

PRINCIPAL'S ANNUAL REPORT FOR 2011



OUR MISSION STATEMENT IS: *Valuing Learning*

SCHOOL STAFF 2011:

JUNIOR SYNDICATE	Ange Lamb	Chris McMahon
	Penny Wood	Paula McIvor
	Diane Stephenson	Prue Simm
	Erin Moore	Lynne Marshall (Term 1)
		Sue Corbett (Term 4)
MIDDLE SYNDICATE	Eric Daubé	Helen Ayres
	Alison Craig	Philippa Matla
	Ursula Gilbert-Potts	Sally Rowe
SENIOR SYNDICATE	Lindy Blyth	Greg Kyle
	Hilary Goodman	Andrew Parkinson
	Janine Rees-Thomas	Paula Gilbert
		Sally Rowe
EXECUTIVE OFFICER		Janet Gibson
OFFICE ASSISTANT		Kathy Pickering
TEACHER AIDES	Rosemary Ferguson	Julie Cameron-Jones
	Prue McKenzie	Winnie Newenham
LIBRARY ASSISTANT		Dorothy Matla
PRINCIPAL		Elle Claxton

STAFFING:

STAFFING – SCHOOL ORGANISATION

This year our provisional entitlement was:

Curriculum	15.80
Management	2.00
Additional Staffing:	
CRT	.67
TOTAL	18.47

Units – 20

Roll Based Staffing of 17.80

The year commenced with 15 classes. West Park School roll started on 351, with 21 new pupils, 8 being new entrants. Room 8 had a total of 14 pupils and all the other classes ranged from 20 to 30. Our 1 March Roll Return was 352, 14 more than 2010. We had 177 boys and 175 girls. The Ministry of Education confirmed roll and staffing entitlement was received.

Curriculum	14.50
Management	2.00
Assured Staffing	17.80

As our assured staffing was 17.80 and roll based staffing was 16.50, we were given the higher entitlement.

Summary:	Staffing Entitlement	17.80
	Classroom Release Time	.67
		18.47
	Units	20

At the beginning of term two, our roll was 354, with 179 boys and 175 girls, with our 1 July Roll Return total of 360, 182 boys and 178 girls.

Our opening roll on the first day of term four was 388 and we employed a teacher part-time (.6) to assist as the new entrant class roll grew. An additional .4 teacher time was also used to support Junior Syndicate teachers due to the roll growth. All junior classes, apart from the new entrant class, had between 23 and 26. The school roll during week seven was 194 boys and 193 girls = 387. However, a number of pupils left our school at the end of week seven, moving overseas or out of Johnsonville, so our final roll was 375, 190 boys and 185 girls on 16 December.

UNITS

Twelve permanent units were allocated for senior management tasks, and eight fixed term units allocated for specific curriculum responsibilities.

The teacher aides were employed using funding from a number of sources.

- Special Education Grant (SEG)
- Targeted Funding for Educational Achievement (TFEA)
- Learning Support Funding from Resource Teacher Learning Behaviour Cluster
- Locally Raised Funds/Board of Trustees Funded
- English Speakers of Other Languages – Ministry of Education Funding

SCHOOL DEVELOPMENT OBJECTIVES FOR 2011

- *To continue to implement and trial draft long term plans in the New Zealand Curriculum, keeping the Competency Based Learning document to the fore.*
- *To continue to update the syndicate folders to bring them in line with the revised National Administration Guidelines and the New Zealand Curriculum.*

This year we have continued with the Lead Teacher for Curriculum and Ange Lamb has this role. Unit holders have led ongoing development during the year with a number of syndicate, curriculum and staff meetings being held. It was important that everyone was kept up-to-date with progress and feedback was received from syndicates to ensure all views were considered, and there was input into the development process. The five curriculum committees have been led by unit holders. Some of the key actions taken have included:

- ✓ data analysis and follow up tracking,
- ✓ trialling new tests, eg Gloss,
- ✓ updating long term plans,
- ✓ listing of key documents and resources,
- ✓ updating of resources,
- ✓ expectations decided on, and coverage issues discussed,
- ✓ purchase of gear and resources,
- ✓ requesting free resource materials,
- ✓ development of staff section of website and
- ✓ specific events, eg:
 - * Science and Technology Week
 - * West Park School Idol
 - * Art Exhibition
 - * Tuesday Tune Time
 - * Artsplash Performance
 - * The Peace Child Production
 - * Colour My World Show

Specific time has been spent in the "literacy" area, ensuring all our school/syndicate documentation is relevant. Key developments include:

- ✓ literacy statements,
 - ✓ list of useful resources,
 - ✓ structure of reading and writing lessons,
 - ✓ PILOT draft for levels 1 to 5,
 - ✓ reading National Standards summary,
 - ✓ what a reading/writing programme looks like.
- *To implement the National Standards and work on targets for student achievement in relation to these.*
 - *To include children's progress and achievements in our individual pupil work sample folders, twice a year.*

At the beginning of term one, we looked closely at our students' results, in late 2010, in numeracy and literacy. Using this baseline data, we decided to set student Achievement Targets for Year 2, 3 and 5 reading and Year 2, 3 and 5 numeracy. As there is still a considerable amount of alignment taking place with Gloss, ICan and PAT tests in mathematics in relation to National Standards, we have used our "in school" overall teacher judgement to present the data and complete the analysis and recommendations.

