



# **Kelburn Normal School**

# **Analysis of Variance 2018**

## Principal's Summary

A lot has been achieved this year. The total rebuild of the school would have to be one of, if not the biggest and most significant event in the school's history. The rebuild, where the learning spaces and their affordances are new, present many challenges and opportunities for the further evolution of teaching and learning. Despite some significant challenges and difficulties through the process, which is understandable given a project of this size, there should be a real sense of community pride in what has been achieved at Kelburn in 2018. We acknowledge that the project has been funded, project managed and built using the MOE lead; yet at the same time, the process has been a collaborative one, with a productive level of dialogue between the MOE and the school. The involvement of our school through the project, and especially the professional input of the teaching staff in the design and setting up of the new spaces, has been important and very significant. This level of involvement and effort has been unavoidably taxing and time consuming but also rewarding. The end result of the collaboration between many stakeholders is something to be proud of. The new spaces will allow us to develop our school curriculum and an innovative learning environment.

Our school of course is about our children and their growth through learning, and this year we have seen an ongoing development of the school curriculum, driven by improvements in coherence and teacher practice, and assisted by the affordances of the new spaces. While it may not shift the data significantly, as our children's academic data was excellent anyway, we have used the new spaces, and the use of blended learning, to develop our powerful learning culture; in particular this had led to a significantly strengthening of community, of the children's social engagement and dialogue, and of the deeper learning articulated by the Key Competencies. This has also reinforced our values and the manaakitanga that is part of our daily learning. This manaakitanga was demonstrated by the way we all managed the move with minimum disruption to teaching and learning.

The new spaces have been allowing us to develop and innovate on our curriculum even further. The place is so much more interactive and we are able to use it to personalise learning and increase collaboration and varieties of grouping. We don't adopt simple solutions to the richness and possibilities of learning, but rather coordinate complex dynamics so they are coherent, and in order to build an inclusive learning environment where learners have voice and agency. Many issues we may have experienced between children has disappeared with the real time requirement to resolve issues, rather than the old ways of separation that ignored barriers to learning. The collaborative work of the teachers enables them to peel off and korero with children when there is a problem that needs help to solve. Our children have adopted very positive attitudes this year; we have been able to work more closely with them to build strong relationships issues and sort out issues. Our HEART concepts and framework has been very helpful in building coherence in our learning culture too; this year building resilience, self management, and teamwork have been key areas that HEART has strengthened. We continue to follow the restorative pathway where there are social issues; the children have adult support to gain agency and make good choices. Most of those learners whose success has been held up by social dysfunction have been progress here.

I believe the school is in a really good space at the moment - the variety of activities add spice to what we do, and the learning has a strong groove and rhythm. When I walk through our spaces, I feel a happy vibe and a real strength and cohesion, both in our teams and in our overall learning culture.

Going into 2019, I want to acknowledge the good work of our whole staff. The professionalism of the senior leadership team - Danielle and Charles who as the support principals lead the curriculum and the development of a professional learning community, and Susie, Richard, Rob and Alistair, who as team leaders organise the everyday curriculum and the learning programmes for the children. The stability, experience and expertise this team offers the school is to our advantage. The stable teaching team continues to grow in strength and while the junior team will be different in 2019, the stability that 3 full teams of returning teachers offers the school is a real asset for the school. Moving into the new year, our stable and professional team will be able to maintain the momentum of our teaching and learning in the new spaces, and also build on it. The teaching team is so well supported by our support staff - from Loraine and the team in the office to our learning support staff, as well as our private music teachers. The 2018 team at Kelburn has taken the achievements and coherence of 2017, and the stability of the teaching team, to make the most of the opportunities and challenges of 2018.

