prevention procedures.</p> <p>Review theft and fraud prevention policy.</p>	<p>Audit compliance with financial policies and procedures.</p> <p>Review the content of the monthly statements.</p> <p>Audit of annual accounts.</p> <p>Produce an operating income and expenditure budget including fixed assets which maintains financial viability.</p> <p>Monitor income and expenditure against budget.</p> <p>Take corrective action if appropriate.</p> <p>Review budget in mid-year.</p> <p>Maintain theft and fraud prevention procedures.</p> <p>Review school security and ensure all staff are aware of this.</p>
<p><b>PROPERTY AND MAINTENANCE</b></p> <p>Capital property and maintenance expenditure accords with strategic goals. <b>(PE)</b></p> <p>There are written and current plans for capital works and long term maintenance. <b>(PE)</b></p>	<p>Review 5yp and 10yp.</p> <p>Work with appointed project managers to ensure property plans are implemented.</p> <p>Continue MLE upgrade of Totara/Kauri block</p> <p>EQC repairs on schoolhouse</p>	<p>Review 5yp and 10yp.</p> <p>Work with appointed project managers to ensure property plans are implemented.</p> <p>Review property management policy.</p>	<p>Follow 5yp and 10yp.</p> <p>Work with appointed project managers to ensure property plans are implemented.</p>

# ANNUAL SECTION 2015

National Education Goals (NEGS)	2015	Outcomes	Who	Timeframe
NEG 1 The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of NZ society.	Review assessment in the Essential Learning Areas. (SOLO rubrics)  Implement National Standards in accordance with Ministry requirements	SOLO used throughout the school. Students continuing to develop as self managing learners. Essential learning areas reviewed as part of cycle.  National Standards reported to Parents, Board and MOE as per requirements	All staff PD (EA - Steve Edwards)  Simon	End of Year  End of Year
NEG 2 Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.	Policy to ensure financial status is never barrier to participation  Resourcing and initiatives to be balanced school-wide  Learning support programmes reviewed each term	Principal's Discretionary account to be used to assist families where needed.  Community to be informed of financial support informally.  Learning support programmes reviewed each term	Simon  Simon Diane  Anne	Throughout Year  Throughout Year  Each Term
NEG 3 Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.	Solo Taxonomy (Key competencies and self-managing learners) required component of staff planning/teaching.  Ensure community laptop/ipad library is renewed  Explore and implement models of collaborative teaching  Implement aspects of MLE in classroom environments.  Expand option of BYOD laptops/ipads for senior students.	Continue to collect and analyse data on Key Competencies  Purchase new computers/laptops/ipads to replace obsolete gear  Attend ongoing ICT PD -CORE Education (Learning with Digital Technologies)  Working within Waimakariri North Cluster to continue MLE school visits and observing collaborative teaching	Anne  Simon  All staff  All staff	Each Term  Throughout Year  Throughout Year  Throughout Year
NEG 4 A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.	Continue to foster parental involvement in teaching and learning  Review and strengthen systems for reporting to parents.  Improve student and parental access to evidence of learning progress via digital portal. (Google apps for education)	Regular reporting to parents (as per NLS reporting schedule, and MOE National Standards requirements)  Offer community education where required (GAPE)  Implement Hapara Teacher Dashboard (Year 5-8)	All staff  Simon Anne  Simon Anne Lois	Throughout Year  End of Year  Term One

# ANNUAL SECTION 2015

National Education Goals (NEGS)	2015	Outcomes	Who	Timeframe
NEG 5 A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence in literacy and numeracy, science and technology and physical activity.	<p>Continue to implement Essential Learning Areas in accordance with the NZC</p> <p>Maintain cycle of self review of learning areas -English (Speaking, Writing and Presenting) -Social Sciences</p> <p>Collect and report student progress against Key Competencies</p>	<p>Review assessment in the Essential Learning Areas. (SOLO rubrics)</p> <p>Review -English (Speaking, Writing and Presenting) -Social Sciences</p> <p>Continue to collect and analyse data on Key Competencies</p>	<p>All staff</p> <p>Simon</p> <p>Anne</p>	<p>Each Term</p> <p>End of Year</p> <p>Each Term</p>
NEG 6 Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.	<p>Maintain Resourcing and PD for Teacher Aides. Review TA timetables each term.</p> <p>Targets developed based on analysis of needs.</p>	<p>Teacher Aide Timetables reviewed each term</p> <p>Strategic targets set by teachers, in consultation with the BOT</p>	<p>Anne</p> <p>Simon Staff BOT</p>	<p>Each Term</p> <p>Term One</p>
NEG 7 Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.	<p>Maintain provision of learning support staff in school.</p> <p>Review impact of support staff on student achievement.</p>	<p>Provide opportunities for Professional Development for all Staff wherever possible.</p> <p>Professional Development in Dyslexic support. Explore ways to meet the needs of Dyslexic students</p>	<p>Simon Anne</p> <p>Simon Anne</p>	<p>End of Year</p> <p>End of Year</p>
NEG 8 Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.	<p>Offer careers education to Year 7/8 students (alternate years)</p>	<p>Careers education taught in senior class</p>	<p>Lois</p>	<p>End of Year</p>
NEG 9 Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.	<p>Consult Māori community on targets</p> <p>Analyse, monitor and report on Māori achievement. Build goals into strategic plan where required.</p>	<p>Identify Māori families within the school. Establish and maintain regular contact with Māori families, and consult where required.</p> <p>Report on Māori achievement as part of ongoing assessment reporting process.</p>	<p>Simon All staff</p>	<p>All year</p>

