



# ASHGROVE SCHOOL ANNUAL REPORT 2017

*“Growing together  
for Success”*



*Our Mission Statement:*

*“To provide a quality education in a positive  
environment which encourages learning for life”*



Growing Together For Success

# ASHGROVE SCHOOL

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## Board of Trustees Analysis of Variance Report for Year Ending 31<sup>st</sup> December 2017

### Background

In the plans and targets set out on Ashgrove School Charter, the Board describes the school's priority learning issues and its expectations for improved student outcomes. The core business of the school is to raise student achievement, with the Board setting strategic goals and priorities that guide the Principal and their staff in effecting better outcomes for all students.

This analysis of variance reports to the Ashgrove School community how Ashgrove School has performed against its strategic goals, and how successful the annual aims were.

This analysis is based on and summarised from Achievement and Curriculum reports completed in the year 2017.

### Charter Strategic Goals

The Board at its February Strategic management meeting reviewed strategic goals for the school and then set associated annual targets for the 2017 school year. Five strategic goals (SG) are the focus of Ashgrove School:

1. SG1: Students – Students will be engaged learners who can articulate their learning and Achieve Success against National Standards.
2. SG2: Pedagogy – Ensuring the schools learning environment and professional development promotes the use of innovative teaching and learning opportunities for all.
3. SG3: Community – Engaging effectively with Parent, family and whanau to promote student progress and achievement.
4. SG4: Culture – Successful learning for Māori students (language, culture Māori as Māori)
5. SG5: Governance – Effective governance by the BOT with a focus on self-review ensuring improvement in student progress and achievement. Continue self-review process using the six dimensions of effective schools.

## Analysis of Variance

### Strategic Goal 1: Students

For SG1 Students, annual aims focused around literacy, writing and mathematics achievement ascension.

For reading, senior school cohort achievement was elevated from the previous year with a very successful result. In the junior school there was a large number of students below the expected National Standards after one year at school. Intervention of these cohorts was implemented with 5+ Reading with the support of Chuck Marriott

(RT Lit for North Canterbury) and some students also receiving RTLB assistance. Continued support for these students will be a focus for staff and the Board in 2018. For all other years, cohort performance was similar to that of previous years. Māori achievement in reading emulated that of other students and there were no notable exceptions however, there was a slight regression in students achieving at or above National Standards when compared to previous years.

For writing, the most notable achievement was the reduction from 13 to 2 students who were assessed as being well below the National Standard. There was an improvement from 70% to 75.5% (374/496) of students assessed at or above the National Standard. Māori achievement in writing was 64% assessed at or above the National Standard Expectation, which is less than last year and is attributed partly to a new cohort of students that started this year.

For Mathematics, student achievement across all years was high with a slight improvement from 80 to 81% of National Standard expectations. Noticeably, female students achieving at or above the National Standard increased from 81% to 89% with male students dropping slightly from 80% to 75%. Māori achievement in mathematics emulated that of the rest of school with a slight increase from 66% to 67% of students at or above National Standard expectations. Extension opportunities were offered this year including the regional Canta Maths competition.

Strategic Goal 1 focussing on Reading, Writing and Mathematics annual targets were on the most part attained, with student achievement to be continued focus next year. Ashgrove School will be working as part of the Puketeraki Community of Learning (CoL). The CoL has identified Mathematics and Literacy as areas of focus and these are to be included within the 2018 Strategic Plan.

### Strategic Goal 2: Pedagogy

For SG2 professional learning, annual aims focussed around continued professional development in modern learning environments and the integration of eLearning tools and strategies. Including the adaptation of teaching practice to reflect and accommodate changes in the school environment as well as developing teaching as enquiry.

The senior leadership team worked with an external facilitator to focus on developing professional learning with the teaching staff, including collaborative practice, spirals of inquiry and student agency. The staff have made progress in implementing MATES agreements, peer teaching and coaching teaching as inquiry. This focus has been linked to teachers' individual appraisal goals. In response to feedback

from teachers, the DPs arranged for teachers to be released to visit other hubs within the school that has been well received. Beginning teachers are all personally mentored and supported by the Principal making for an excellent understanding of development needs.

The Junior Dean and Pihinga Team have had the invaluable input of Chuck Marriot (RT Lit for North Canterbury) in gaining additional skills to lift student achievement in reading.

Four staff members presented workshops at the Delving Deeper Seminar presentment Ashgrove School Innovative Teaching and Deputy Principals presenting Leading from the middle. Professional development for Positive Behaviour for Learning (PB4L), Understanding Behaviour Responding Safely (UBRS), Computer coding, WordLab, Google docs, coaching and mentoring, various seminars and conferences, as well as CoL activities have been undertaken this past year.

Raising student achievement through teaching as an inquiry was successful this year.

### ***Strategic Goal 3: Community***

To effectively engage with the school community, the school issues fortnightly newsletters, utilises a schoolapp (that is frequently added to with up to date information for activities for students), provides written student reports and caregiver conferences, has an up to date website, board page and building blog. Other initiatives to engage with caregivers have included Parent PTA coffee mornings, the 50<sup>th</sup> School Jubilee and the Christmas School Gala.

In February, information evenings were conducted individually for each hub offering an opportunity for parents to learn about the programmes running in each hub and to meet with teachers. Tūrepo and Mahuri also had 'Meet and Greet' interviews with parents.

An open day was held on the 17<sup>th</sup> May to give parents an insight into how well the children are adjusting to working in the modern learning spaces under the collaborative model.

Written reports were sent home to parents mid-year (June) and end of year (December) and were followed up with parent teacher conferences where parents had the opportunity to discuss the report progress based on goals for their child.