**Kelburn Normal School - Charter 2018**

<p align="center"><b>New Zealand Curriculum Vision</b></p>	<p><i>Confident, connected, actively involved, lifelong learners</i></p>	<p align="center"><b>Kelburn Normal School Vision</b></p>	<p><i>Kelburn Normal School students learn creatively and strive for excellence, preparing for lifelong learning.</i></p> <p><i>Kia auaha te ako a ngā ākonga me te whai i te iti kahurangi mō te akoranga tūroa</i></p>	
<p align="center"><b>Kelburn 'HEART'</b></p>	<p align="center"><b>NZC Key Competencies</b></p>	<p align="center"><b>Kelburn Values</b></p>	<p align="center"><b>Kelburn Key Principles</b></p>	<p align="center"><b>Kelburn Key Practices</b></p>
<p>Hauora Excellence Aroha Resilience Teamwork</p>	<p>Relating to others Participating &amp; contributing Managing self Thinking Using Language Symbols and Text</p>	<p>Aroha and Respect Responsibility &amp; honesty Fairness Manaakitanga Inclusiveness Interdependency Powerful learning Resourcefulness &amp; Positivity</p>	<p>High expectations Inclusion Coherence Learning to Learn Cultural Diversity Future Focused Community Engagement Treaty of Waitangi</p>	<p>Learning conversations Multiple literacies Inquiry learning Overviews Learning environment - groupings and spaces Science capabilities Practice-based research</p>
<p align="center"><b>Strategic Goals 2018-2021</b></p> <ol style="list-style-type: none"> <li>1. Student learning - extend individual student progress and achievement</li> <li>2. Student engagement - enhance our powerful learning culture</li> <li>3. School organisation - quality delivery of curriculum and learning partnerships</li> <li>4. Personnel - extend staff through a professional learning culture</li> <li>5. Property - learning spaces and environment creates innovative opportunities</li> <li>6. Finance - resource allocation best meets the needs of our students</li> </ol>			<p align="center"><b>Strategic Growth areas 2018</b></p> <ol style="list-style-type: none"> <li>1. HEART programme</li> <li>2. Teaching and learning in the new spaces</li> <li>3. Science and digital technology</li> <li>4. Te reo and Tikanga Maori</li> <li>5. Sport</li> <li>6. Physical spaces outside learning areas</li> </ol>	
<p><b>Māori Dimensions and Cultural Diversity</b> Kelburn Normal School endorses and takes guidance from Ka Hikitia - Managing for Success: The Māori Education Strategy. This strategy sets out the Ministry of Education's strategic approach to achieving educational success for and with Māori.</p>				
<p><b>Special Character -</b> Kelburn Normal School is a 'Normal School'. It is one of 26 in NZ. This means that it has a responsibility to work with Victoria University and contribute to policy development and programmes of teacher training across the country, and to assist trainee teachers to experience teaching practices at KNS.</p>				