# ANNUAL SECTION 2015

<b>National Education Goals (NEGS)</b>	<b>2015</b>	<b>Outcomes</b>	<b>Who</b>	<b>Timeframe</b>
NEG 10 Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.	Maintain school wide programme of Te Reo  Incorporate Māori Perspectives into Environmental Education and School wide themes  Continue Kapa Haka programme.	Teaching Te Reo in each class (aim to follow school plan)  Planning shows evidence of Māori perspectives  Offer Kapa Haka group (part of North Waimakariri Cluster)	All staff  All staff  Simon	End of Year  End of Year  Throughout Year
<b>NLS's Additional Priorities</b>	<b>2015</b>	<b>Outcomes</b>	<b>Who</b>	<b>Timeframe</b>
Our children will be literate and numerate <b>(SA)</b>	Ref – NEG 5 above	Ref – NEG 5 above		
The individual talents, gifts and abilities will be fostered <b>(SA, CC, CA)</b>	Maintain SUMMIT challenge.  Maintain Gifted and Talented register  REACH programme provided.	Review Summit challenge. Report to BOT  Maintain Gifted and Talented register  REACH outings run throughout the year	Simon  Lois  Anne	Term Three  End of Year  Throughout Year
Our children will be discerning, adaptable and up-to-date users of information <b>(SA, CC)</b>	Enhance digital citizenship with implementation of GAFE and Hapara (Year 5-8)	Introduce Teacher Dashboard to Totara and Kauri	Simon Lois Anne	Term One
Our children will develop creative and analytical thinking skills <b>(SA, RR, CC)</b>	Explore use of blogging to further develop creative and analytical thinking skills	Classroom block/toilet block MLE upgrade	Simon Dayle	End of Year
Our children will develop the attributes of great citizenship <b>(SA, CC, CA)</b>	Public celebration of achievement at all levels in all spheres.  PRIDE values system maintained	Teachers recognise achievements wherever possible, and this is shared in Assemblies, newsletters, website, local media  PRIDE values taught and reinforced	Simon  All staff	End of Year  End of Year
Our children will develop knowledge and capabilities in environmental sustainability <b>(PE, CC)</b>	Member of EnviroSchools programme  Maintain "Green Gold" status  Implement Garden to Table	Continue strong links with EnviroSchools School wide focus on Environmental Education 'Beyond Green Gold'	Aisling Tanya	End of Year

<b>National Education Goals (NEGS)</b>	<b>2015</b>	<b>Outcomes</b>	<b>Who</b>	<b>Timeframe</b>
<b>FINANCIAL SECURITY</b>  Information in the monthly financial statements is accurate and sufficiently detailed for financial decision making. <b>(RR)</b>  The audited financial accounts show that income and expenditure has been appropriately recorded and classified. <b>(RR)</b>  A budget is produced prioritising expenditure according to strategic goals. <b>(RR)</b>  Annual income meets budget and expenditure is within budget. <b>(RR)</b>  North Loburn School does not suffer loss from theft or fraud. <b>(RR)</b>  School property is kept secure. <b>(PE)</b>	Audit compliance with financial policies and procedures.  Review the content of the monthly statements.  Audit of annual accounts.  Produce an operating income and expenditure budget including fixed assets which maintains financial viability.  Monitor income and expenditure against budget.  Take corrective action if appropriate.  Review budget in mid-year.  Maintain theft and fraud prevention procedures.  Review school security and ensure all staff are aware of this.	BOT agree to appoint an external auditor.  Principal and BOT chair to thoroughly review monthly financial reports, report back at BOT meeting.  Accounts audited by external auditor (Ainger Tomlin)  Financial policies reviewed as per policy review schedule    North Loburn School does not suffer loss from theft or fraud  School property is kept secure	BOT Simon  Simon Martin  External auditor  BOT    BOT  Simon	End of Year  Monthly  End of Year  End of Year    End of Year  End of Year
<b>PROPERTY AND MAINTENANCE</b>  Capital property and maintenance expenditure accords with strategic goals. <b>(PE)</b>  There are written and current plans for capital works and long term maintenance. <b>(PE)</b>	Review 5yp and 10yp.  Work with appointed project managers to ensure property plans are implemented.  Continue MLE upgrade of Totara/Kauri block  EQC repairs on schoolhouse	Capital property and maintenance expenditure follows North Loburn's long term goals identified in the 5YP  Continue MLE upgrade of Totara/Kauri block    Drinking Fountain Upgrade  Complete EQC repairs on School house	Simon BOT  Simon Dayle  Simon  Simon	End of Year  End of Year  End of Year  Term One