The Board after each of its meetings ensures it writes an article for the school newsletter.

In October, Labour weekend, the school celebrated its 50<sup>th</sup> Jubilee. The Learning Hubs were operated as classes in the decades through the past life of Ashgrove School being the decades of the 1960's to today.

In November two parent information evenings were held for parents on managing anxious children.

PTA Gala event was held Saturday 1<sup>st</sup> December and bought a lot of the school community together.

In December Mrs Chadwick and the Allenvale Principal met with a Core Education consultant to put together an article of the collaboration between the two schools and what is best practice for inclusion

with diverse learners which featured in the Grow Waitaha 'Our Stories' website <http://www.growwaitaha.co.nz/our-stories/>

The Board and school effectively engaged with the community in 2017.

#### ***Strategic Goal 4: Culture***

This year without the in school Te reo teacher, classroom teachers were relied upon to use as much of their own knowledge from the previous years professional development to continue to use Te reo in the classroom utilising the school levelled plan for Te Reo Maori and Tikanga. Kristyn Ferry was the lead teacher for Māori who working together with the Māori committee managed Professional Development for the staff.

Kristyn Ferry and Lydia Dixon instructed the junior and senior kapahaka students who subsequently performed at the school Jubilee. A consultation / performance rehearsal for the Tuahiwi Kapahaka Festival was held in September. Prior to the rehearsal there was a Māori consultation hui which included as part of the agenda the school Taha Māori Overview presentation and discussion and ballot for the Māori name for the kapahaka group.

The Kahurangi Māori Dance Company performed at Ashgrove School in August performing Māori Myths and Tribal Legends.

The expected outcome this year for year 1-8 Māori students was to raise achievement from 'below' to 'at' National Standard. This target was not achieved with 14 of 37 students below national standard and 1 student observed as well below national standard. Māori achievement in writing in 2018 will be a specific focus by the

Board. The Chairperson will also be on the Māori committee in engaging with the Māori community and ascertaining if the Board can do more to help Māori students.

#### ***Strategic Goal 5: Governance***

The 2017 year was a busy one for the Board, with the opening of Mahuri and Allenvale Satellite, planning for Block 1 refurbishment, playground development, new school uniform, tennis courts and school fencing, and employment off staff.

NZSTA Professional Development was on offer at the beginning of 2017. 4 of the 6 Board members had already attended governance essentials training previously, with the chairperson Gary Stevenson having attended the Effective Chair course the year before.

School Policy Documents were reviewed throughout the year in line with the School Docs advisory and school calendar. Property Health and Safety checks were completed monthly with a Board Representative and the Caretaker.

The Principal was actively involved with the CoL and also being on the Stewardship Committee. The Chairperson also attended the Principal and Chairperson CoL meeting at Rangiora High School to discuss strategic aims and goals for Puketeraki.

The Board did not implement a specific self-review programme in 2017. This will be a focus for the Board in 2018, and will comprise governance specific auditing of school policies in conjunction with the Principal, in ensuring policy effectiveness and validity.

## List of Board of Trustees Members

Two existing Board members (Grant Hetherington and Jennifer Kirkwood) terms expired in November with these members choosing not to re-stand. Three parents (Gary Stevenson, Leanne Speirs and Matthew Van Tuinen) were nominated for three parent representative positions and were therefore elected without having to go to general ballot. One parent representative (Megan McNay) was selected to a term of three years.

Name	Position	How position on Board gained?	Occupation	Term Expired/ Expires
Gary Stevenson	Parent Rep. Chairperson	Elected Nov 2017	Senior Engineer	Nov 2020
Brodie McDonald	Parent Rep.	Elected Jun 2016	Senior Financial Consultant	Jun 2019
Ellanna Cliff	Parent Rep.	Elected Jun 2016	Senior HR Consultant	Jun 2019
Megan McNay	Parent Rep.	Selected March 2017	National Tender Manager	Jun 2019
Leanne Speirs	Parent Rep.	Elected Nov 2017	Travel Agent	Nov 2020
Matthew Van Tuinen	Parent Rep.	Elected Nov 2017	Senior HR Consultant	Nov 2020
Christine Chadwick	Principal	Appointed May 2007	Principal	Ongoing
Andrea Woolford	Staff Trustee	Elected Jun 2016	Teacher	Jun 2019
Grant Hetherington	Parent Rep.	Elected Nov 2014	Manager	Nov 2017
Jennifer Kirkwood	Parent Rep.	Elected Nov 2014	Mother	Nov 2017

## Statement on KiwiSport Funding

Kiwi Sport funding annually pays for trained physical education coaches employed by North Canterbury Sport and Recreation for the students to enjoy expert coaching in a range of sporting and physical activities. This programme is timetabled over the year. All students who attend Ashgrove School receive coaching for approximately an hour per week for up to 5 weeks per term. At Ashgrove there are twenty - three classrooms with over 500 students this programme is providing the expertise in a range of sport skills and is supporting the implementation of the New Zealand curriculum in Physical Education for students.

## Equal Employment Opportunities

Ashgrove School has an EEO (Good Employer principle) policy and programme available to employees.

## **Financial Statements**

BDO Spicers will provide the financial statements once completed

## **Independent Auditor Report**

BDO Spicers will provide the Final Auditors Report once completed

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Chairperson

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Date



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## Statement of Responsibility

The Board of Trustees has pleasure in presenting the annual report of Ashgrove School, incorporating the financial statements and the auditor's report, for the year ended 31st December 2017.

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

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

In the opinion of the Board and management, the annual financial statements for the financial year fairly reflect the financial position and operations of the school. The school's 2017 financial statements are authorised for issue by the Board Chairperson and Principal.

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date