## Kelburn Normal School Strategic Plan 2018-2021

Strategic Goals 2018-2021		Core Delivery and Improvement Strategies for Achieving Strategic Goals 2018 - 2021
<b>1. Student Learning</b>	<p>Raise student achievement</p> <p>Extend individual student progress and achievement</p>	<ul style="list-style-type: none"> <li>● Recognise and communicate student progress and achievement</li> <li>● Use student examples and data to inform teaching and learning programmes to enable all students to progress in their learning</li> <li>● Identify and target students not achieving at their appropriate age level as priority learners</li> <li>● Provide a reporting system that shows progress and improved student achievement.</li> <li>● Improve student writing skills by reducing the disparity between girls and boys achievement in writing.</li> <li>● Support flexible learning groups between students and teachers.</li> <li>● Report to BoT/community student achievement in English, maths and science</li> </ul>
<b>2. Student Engagement</b>	<p>Enhance our powerful learning culture</p>	<ul style="list-style-type: none"> <li>● Use learning conversations and teaching as inquiry to guide our teaching and learning practice.</li> <li>● Implement HEART of the school - Embracing our school values and key competencies to be culturally inclusive in everything we do</li> <li>● Foster leadership roles and responsibilities for all students</li> <li>● Enhance our collaborative learning model</li> <li>● Integrate digital learning into all curriculum areas and increase the number of available devices for accessibility</li> <li>● Enhance our status as a Normal School by being innovative and creative in our teaching and learning approach</li> <li>● Use parents and adults to share their career pathway as part of an improved year 7-8 careers education and transition to high school.</li> </ul>
<b>3. School Organisation and Structures</b>	<p>Ensure quality delivery of education in all areas, with priority to literacy and numeracy</p> <p>Enhance learning partnerships and engage with our communities</p>	<ul style="list-style-type: none"> <li>● Develop science and technology education as a part of our future focus and be an Environmentally Aware school</li> <li>● Develop and deliver a wide range of mathematics learning opportunities to cater for individual needs</li> <li>● Deliver a range of literacy opportunities, build on student strengths, with an emphasis on oral language and the arts</li> <li>● Develop sport at KNS for a healthy mind, body and spirit and increase its profile and increases representative opportunities.</li> <li>● Promote our student's connection with our community and our local school environment.</li> <li>● Engage the community in consultation - Health, Maori, Pacific, English Language Learners and encourage parent engagement in their child's learning</li> <li>● Provide quality feedback for student progress and achievement. Celebrate student achievement</li> <li>● Communicate openly with the school community, using social media (Website, Facebook, Twitter, Video messaging, SchoolApp) and community forums</li> <li>● Be a member of the Whanganui a Tara Kahui Ako</li> </ul>
<b>4. Personnel</b>	<p>Attract high-quality staff to KNS and extend them by developing a professional learning culture</p>	<ul style="list-style-type: none"> <li>● Acknowledge and celebrate whanaungatanga (staff as a community)</li> <li>● Recognise and build on sustaining and enhancing leadership potential in staff</li> <li>● KNS is a Normal School, therefore, the highest quality teaching is expected. Our practice-based research is a crucial part of developing our teaching to the highest level.</li> <li>● Support a professional learning culture through the provision of staff development programmes and networking; and provide systems to ensure appropriate appraisal, self-reflection and development for teachers, including the new 6 PTC from the NZ Education Council and Teacher portfolio for registration.</li> <li>● Provide additional staffing for English Language Learning (as required) and Te Reo</li> </ul>
<b>5. Property</b>	<p>Our learning environment creates innovative opportunities for learning with appropriate resources</p>	<ul style="list-style-type: none"> <li>● Provide a learning environment that is modern and adaptable and children can learn indoors and/or outdoors</li> <li>● Our learning environments in 2018 are new. The class spaces are new, the hall is upgraded, the administration is upgraded. The play spaces have been replaced by new courts.</li> <li>● Add new play equipment to Kelburn for junior school and add to adventure playground.</li> <li>● Enhance the playing space in the gully</li> </ul>
<b>6. Finance</b>	<p>Ensure our resource allocation better meets the needs of our students</p>	<ul style="list-style-type: none"> <li>● Target resourcing to achieve strategic goals and lift and realise the potential in our student's achievement</li> <li>● Progress with the international student marketing strategy to ensure continued enrolments.</li> </ul>

**Kelburn 2019 Annual Strategic Growth Section - 6 key growth areas - 2018**

1. HEART programme
2. Teaching and learning in the new learning spaces
3. Science and digital technology
4. Te reo and tikanga Maori
5. Sport
6. Enhance the physical spaces outside of the new learning spaces.

6 key growth areas for 2018 - 2021	Rationale / Intention
HEART programme	Our HEART of the school programme is designed to enable personal health and wellbeing, personal best, quality relationships between our people, and develop a respect and care for others within a dynamic team environment.
Teaching and learning in new learning spaces	The new learning spaces require our teachers and children to working collaboratively, creatively and reflectively. We will research and action innovations to our curriculum and use teaching practices that enhance a powerful learning culture that leads to improved learning outcomes for individual students.
Science and digital technology	These are government priorities that enable our children to tune into learning areas that are identified as future focussed. We know that enhancing and developing children’s curiosity, science capabilities and problem-solving, and digital literacy are crucial to developing the key competencies. MOE PLD in digital literacy.
Te reo and tikanga Maori	Under our obligation to the Treaty of Waitangi, this is Aotearoa / New Zealand’s identity and respects the growing need for our children to speak te reo and understand tikanga practices to prepare them for the future. This is something teachers need to develop tataiako.
Sport	We believe children thrive in sport through teamwork. We want to see PE and sport opportunities continue to grow so children can be part of a strong school network.
Enhance the physical spaces outside the new learning spaces.	The gully has the feel of being half-finished - there is potential to enhance this space as well as sorting additional landscaping around the outside of the school. Complete the hall.