# RESULTS AND ANALYSIS OF VARIANCE FOR 2014

## STUDENT TARGETS

### Target One

***North Loburn School will match the national average for percentage of students above the national standard in Mathematics. (At the start of the year this was 21.5%, 2013 National Data shows this now as 21.7%)***

Whole School NS Achievement End 2014	Maths			
Year	Well Below	Below	At	Above
End 2014 Year 1		1	16	2
End 2014 Year 2	1	1	5	4
End 2014 Year 3	2	3	13	
End 2014 Year 4		3	7	3
End 2014 Year 5		1	12	2
End 2014 Year 6		3	10	5
End 2014 Year 7			7	2
End 2014 Year 8	1	6	4	4
Whole School End 2014	4	18	74	22
NLS End 2014%	3.3%	15.3%	62.7%	18.7%
2013 National Average	5.4%	19.9%	52.9%	21.7%

***Results: By the end of 2014, the percentage of North Loburn students achieving 'above' the expected level increased from 13.2% to 18.7%. This is a shift of 7 students (just 4 students short of our target)***

***Target not achieved***



## Target Two

***No more than seven Year 8 students will be below or well below in Mathematics by the end of the year. (Currently 8 students)***

Year 8 Achievement End 2014	Maths			
	Well Below	Below	At	Above
Start 2014 Year 8	1	7	6	1
Mid 2014 Year 8	2	5	5	2
End 2014 Year 8	1	6	4	4
NLS End 2014%	3.3%	15.3%	62.7%	18.7%
2013 National Average	5.4%	19.9%	52.9%	21.7%

***Results: By the end of 2014, 7 students were below the national standard for Mathematics. One student left in Term One and one student started at the end of Term 3 (and was below the National Standard when they started).***

***Target achieved***

### Target Three - Māori Students

***By the end of the year no Māori students will be 'well below' the expected level for any curriculum area.***

	Reading				Writing				Maths			
	Well Below	Below	At	Above	Well Below	Below	At	Above	Well Below	Below	At	Above
<b>Number of Māori Students start 2014</b>		2	7	7		2	13	1		2	10	4
<b>Number of Māori Students end 2014</b>	3		10	9	2	3	15	2	2	6	8	6
<b>NLS Māori Start 2014</b>		12.4%	43.8%	43.8%		12.4%	79%	6.2%		12.4%	62.6%	25.0%
<b>NLS Māori End 2014</b>	13.6%		45.5%	40.9%	9.1%	13.6%	68.2%	9.1%	9.0%	27.3%	36.4%	27.3%
<b>NLS Whole School End 2014</b>		8.4%	45.4%	46.2%	0.8%	16.8%	66.9%	15.4%	0.8%	14.5%	70.2%	14.5%
<b>National Average for Māori 2013</b>	31.3%		68.7%		39.1%		60.9%		33.4%		64.6%	

***Results: By the end of 2014 a total of 3 students were well below the expected level across the three curriculum areas. These three students all started at North Loburn at the very end of term three (and were Well Below when they enrolled). One of these students is an ORS student. Of the 6 Māori students that started in 2014, 5 were below or well below when they started and none of these started as a New Entrant. This has skewed our data considerably.***