We reported to our parent community at the end of term one and again in December.

Our work sample folder included:

- ✓ clear English reporting,
- ✓ next learning steps,
- ✓ ideas on how parents can help at home,
- ✓ clear indications as to whether a child was below, at or above an expected standard, and was an excellent snapshot of a child's current achievement levels.

At West Park this year we have used:

- ✓ Nationally standardised tests, eg Progressive Achievement Tests (PAT)
 - ✓ Literacy Learning Progressions document
 - ✓ National Standards books
 - ✓ Information on the Ministry of Education's website – www.tki.org.nz/National_Standards
 - ✓ Students' work
 - ✓ Everyday classroom observation
 - ✓ Assessment activities
 - ✓ In-school moderation and our
 - ✓ Professional skills to make an overall teacher judgement on the students' current achievement levels
- *To implement a staff development programme in ICT.*

A framework for up-skilling staff in ICT was developed, with a number of teachers offering to facilitate staff training and others indicating they would need specific training in some areas. Staff meeting topics we covered are noted below.

During the October school holiday break, 14 teachers attended the ULearn Conference in Rotorua. This three day conference offered seminars, workshops and breakouts on topics related to the effective use of e-learning and associated technologies in the classroom environment. As well there were overseas speakers to inspire. Teachers came back brimming over with enthusiasm, practical ideas to use in their classrooms and a list of possible purchases to include in the 2012 budget. A syndicate inservice day was also held, so that workshop ideas could be shared, discussed and plans made for trialling/implementation in the year ahead.

OTHER AREAS OF PROFESSIONAL DEVELOPMENT

During 2011 the following were actioned:

- Updated our Children With Special Needs Register and provided appropriate assistance/resources for children not achieving, at risk of not achieving, and/or have special needs, including gifted and talented.

- Revised school policies.
- Established and reported on achievement targets in reading and numeracy.
- Prioritised curriculum spending according to needs.
- Focused on areas highlighted in syndicate reviews.
- Refined the use of in-depth analysis of assessment information to strategically identify and evaluate patterns of achievement.

A concerted effort was made this year to spend a short time at the beginning of staff meetings on administration/information sharing, and at least an hour on one or two main topics related to learning. Staff meetings were held on a regular basis and key topics covered were:

Term 1	Health and Safety/Emergency Management Professional Responsibilities Curriculum Implementation/Action Plan Curriculum Budget Children With Special Needs/ESOL/Gifted Registered Teacher Criteria Hall Sound System Digital Camera Mathematics Update Sustainability Accessing Email From Home Excel iWork Suite (Mac) Unit Holder Updates e Learning Vision/Action Plan
Term 2	Mathematics Update Review of Syndicate Folders/Needs Reading and Writing Budget Update Science and Technology Arts – Music, Idol, Calendars, Art Exhibition SAFE Squad ULearn Literacy Playground Development Wiki Spaces iPod Touch Professional Reading
Term 3	NZEI Speak Up for Education Copyright Audit Literacy Update Numeracy Update Unit Holder Updates Budget Update ERO Report Summary – Directions for Learning iMovie Garageband Ka Hikitia Registered Teacher Criteria Appraisal Production Updates
Term 4	Unit Holder Updates ULearn Feedback Work Sample Folders Curriculum Budget Wish List 2012 School Self Review) Syndicate Input Achievement Targets)

FUTURE DIRECTIONS - 2012:

The key areas will be related to:

- Ongoing curriculum implementation, especially in mathematics
- National Standards and reporting to parents
- Updating syndicate files
- Ongoing work in inquiry and thinking skills
- Syndicate recommendations
- Updating our Children With Special Needs Register and actioning appropriate assistance and resourcing
- Establishing achievement targets
- Prioritising curriculum spending
- Actioning Education Review Office recommendations
- Revising School Policies
- Professional development in e-learning, use of ICT

A special thanks from 430 staff and students who appreciate all the time, experience, energy and skills parents put into helping provide enriching experiences for our children. We are extremely fortunate to have a wide range of skills and expertise on our Board of Trustees, which is ably led by David Waters, and Home and School by Jennie Moran.

A personal thanks, from me, to our superb, skilful and special staff team. A special thanks to Eric Daubé who stepped into the role of Acting Principal while I was in hospital and recovering at home, and to Lindy Blyth and Ange Lamb for their assistance with management tasks. Janet Gibson and Kathy Pickering ensured that the mountains of paper and administration tasks were delivered to me for action during my recovery time at home.

Thanks to everyone for helping us, the West Park Way, to create a happy, safe, caring and cooperative environment for our children.

W winning ways
E encouraging excellence
S shared skills
T terrific teamwork

P positive participation
A accomplished artists
R reflective reviews
K knowledgeable kids

W willing workers
A adaptable achievers
Y YYS (wise) youngsters