Strategic Goal 1. - Student Learning	
Goals	Core Delivery and Improvement Strategies
<ul style="list-style-type: none"> <li>● <b>Raise student achievement</b></li> <li>● <b>Extend individual student progress and achievement</b></li> </ul>	<ul style="list-style-type: none"> <li>● Recognise and communicate student progress and achievement</li> <li>● Use student examples and data to inform teaching and learning programmes to enable all students to progress in their learning.</li> <li>● Identify and target students not achieving at their appropriate age level as priority learners</li> <li>● Provide a reporting system that shows progress and improved student achievement.</li> <li>● Improve student writing skills by reducing the disparity between girls and boys achievement in writing.</li> <li>● Support flexible learning groups between students and teachers.</li> <li>● Report to BoT/community student achievement in English, maths and science</li> </ul>
<p><b>Review, actions, happenings and evidence of progress in 2018</b></p> <p>We have increased the communication of student achievement information and progress across the year. Examples of different formats are: Parent - Teacher conversations- parents share information about their child at the beginning of the year; 3-way Learning Conversations to set goals; mid-year Progress Updates; 3-way Learning Conversations with goal review and setting (T3); this year we introduced the Celebration of Learning (T2 &amp; 4) - children led their parents through their learning journey at school. We finished the year with the end of year written report. This year we have updated all English, maths, and science criteria for reporting, planning and evaluation. We have moved from paper learning anthologies to digital portfolios.</p> <p>We have gathered and used student work samples each term to assess and moderate progress against the expected levels of the curriculum. Next year we aim to develop and curate our own work exemplars to use for updated moderation processes. We use information from PAT and asTTLe reading and maths to inform teaching decisions. We will continue to use assessment tasks such as the Assessment Resource Bank (ARB) when needed to inform teaching, to personalise learning, and assess and evaluate how the children’s progress</p> <p>Our new spaces have made it easier for our teachers to collaborate on understanding information and to problem solve; teachers have whole home-learning team learning conversations at least once a week in Whānui / Maia and there are 1-1 learning conversations ongoing at all times. As part of Practice-based Research (PBR) process, individual teachers identify several priority learners and personalise the learning for them, recording their data and teaching innovations on their PBR Grid 2 and Standardised outcomes sheet. The purpose is to personalise learning, and accelerate progress. Danielle as DP coordinates and evaluates these priority learner progress, an important piece of work.</p> <p>Our school question/ inquiry on priority learners showed strong evidence that writing and oral language improvement was influenced heavily by using drama, and that drama enriched literacy and lifted achievement in writing. The use of drama made the most impact on the response to text, on the quality of writing, and on student engagement. This coherence of drama and literacy has been strongly developed in year 8, and is a work in progress in other areas of the school.</p> <p>Continued implementation of literacy/drama blend to enhance student collaboration and audience. improve writing and also response to text, and oral language is an ongoing goal. PLD is supporting this through the continued development and embedding of the use of multiple literacies KC to promote engagement in writing. PLD in blended learning to enhance teacher actions, student collaboration, and display of work is another key driver of this.</p> <p>For classes/groups, the move to the new building has meant a different way of organising learning. The implementation of key practice four (Learning environment - groupings and spaces) has enhanced this with teams working flexibly in the afternoons, while maintaining a focus on the Key Competencies with the home learning team in the morning, and the core areas of English and mathematics.</p>	