***Target not achieved***

### Strategic Plan for Targets 1-2

Performance Indicators	Support required	End of Year AOV
<ul style="list-style-type: none"> <li>•Basic facts knowledge improved (foundation for strong numeracy)</li> <li>•Student confidence in Mathematics increased.</li> <li>•Mid year testing to assess progress towards targets.</li> <li>•Principal to monitor performance during teacher appraisal.</li> <li>•End of year testing - NUMPA or IKAN</li> <li>•OTJs at end of year reporting</li> <li>•ALiM Data</li> </ul>	<ul style="list-style-type: none"> <li>•Teaching staff focussed on basic facts fluency and giving weighting in planning.</li> <li>•Use of numeracy PD facilitator to advise staff if required. (ALiM)</li> <li>•Teacher aides used for group teaching sessions and general assistance in class.</li> <li>•Budget for Teacher Aides</li> <li>•Principal to monitor support during performance appraisal.</li> <li>•Student materials and class resources to be given budget priority.</li> <li>•Support for Māori families where required.</li> </ul>	<p>Strong focus on basic facts fluency (school wide) is assisting in successfully strengthening mathematics at North Loburn.</p> <p>Well trained teacher aides utilised efficiently to support those not achieving (or at risk of not achieving).</p> <p>NLS participated in the ALiM programme in 2014. The specific cohort that we worked with was Year 7/8 students.</p> <p>80.4% of our children are at or above the National Standard for maths. This compares to 74.6% nationally. This is outstanding.</p> <p>Less than four percent of our children are well below the national standard for maths. Two of these students are ORS children. This is to be commended.</p> <p>18.6% of our students are below or well below for maths. This compares to 25.3% nationally. This shows the tremendous success of our support programmes.</p> <p>Our Māori students are performing better than the rest of the school in Mathematics.</p>

### Strategic Plan for Target 3

Performance Indicators	Support required	End of Year AOV
<ul style="list-style-type: none"> <li>•Class teachers are aware who their Māori students are.</li> <li>•Regular contact, and strong communication links are formed between teachers and Māori families</li> <li>•Māori students are empowered through increased schoolwide awareness of tikanga, through leadership opportunities, and through cultural events (kapa haka, hangi)</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher aides used for high needs Māori students</li> <li>•Resource teacher of literacy to be engaged for specific students.</li> <li>•Monitoring of students of concern.</li> <li>•PD &amp; professional support where required</li> <li>•Use of RTLb where required</li> <li>•Use of RTLit advisor where required.</li> </ul>	<p>By the end of 2014 a total of 3 students were well below the expected level across the three curriculum areas.</p> <p>These three students all started at North Loburn at the very end of term three (and were Well Below when they enrolled). One of these students is an ORS student.</p> <p>Of the 6 Māori students that started in 2014, 5 were below or well below when they started and none of these started as a New Entrant. This has skewed our data considerably.</p>

# 2014 PRINCIPAL'S REPORT

It is my pleasure to present this summary of the year at our neat little school.

## **Steady Growth**

We started the year with 111 students and grew to 120 by the end of the year. With an unusually large cohort (17) of Year 8 students leaving at the end of 2013, this has had a noticeable impact on our roll growth. Despite this, our projections show a large number of New Entrant enrolments over the coming years.

## **Staffing**

Thank you to our teachers for a fantastic job delivering innovative and effective learning programmes throughout the year. In addition to the exceptional work our teachers do in raising student achievement I would like to highlight the some extra roles they take on. Assistant Principal, Anne Hughes, had responsibility for our Special Needs programme, and also ran our outdoor education extension programme; REACH. Lois Pettigrew continues to run our successful gifted and talented education programme, and her students also take responsibility for production of our excellent community news publication; Karetu Konnection. She also took on the responsibility for maintaining our ICT resources. Tanya Connelly and Aisling O'Connor shared responsibility for EnviroSchools in the school, establishing and maintaining many successful initiatives. Adele Warburton also organises two of our most important annual fixtures: the Flower Show and Pet Day as well as overseeing the school library. Rebecca Green was employed in a fixed term position for 2014, working in the mornings with our New Entrant students in the library.

Our support staff are superb, and go above and beyond the call of duty for our children. As always, Diane Lintott works well beyond her paid hours to ensure the smooth running of the administration side of the school. Robyn Norriss is dedicated to everything about our school and passionate about students' welfare. Jenny McClintock and Kathryn Kay are valuable and experienced addition to the learning support team and we are fortunate to have such experienced and effective teacher aides at our school. Jenny has taken on the additional responsibility of the Library, and Kathryn has overseen the introduction of the successful 'Steps' programme for remedial students. Leanne Minton works alongside one of our special needs students, and had a great teacher aide team assisting her. Robyn Norris and Jacqui Witt were part of this team. Towards the end the year, Leanne's role was extended as we enrolled another ORS student and she oversaw learning support with teacher aides Marie Simpson and Adels Penter. Vicki Chronican does an incredible job performing the thankless job of cleaning our school at the end of each day, and over the holidays. Our caretaker Ken Hawke is a valuable 'Jack of all trades' to have on call, and Jodi Metcalfe does an amazing job as our school gardener.

