



ASHGROVE SCHOOL ANNUAL REPORT 2018

*“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

48 Seddon Street
Rangiora 7400
Phone: 03 313 8552

Email: admin@ashgrove.school.nz
Website: www.ashgrove.school.nz

Board of Trustees Analysis of Variance Report for Year Ending 31st December 2018

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 2018.

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 2018 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.
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 (ERO).

For each of the Charter Strategic Goals, staff and the board collaborated on an Annual Action Plan.

Analysis of Variance

Strategic Goal 1: Students

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

Reading

For reading, 73% of our students are achieving at or above the school expectation in Reading. This result is slightly less than 2017, noting that within the Junior school there were a number of students below the school expectation after one and two years at school. Intervention of these cohorts continued with 5+ Reading intervention (Tipu) with focused professional development of staff (Tipu) and some students also receiving RTLB assistance. Continued support for these students will be a focus for staff and the Board in 2019. For all other years, cohort performance was similar to that of previous years. Māori achievement in reading emulated that of other students noting that the Year 6 cohort excelled with 4 students attaining above school expectation in reading. Overall, it is pleasing that 85% of students in Years 4 to 8 are achieving at or above school expectations.

Writing

Currently 70% (360/516) of our students are working at or above the school expectations for writing. This result is slightly less than 2017, noting that within the Junior school there were a number of students below the school expectation after one and two years at school. Māori achievement in writing was 66% assessed at or above the school expectation, which is greater than last year (64%)

Reading and writing extension opportunities were offered during the year in the forms of ICAS testing, writing competitions and Young Writers Workshops. A number of senior students have had work published as a result of the workshops.

Mathematics

For Mathematics, student achievement across all years was high at 77% of school expectations which is slightly lower than in 2017 (81%). The target cohort for focused improvement were students in Year 6 that were achieving 'below' in the National Standard with the goal to have them move to 'at' school expectations. 5 of 18 students moved from 'below' to 'at' school expectations. A group of 7 students below expectation received either; ORS funding, In Class Support Funding (ICS) or were on the Resource Teacher of Learning and Behaviour roll (RTLB).

Māori achievement in mathematics emulated that of the rest of school with a slight increase from 67% to 68% of students at or above school expectations.

Extension opportunities were offered this year including the regional Canta Maths competition. In all learning areas students were grouped according to need in order to extend more able students.

SG1 Summary

Strategic Goal 1 focusing on Reading, Writing and Mathematics annual targets were on the most part attained, with student achievement to be a continued focus next year.

Strategic Goal 2: Pedagogy

For SG2 professional learning, annual aims focused 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 continuance of teaching as inquiry.

With changes to the Education Act and the removal of National Standards the Principal has initiated an internal self-evaluation of the schools current practices for assessing and reporting student achievement. In conjunction with the Puketeraki Kahui Ako learning goal, three in school teachers and two deputy principals formed a sub-group specifically to conduct an inquiry into effective assessment practices at the school.

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. Staff have implemented peer teaching and coaching teaching as inquiry. This focus has been linked to teachers' individual appraisal goals. Beginning teachers are all personally mentored and supported by the Principal making for an excellent understanding of development needs.

On the teacher only day in November staff had a very successful session with Steve Edwards of Evaluation Associates reviewing the PLD on Student Agency programmed for 2018. Professional learning development throughout the year included Digital Technology, Universal Design for Learning and LincEd training inducting staff for the 2019 roll out.

Professional development for mathematics and literacy included all staff undertaking development in writing as part of their 'Spiral of Inquiry'. Every staff member undertook an inquiry based around developing student agency via writing within the cohort of children they taught. In the second week of term four a presentation afternoon was held, where staff shared their inquiry and findings with fellow staff. Staff were involved in a variety of professional development over the year with staff attending workshops on literacy, School of Young Writers, Sharp Reading courses, Phonics course and Liz Kane professional development.

SG2 Summary

Strategic Goal 2 pedagogy annual targets were attained, with staff professional development to be to a high standard and will be a continued focus next 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.

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.

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 PTA run Ashgrove School Gala and Grotto event supported by staff and the Board was held in November and brought a number of the school and greater community together.

The Board and school effectively engaged with the community in 2018.

SG3 Summary

Overall, the SG3 goals and action plan were achieved successfully in 2018.

Strategic Goal 4: Culture

Teachers Te reo professional development was continued 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. Initiatives this year have included ongoing professional development for staff, extended use of te reo, introduction of school karakia, strengthening of the kapahaka group and performances and more Māori in school newsletters and notices. The Te Reo Māori plan and Tikanga at each learning level continued to be implemented in 2018.

Kristyn Ferry and Lydia Dixon instructed the junior and senior kapahaka students. A Whanau consultation hui was held with personal invitations to parents and caregivers with a number of families attending. Whanau were given the opportunity to interact and contribute on what they would like the school to consider, with staff now working to implement suggestions.

SG4 Summary

Overall, the SG4 goals and action plan were achieved successfully in 2018.

Strategic Goal 5: Governance

The 2018 year was a busy one for the Board, with the opening of 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 2018. Alan Fone (NZSTA consultant) was invited to speak to the Board as a whole to recap on the Boards role and responsibilities. The Chairperson, Gary Stevenson, attending the 'Leading with a Purpose – Chair Residential' in Wellington.

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 Puketeraki COL and also being on the Management Committee. The Chairperson with the Principal also attended meetings with the MoE and Establishment Board of Trustees and local schools for the West Rangiora Primary School zoning consultation. The Chairperson was also involved with defining terms of reference group for the Puketeraki COL Stewardship Committee as well as attending committee start-up meetings. The Principal, Mrs Christine Chadwick, was elected as the Chairperson for the North Canterbury Principals Association 2018. This group is made up of Primary, Secondary and Area schools in North Canterbury approximately 38 principals. Her role involves organisation of a committee of principals setting a PLD programme and attending national and local Ministry of Education and NZ Principals forums. The Board of Trustees support Mrs Chadwick in this role supporting North Canterbury Principals.

The Board continued its self-review programme in 2018 in reviewing policy documents. The Board began compilation of a Trustee Induction Manual specific to the roles and responsibilities of the school, this being in anticipation of the Board elections in 2019.

SG4 Summary

Overall, the SG5 goals and action plan were achieved successfully in 2018.

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		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 Representative	Elected Jun 2016	Teacher	Jun 2019

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.

Financial Statements

BDO Spicers will provide the financial statements once completed

Independent Auditor Report

BDO Spicers will provide the Final Auditors Report once completed

Chairperson

22nd March 2019

Date



ASHGROVE SCHOOL

48 Seddon Street
Rangiora 7400
Phone: 03 313 8552

Email: admin@ashgrove.school.nz
Website: www.ashgrove.school.nz

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 2018.

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 2018 financial statements are authorised for issue by the Board Chairperson and Principal.

Chairperson

Principal

22nd March 2019
Date

22nd March 2019
Date