Strategic Goal 2. - Student Engagement	
Goals	Core Delivery and Improvement Strategies
<ul style="list-style-type: none"> <li>● <b>Enhance our powerful learning culture</b></li> </ul>	<ul style="list-style-type: none"> <li>● Use learning conversations and teaching as inquiry to guide our teaching and learning practice.</li> <li>● Implement HEART of the school - Embracing our school values and Key Competencies to be culturally inclusive in everything we do</li> <li>● Foster leadership roles and responsibilities for all students</li> <li>● Enhance our collaborative learning model</li> <li>● Integrate digital learning into all curriculum areas and increase the number of available devices for accessibility</li> <li>● Enhance our status as a Normal School by being innovative and creative in our teaching and learning approach</li> <li>● Use parents and adults to share their career pathway as part of an improved year 7-8 careers education and transition to high school.</li> </ul>
<p><b>Review, actions, happenings and evidence of progress in 2018</b></p> <p>A powerful learning culture has at its heart student engagement and agency. Conversations about learning are becoming a natural part of everyday programmes, including talking about goals, ways and means, as newer teachers to Kelburn embed it into their practice. Teachers have conducted Practice Based Research (PBR) around a common school question with a focus on priority learners. Observations and coaching shows that teachers now use better strategies and personalise the learning to benefit all learners.</p> <p>The HEART of our school has been identified, introduced, shared and understood. As part of our KNS values, it has made a positive difference and is part of the language that we use. As we go forward some ideas involve preparing visuals and whole school community action days for environment and service learning.</p> <p>Teams have all worked extremely hard to promote and develop learning relationships in a multitude of ways, from our 5 year olds to our 13 year olds. Some examples of how teams have organised this -</p> <ul style="list-style-type: none"> <li>● Tupu meets as a team weekly to talk about the same message across all the classes- KC's and HEART are a focus and we aim to identify and celebrate children for the great things they are doing - celebrating the small instances of HEART.</li> <li>● Whanake look at how we work together - identifying and understanding collaboration and co-operative agency. If students are going to be successful members of the group, they will be using the values of HEART to successfully contribute. These are celebrated at Manaakitanga syndicate assemblies and awards.</li> <li>● Whānui has kept the values of HEART going throughout the year, and whilst the intensity of the language has faded away, the intent is still current. There is a consistency of language across the team and Whānui has branded the image of the learners as the year went on.</li> <li>● Maia focused on belonging to the overall group in T1 through camp particularly, smaller group/individual agency in T2 and then the wider whole group agency/ teamwork around plays, speeches, school events, and performing arts projects. Manaakitanga has been the key concept, but also teamwork and the high expectations that go with excellence.</li> </ul> <p>Some examples of leadership opportunities throughout the school are Student Council, librarians, being part of ensembles, road patrol, and organising and leading school and cultural events/ performances. This year the new spaces have shown natural leadership opportunities in action- in the flexible groupings in programmes such as afternoon inquiry, class plays, sports - these allow different children to take leadership opportunities. In 2019 we will introduce peer mediation to support Manaakitanga in 2019 for Y5-6.</p>	

Home learning groups are designed to build Key Competencies, and strong learning communities lead by a teacher. However as there are no 'walls', teaching and learning is also shared across syndicate teams so there are no closed spaces and shared learning/flexi groupings exist through the day. Teachers now better work collaboratively for all students and to promote coherent culture.

Our digital learning landscape has flourished this year, supporting our dialogic and multiple literacies key practices, and the development of digital literacy and fluency. We have acquired additional devices and storage to operate a 1-1 device programme in the senior school and 1:2 device programme in year 5-6. We held a parent education evening for digital citizenship. In the learning context, in readiness for the Technology Curriculum relaunch in 2020, we have enhanced our blended learning culture. The addition of apps such as Seesaw have been powerful. It began with just students sharing learning by posting work, but now it is involving the parents and community responding as well thus creating an authentic and visible audience for our students. The fact that children are focusing on learning and the posts of others, not just their own work is valuable. It makes the children see that there is more than just them. We are seeing children talking to each other about the process. The evidence of learning through multiple literacies (not just the end product) has become easier to see - what bubbles away below the surface through the learning process can be seen as it is captured by the digital tool and reflected upon.

In respect of available Apps, Tupu and Whanake have been using Seesaw. It is now a fully integrated part of the classroom routine with our youngest students initially needing a lot of support, but by the time they get to year 2 they have developed more independence. Seesaw replaces exercise book/ gluing activities as a way of displaying work. Children have a real time audience with which they can share their work in a timely fashion. In Whanake the next step is to develop deeper dialogue between learners. Responding is being modelled orally so that the children can develop these skills before applying them in the digital realm. "Chapter chat" has included a variety of blended learning based activities and because this is a nationwide audience, it gives the children an opportunity to widen their audience.