## **Professional Development**

This year we focused on Mathematics and were part of the ALiM project. This was particularly beneficial for our targeted group of Year 7 and 8 students.

Among many other professional development opportunities, we furthered our knowledge of Solo Taxonomy by hosting Pam Hook at North Loburn School for a series of workshops.

## **Sporting and Cultural excellence**

As always, our students were given the opportunities to compete, and experience success, in a range of sporting and cultural endeavours. There were many examples of outstanding individual and team success in 2014. Our Jump Jam team gained first place in the South Island finals. Our two Agrikids teams won first and second at the regional finals and represented the Tasman region at the national

finals in Lincoln. Many of our students also took full advantage of the cultural development opportunities on offer: chess, Cantamaths, problem solving, NSW exams and our school band. Our Kapa Group proved extremely popular and gave some spine-tingling performances at key events during the year. North Loburn was again proud to support the World Vision Famine and also support the Heart Foundation through Jump Rope for Heart.

### **Curriculum Achievement**

Our children are attaining very impressive levels of achievement. 91.5% of our students are achieving at or above the expected National Standard for reading. 83.1% of our students are achieving at or above the expected National Standard for Writing. 81.3% of our students are achieving at or above the expected National Standard for Mathematics. When compared to the data nationally, this is an amazing achievement. There are always areas to work on however, and in 2015 we will continue to focus on reviewing our Learning programmes and improving student achievement in all areas.

### **Environmental Education**

In 2014 North Loburn School received accreditation from the Enviroschools Foundation as a Green Gold school. This was the result of a phenomenal amount of work over the past 5-6 years. We celebrated with a successful community hangi, and also host the Canterbury Enviroschools award ceremony.

### **Property**

We had an MLE upgrade get underway in 2014, and this is on track to be completed during 2015. Aside from this, our commitment to Enviroschools ensured our grounds were kept in great order. Thank you again to Ken Hawke for the astounding amount of hours of hard work behind the scenes and property projects. Also many, many parents spend many many hours around the school grounds. We are fortunate to have such willing and dedicated parents in our school community. We also thank our wonderful gardener Jodi for her tremendous efforts in keeping our school looking great.

### **Home and School Association**

This great team of supportive parents continue to offer our children the extras that our annual budget cannot afford. The Forestry Run was just one of the very successful events from 2014, a year that raised about \$12,000 for our school.

### **Cluster Developments**

The Waimakariri North Cluster (Ashley, Sefton, Loburn and North Loburn) has continued to provide an excellent springboard to collaboratively enhance good teacher and leadership practice. Cluster Buddies have continued among the school teachers and the Principals of each school meet regularly. We have also had shared meetings of the school Boards. The feature of 2014 for our 'Cluster Buddies' was the visits to MLE schools to see examples of modern learning pedagogy and collaborative teaching in other schools. This was used as inspiration for developments in our own schools.

### **Wider parental support**

So many of you offer the school great support, thanks to all those who took part in: working bees, pool monitoring, acting as classroom helpers, and providing transport for many, many trips.

Our learning community is truly a wonderful place to work.

Simon Green  
Principal

## 2014 CHAIRPERSONS REPORT

It gives me great pleasure to present the North Loburn School end of year report for 2014

This year has been one where North Loburn School has achieved on the national and international stage. Our awarding of the prestigious Green Gold EnviroSchools status was the culmination of many years work. We are now held up as a shining example of ecological sustainability and our school is national leader in this field. Our Jump Jam team won a national title, and our Agrikids teams won their regional final and were present at the national finals. Our small rural school continued to punch above it's weight and provide amazing opportunities for our students.

Internationally, North Loburn School had a presence at a Global Environmental Education Forum in Osaka, Japan in Term One. Our Principal was a keynote speaker and also took the opportunity to visit our sister school in Toyonaka. Our children communicate regularly with their Japanese peers through video chatting (enhanced by our recent connection to a fibre internet connection). North Loburn students truly are global citizens.

Success at North Loburn means many different things. As well as being focused on the academic measures expected of us, there remains the overriding aim to provide a wide range of experiences for students as they study at our school. Our school values are embodied by our leaving students, who leave us having been nurtured within a positive and supportive learning community.

As the Chair of the Board, I am proud of our teaching and support staff led by Simon Green our principal. They work as a team and continually go "beyond the call of duty" to support students in their education. Whilst on the Board I have taken particular pleasure in seeing how our curriculum is prepared and delivered and assessed. Within the Board I know I can speak for all when I say that we are proud of this commitment.

Finally, I must mention the work of the Home and School committee. This small group of parents has incredible success raising funds for our school which allows extra learning resources for our students - thank you.

My thanks to the Board, staff and of course parents and carers for their continuing support across the year.

Martin Witt  
Chairperson



# 2015 START OF YEAR NATIONAL STANDARDS DATA

(Taken from 2014 End of Year reports)

Whole School NS Achievement	Reading				Writing				Maths			
Year	Well Below	Below	At	Above	Well Below	Below	At	Above	Well Below	Below	At	Above
Start 2015 Year 1												
Start 2015 Year 2		1	16	2			19			1	16	2
Start 2015 Year 3	1		4	6	1	1	8	1	1	1	5	4
Start 2015 Year 4	2	1	5	10	2	2	12	2	2	3	13	
Start 2015 Year 5		2	1	10	3		6	4		3	7	3
Start 2015 Year 6	1	1	7	6	1	4	7	3		1	12	2
Start 2015 Year 7			10	8		2	12	4		3	10	5
Start 2015 Year 8			5	4		1	4	4			7	2
Whole School Start 2015	4	5	48	46	7	10	68	18	3	12	70	18
NLS Start 2015%	3.9%	4.9%	46.6%	44.7%	6.8%	9.7%	66.0%	17.5%	2.9%	11.6%	68.0%	17.5%
2013 National Average	6.2%	15.9%	43%	34.9%	6.9%	22.5%	53.7%	16.9%	5.4%	19.9%	52.9%	21.7%

Māori and Pacifica	Reading				Writing				Maths			
	Well Below	Below	At	Above	Well Below	Below	At	Above	Well Below	Below	At	Above
Māori Students start 2015	3		9	8	2	3	13	2	2	4	8	6
Pacifica Students start 2015			1				1				1	
NLS Māori only start 2015	15%		45%	40%	10%	15%	65%	10%	10%	20%	40%	30%
NLS Māori only start 2015	15%		85%		25%		75%		30%		70%	
National Average for Māori 2013	31.8%		68.2%		39.8%		60.2%		36.4%		63.6%	

# 2015 TARGETS FOR STUDENT OUTCOMES

## Target One

Background - North Loburn is a high decile school, with high achieving students. Despite this, our students appear to be more 'average' when compared to national data. We would like to focus on moving more of these 'average' children to 'above average'. Currently only 18.6% of students are above the expected level for mathematics.

***North Loburn School will match the national average for percentage of students above the national standard in Mathematics by the end of the year. (21.7%).***

Performance Indicators	Support required	End of Year AOV
<ul style="list-style-type: none"> <li>•Basic facts knowledge improved (foundation for strong numeracy)</li> <li>•Student confidence in Mathematics increased.</li> <li>•Mid year testing to assess progress towards targets.</li> <li>•Principal to monitor performance during teacher appraisal.</li> <li>•End of year testing - NUMPA/JAM</li> <li>•OTJs at end of year reporting</li> <li>•PAT Testing</li> </ul>	<ul style="list-style-type: none"> <li>•Teaching staff focussed on basic facts fluency and giving weighting in planning.</li> <li>•Building on skills learnt in 2014 (Alim)</li> <li>•Teacher aides used for group teaching sessions and general assistance in class.</li> <li>•Budget for Teacher Aides</li> <li>•Principal to monitor support during performance appraisal.</li> <li>•Student materials and class resources to be given budget priority.</li> <li>•Support for Māori families where required.</li> </ul>	

## Target Two

Background - our data shows that writing is an area of weakness for North Loburn students (yet not when compared with National data). Teachers have recognised that boys in particular make up the majority of 'below' and 'well below' students in Writing. Recent professional development in writing (eAstle Rubrics), coupled with cluster wide moderation and moves towards more digital learning for our senior students have made this an area of interest to our teachers in 2015.

***At least 85% of our students will be at or above the national standard in Writing by the end of the year. (Currently 83.1%).***

Performance Indicators	Support required	End of Year AOV
<ul style="list-style-type: none"><li>•Class teachers place continued emphasis on robust writing and spelling programmes.</li><li>•Supplementary spelling providing knowledge of all aspects of spelling i.e. spell correctly, spotting correct and incorrect spelling word in and out of context.</li><li>•Student confidence in writing increased.</li><li>•Mid year testing to assess progress towards targets. (Moderated Writing Samples -eAstle Rubrics)</li><li>•Principal to monitor performance during teacher appraisal.</li><li>•End of year testing</li><li>•OTJs at end of year reporting</li></ul>	<ul style="list-style-type: none"><li>•Teacher aides used for spelling rules, learning of essentials word list</li><li>•Resource teacher of literacy to be engaged for specific students.</li><li>•Continuing Phonological awareness for junior classes</li><li>• Monitoring of students of concern.</li><li>•PD &amp; professional support around writing and spelling.</li><li>•Use of Literacy advisor where required.</li><li>• Essential Spelling lists; encouragement to learn these at home as well as at school.</li></ul>	

### Target Three - Māori Students

Background - our Māori students perform very well when compared to other students at North Loburn School. We will continue to work hard to ensure that no Māori students will fall below the expected level. Our focus for 2015 is in the area of Mathematics which has the most number of Māori students below the expected level.