Whānui and Māia have been using digital tools to create an audience for the children's work and for this group it is important to remember that the children's social development is the same as their social competencies. The Apps helps to give the children a product. Whānui used "Slideshow" for collaborative writing - using multiple media to combine words, images, sounds and video to make multi-modal poems. Children are thinking about who their audience is and so the quality of work is improving because the learning is active with an audience. Using "Pop" creates a link between the digital and the tactile and the result is children have been doing a lot of blended learning - with the main focus on this blended learning building independence of the learners and developing internally revealing discourse so building on their reflective skills. Māia have combined a whole lot of different media to work in the real space throughout the year with the teachers strongly guiding the deeper reflection of children working late level 4 early level 5. Children have used blended learning to share resources and increase creativity too.

Our key innovation for engagement is our model of practice-based research that builds both individual teacher practice and powerful learning cultures collaboratively. This model inquires as to the relationship between student engagement - voice, agency, and achievement in terms of measurable outcomes, and links to the teacher appraisal process. It also links to curriculum design and delivery through our innovative hybrid key practices focussed on the Key Competencies involving blended learning, multiple literacies, drama/literacy, maths/science, and science/arts blends. Finally for engagement there are our performing arts ensembles and other clubs that go beyond year levels, and enrich interaction and the curriculum. All these work together to build a powerful, creative and inclusive learning culture.

This year as part of our year 7-8 careers programme, each term on 2-3 occasions we have invited visiting professionals, parents or community members to meet with our Y7-8 students and share their current career and expertise and how their career unfolded from leaving school to their current job. This is effective for widening our Y7-8 children's knowledge of what is involved in employment and how jobs evolve over time.

Our Kahui Ako focus has already seen more collaboration with the local colleges as we look for better transitions and communication between schools.

### Strategic Goal 3 - School Organisation and Structures

Goals	Core Delivery and Improvement Strategies
<ul style="list-style-type: none"> <li>● <b>Ensure quality delivery of education in all areas, with priority to literacy and numeracy</b></li> <li>● <b>Enhance learning partnerships and engage with our communities</b></li> </ul>	<ul style="list-style-type: none"> <li>● Develop science and technology education as a part of our future focus and be an Environmentally Aware school</li> <li>● Develop and deliver a wide range of mathematics learning opportunities to cater for individual needs</li> <li>● Deliver a range of literacy opportunities, build on student strengths, with an emphasis on oral language and the arts</li> <li>● Develop sport at KNS for a healthy mind, body and spirit and increase its profile and increases representative opportunities</li> <li>● Promote our students connection with our community and our local school environment.</li> <li>● Engage community in consultation - Health, Maori, Pacific, English Language Learners and Encourage parent engagement in their child's learning</li> <li>● Provide quality feedback for student progress and achievement. Celebrate student achievement</li> <li>● Communicate openly with the school community, using social media (Website, Facebook, Twitter, Video messaging, SchoolApp) and community forums</li> <li>● Be a member of the Whanganui a Tara Kahui Ako</li> </ul>

#### Review, actions, happenings and evidence of progress in 2018

Science has been a growth focus area this year and we have increased publicity to our community of what, and how we teach science at Kelburn. The Science Boxes, an external library type resource with hands on experiments, has given us access to and equipment to support our programmes and also as one-off independent interest based science. We have written a multifaceted 20 point plan for to grow science that identifies and builds on our strengths and also addresses any identified gaps. This plan is based on the science competencies, and is coordinated with the development of technology, including digital technology. We have also developed a more coherent progression of science criteria for planning, assessment, and reporting, along with reporting of coverage. We are developing coherence in science by using the science capabilities (and the Key Competencies) these are measured by our new report indicators.

Using the NZCER Thinking in Science, we now have baseline data for PAT that confirms our children's progress in thinking, using data in science, is well above the national norm.