**• By the end of the year at least 75% of our Māori students will be 'at' or 'above' the expected level for Mathematics (currently 63.7%)**

Performance Indicators	Support required	End of Year AOV
<ul style="list-style-type: none"><li>•Class teachers are aware who their Māori students are.</li><li>•Regular contact, and strong communication links are formed between teachers and Māori families</li><li>•Māori students are empowered in their learning through increased schoolwide awareness of tikanga, through leadership opportunities, and through cultural events (kapa haka, hangi) Therefore student confidence in Mathematics increased.</li><li>•Basic facts knowledge improved (foundation for strong numeracy)</li><li>•Teaching and learning strategies noted by Principal during teacher appraisal.</li><li>•End of year testing - NUMPA or IKAN or JAM</li><li>•OTJs at end of year reporting</li></ul>	<ul style="list-style-type: none"><li>•Teaching staff focussed on basic facts fluency and giving weighting in planning.</li><li>•Use of numeracy PD facilitator to advise staff if required.</li><li>•Teacher aides used for group teaching sessions and general assistance in class.</li><li>•Budget for Teacher Aides</li><li>•Principal to monitor support during performance appraisal.</li><li>•Student materials and class resources to be given budget priority.</li><li>•Support for Māori families where required.</li></ul>	

2014 National Standards Reporting

Date:	2/2/2015
Number:	3447
Name:	North Loburn School

Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	4	3.4%	6	5.1%	57	48.3%	51	43.2%	118
Māori	3	13.6%			10	45.5%	9	40.9%	22
Pasifika					1	100.0%			1
Asian									
European/Pākehā/Other European	1	1.1%	6	6.3%	46	48.4%	42	44.2%	95
Male	2	3.4%	3	5.1%	31	52.5%	23	39.0%	59
Female	2	3.4%	3	5.1%	26	44.1%	28	47.5%	59

Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school			1	5.3%	16	84.2%	2	10.5%	19
After 2 years at school	1	9.1%			4	36.4%	6	54.5%	11
After 3 years at school	2	11.1%	1	5.6%	5	27.8%	10	55.6%	18
End of Year 4			2	15.4%	1	7.7%	10	76.9%	13
End of Year 5	1	6.7%	1	6.7%	7	46.7%	6	40.0%	15
End of Year 6					10	55.6%	8	44.4%	18
End of Year 7					5	55.6%	4	44.4%	9
End of Year 8			1	6.7%	9	60.0%	5	33.3%	15

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	8	6.8%	12	10.2%	77	65.3%	21	17.8%	118
Māori	2	9.1%	3	13.6%	15	68.2%	2	9.1%	22
Pasifika					1	100.0%			1
Asian									
European/Pākehā/Other European	6	6.3%	9	9.5%	61	64.2%	19	20.0%	95
Male	6	10.2%	10	16.9%	34	57.6%	9	15.3%	59
Female	2	3.4%	2	3.4%	43	72.9%	12	20.3%	59

  

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school					19	100.0%			19
After 2 years at school	1	9.1%	1	9.1%	8	72.7%	1	9.1%	11
After 3 years at school	2	11.1%	2	11.1%	12	66.7%	2	11.1%	18
End of Year 4	3	23.1%			6	46.2%	4	30.8%	13
End of Year 5	1	6.7%	4	26.7%	7	46.7%	3	20.0%	15
End of Year 6			2	11.1%	12	66.7%	4	22.2%	18
End of Year 7			1	11.1%	4	44.4%	4	44.4%	9
End of Year 8	1	6.7%	2	13.3%	9	60.0%	3	20.0%	15



Maths	Well below		Below		At		Above		Total	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	Number
All students	4	3.4%	18	15.3%	74	62.7%	22	18.6%	118	
Māori	2	9.1%	6	27.3%	8	36.4%	6	27.3%	22	
Pasifika					1	100.0%			1	
Asian										
European/Pākehā/Other European	2	2.1%	12	12.6%	65	68.4%	16	16.8%	95	
Male	3	5.1%	5	8.5%	39	66.1%	12	20.3%	59	
Female	1	1.7%	13	22.0%	35	59.3%	10	16.9%	59	