We will continue to communicate what we do and how well our children are doing in science, and use our parent/caregiver community to share their expertise in science, as well as grow links to the colleges (Kahui Ako) and university. Science blended with other learning areas is highly engaging for children and develops positive attitudes...for example the Whānui construction of habitats involved art, and then writing and digital presentation. We aim to continue to progress technology and measurement with science.

We are making excellent gains in student achievement in maths. Maths continues to be taught to the learning needs of each of the children - in a non streamed environment. The children have enjoyed this and the architecture of the new spaces has removed the exclusion that streaming and the old 'classroom' created. We have seen our PAT stanine scores accelerate since the change from streaming maths classes to mixed level grouping, and the new spaces have seen wider across group interactions. Normed referenced results show strong results and high achievement. In the junior school, Tupu has continued to strengthen the holistic side to maths education such as integrating a child-led maths session while their Mahi Nga Tahi exploratory programme has focused on maths and science.

Literacy is a real strength of the school. For reading, writing and language, teachers are all working to improve communications between children and the sharing of work, in particular years 5-8, and in class online forums which enhance the opportunity for

reflective learning and feedback. The quality of learning processes and discourse evident in the senior students in their collaborative projects is reflected in our achievement data.

With a focus to grow our sport and physical education this year, because of the disruption of the building site, the school funded trips to the ASB centre where children worked with trained coaches on a variety of sports activities such as floorball, handball and futsal. We hosted specialised coaches for gymnastics, cricket and football. We sustained our swimming programme at Kilbirnie, Johnsonville and Karori Pools for Y1-6 children. We completed our, whole school sport competitions in swimming, cross country and athletics and the Y4-8 students had regular zone participation with our cluster in many sports. Our cricket team competed in the round robin of the Milo Cup. Our Netball club fielded 7 teams in the Saturday league with significant success with our top team being promoted into the A grade for the final section of the season in an intense competition at the highest level. This is a just reward for a group that has been well coached and trained extremely hard for a number of years.

For our Kelburn sports teams after school, we are reliant on parent supervision for other sports such as water polo, mini ball, and touch rugby. In some instances the lack of parent availability has created limited opportunities for children, or interest from the children has not been there. Our children have access to strong local clubs for sport participation.

We continue to use the local environment extensively, a huge advantage for Kelburn learners. We use the Botanical Gardens often with Whanake having 3 visits this year, as part of the launch for the new meadow, as well as end of year Rogaine. Two teams have attended programmes at Zealandia. Making the most of the opportunities that the central city offers is a strength of the school. So much is on offer in Wellington and the children get real interaction at venues, interacting or performing with other groups and teachers. Māia and Whānui had a new venue for their EOTC camp weeks this year. Māia visiting Whanganui and Whānui visiting Makahika near Levin, while Whānui had their annual sleepover at Zealandia. These experiences enrich the KNS curriculum.

Regular Maori consultation has continued as we establish systems around what is next for the school and protocols. We have affirmed our relationship with Kura Morehu as Kaumatua and the blessing of the new learning spaces and building was a powerful process for us, earning positive feedback and mana from community. Henare, Jeremy, Amelia and Kayleigh have promoted kapa haka and increased bicultural opportunities. There has been regular engagement with parents from Maori, Pacifica, Asian heritage (Liz Brown and Danielle Sanders have led the way with our Internationals and ELL families). We intend to continue to grow this. In 2019 we will be installing a Pou carved by Chris Bailey to recognise the centenary and the new buildings and work is underway to apply a Maori name for the school to partner Kelburn Normal School.

Our dialogic key practice and our value of manaakitanga are being implemented in daily teaching. Evidence of this is found in the teacher's practice based forums where their investigation focuses on how successful they have promoted work between the children using technology, blended learning, and the new spaces to promote a responsive audience for learning. Further evidence of this can be found in Blogs, Seesaw, Team newsletters, the Bird's Eye View and Facebook.