  

Maths	Well below		Below		At		Above		Total	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	Number
After 1 year at school			1	5.3%	16	84.2%	2	10.5%	19	
After 2 years at school	1	9.1%	1	9.1%	5	45.5%	4	36.4%	11	
After 3 years at school	2	11.1%	3	16.7%	13	72.2%			18	
End of Year 4			3	23.1%	7	53.8%	3	23.1%	13	
End of Year 5			1	6.7%	12	80.0%	2	13.3%	15	
End of Year 6			3	16.7%	10	55.6%	5	27.8%	18	
End of Year 7					7	77.8%	2	22.2%	9	
End of Year 8	1	6.7%	6	40.0%	4	26.7%	4	26.7%	15	

# NATIONAL STANDARDS COMMENTARY

<b>NAG2A (b)(i) Areas of strength</b>
National Standard subjects: Reading
Discussion: This area has long been a strength of North Loburn School. 91.5% of our students are achieving at or above the expected level. 43.2% are achieving above the expected level. Having a strong literacy programme, particularly phonological awareness in the junior school, and the Learning Staircase 'Steps' programme for remedial students in the senior school has contributed to this excellent standard.
<b>NAG2A (b)(i) Areas for improvement</b>
National Standard subjects: Mathematics, Writing
Discussion: Mathematics - North Loburn is a high decile school, with high achieving students. Despite this, our students appear to be more 'average' when compared to national data. We would like to continue to focus on moving more of these 'average' children to 'above average'. Currently only 17.5% of students are above the expected level for mathematics.
Writing - Our data shows that writing is an area of weakness for North Loburn students (yet not when compared with National data). Teachers have recognised that boys in particular make up the majority of 'below' and 'well below' students in Writing. 27.1% of our boys are below or well below the national standard for writing.
<b>NAG2A (b)(ii) Basis for identifying areas for improvement</b>
Discussion: With reading achievement at a high level at North Loburn School, the data gathered in Writing and Mathematics was carefully analysed. In writing it is clear that there is gender inequity in the composition of students achieving below. Interestingly, while North Loburn boys are underachieving in Writing, they are out performing girls in Mathematics in the number of students 'above' the national standard. This has been noted as a long term trend at North Loburn School.
<b>NAG2A (b)(iii) Planned actions for lifting achievement</b>
Discussion: Mathematics - continue to build on the skills and strategies developed during PD in 2013/14 (including ALiM). With a reviewed and enhanced curriculum plan for Mathematics, our teaching team is confident we can continue to deliver an effective maths programme, and also move more students from 'average' to 'above average' in Mathematics. See 'performance indicators' and 'support required' in previous pages for further information.
Writing - Recent professional development in writing (eAstle Rubrics), coupled with cluster wide moderation and moves towards more digital learning for our senior students have made this an area of interest to our teachers in 2015. We believe greater student engagement (especially boys) with digital technologies in an area such as written language will see a noticeable lift in achievement. See 'performance indicators' and 'support required' in previous pages for further information.
<b>NAG2A (b) (iv) Progress Statement</b>
Discussion: The achievement of North Loburn students against the National Standards has been steady over the past 4 years, as is illustrated in the diagram below. With the roll fluctuating between 110-130 over the past four years, statistical data can be misleading as 2-3 students can skew the percentages heavily and give an inaccurate reflection of long term trends. Of note is the impact of new enrolments (other than New Entrant level) on our achievement data. Over 75% of the students that are achieving below or well below across all curriculum areas started North Loburn having come from another school and were below when they enrolled. This is an ongoing challenge for our teaching team and support programmes.

Whole School NS Achievement	Reading				Writing				Maths			
Year	Well Below	Below	At	Above	Well Below	Below	At	Above	Well Below	Below	At	Above
End 2014	3.3%	5.2%	48.3%	43.2%	6.8%	10.1%	65.3%	17.8%	3.3%	15.3%	62.7%	18.7%
End 2013	1%	4%	55%	40%	3%	8%	66%	23%	2%	8%	66%	24%
End 2012	1%	4%	53%	42%	3%	7%	68%	22%	2%	8%	66.5%	23.5%
End 2011	2%	5%	60%	33%	5%	10%	68%	17%	6%	12%	66%	16%
2013 National Average	6.2%	15.9%	43%	34.9%	6.9%	22.5%	53.7%	16.9%	5.4%	19.9%	52.9%	21.7%