Te Whanganui a Tara Kahui Ako has been established and Kelburn joins Kellington college, Karori Normal, Northland and Wellington Girls College. This is a both a significant piece of work and a significant event for the school forging a long term arrangement and connection between the 5 schools, particularly the 2 local colleges. The focus of the Kahui Ako is on 3 key aspects - to support the well-being of all students; students have agency as learners; strengthen inclusive learning cultures to ensure all students have a voice.

The recruitment around the Kahui Ako has seen leaders and across school teachers appointed and within school teachers confirmed. Jamie Quayle will have this responsibility in 2019.

Strategic Goal 4 - Personnel	
Goals	Core Delivery and Improvement Strategies
<p><b>Attract high quality staff to KNS and extend them by developing a professional learning culture</b></p>	<ul style="list-style-type: none"> <li>● Acknowledge and celebrate whanaungatanga (staff as a community)</li> <li>● Recognise and build on sustaining and enhancing leadership potential in staff</li> <li>● KNS is a Normal School therefore the highest quality teaching is expected. Our practice based research is a crucial part of developing our teaching to the highest level. Our associate teachers and leadership team work closely to develop the ITE component of our curriculum.</li> <li>● Support a professional learning culture through the provision of staff development programmes and networking; and provide systems to ensure appropriate appraisal, self reflection and development for teachers, including the new 6 PTCs from the NZ Education Council and Teacher portfolio for registration.</li> <li>● Build connected coaching and appraisal systems to give teachers the agency to work together and improve their practice</li> <li>● Provide additional staffing for English Language Learning (as required) and Te Reo</li> </ul>
<p><b>Review, actions, happenings and evidence of progress in 2018</b></p> <p>From our teacher only days this year we have given teachers creative agency as participants in a powerful learning culture. Making sense of the move from old to new - we needed to allow teachers to design their learning around the new spaces and they did so well, developing their collaboration significantly to teach together in the new interactive spaces.</p> <p>We have promoted within-school leadership by offering leadership opportunities and units, and autonomy for PLD to those who have interests or need professional growth. Our collaborative spaces see staff in a very good space and working together has seen natural shared leadership emerging. As we flow into 2019, we see change with 2 new team leaders in Jen Wilkinson (Y5-6) and Greta De Vries (Y3-4) replacing Rob Kerr and Richard Dobson who have stepped down. We also bring Jamie Quayle (Kahui Ako), Kayleigh Peach (Digital Technology) and Emma Murdoch (Sport) into leadership.</p> <p>We continue to back our innovative curriculum, our expectation of excellence, our key practices and principles, our model of collaborative PLD, and moving our school from one that is collaborative to one where there is co-learning. We have set up a model of practice-based research based on teacher practice in the classroom that works with an appraisal model that see as teachers driving the improvement in their practice. We have set up and run our mentoring/coaching/appraisal model that includes a minimum of 6 one to one coaching meetings with teachers and their area leader. This is a significant piece of work by Danielle and Charles and has contributed immensely to teacher progress and stability. This document is produced in these meetings is then migrated to the teacher’s portfolios but are kept private between leadership and the teacher. These processes are set up to empower the teachers and their self reflection. We would like to further encourage our teachers to network in wider educational networks. The participation and presentation by the Maia teachers in IDIERI- an international conference- was an outstanding achievement and evidence of the success of our curriculum and our professional learning model</p> <p>We have continued on with our MOE funded digital literacy and fluency PLD with Jo Nicol, our outside facilitator. This was somewhat interrupted by the delay in the move to the new building. Jo’s regular work with the IT team and the teachers has been powerful. We will continue to build the digital fluency/ blended learning curriculum next year and add in the DT dimension. Four staff attended the Ulearn conference in the term 3 holidays.</p> <p>Our staff contribute a lot to the wider profession through interests and professional groups. The Kahui Ako in 2019 will see staff interacting with new colleagues across the 5 schools.</p> <p>We were not able to locate a Te Reo teacher. There is a shortage in Wellington and despite our best attempts to locate a suitable replacement this has been to no avail. Henare and Jeremy provided Kapa haka tuition for the children. The best approach</p>	

currently is to invest in our staff, raise their competency for sustainability in Te Reo and Tikanga for day to day use in teaching and learning.

Strategic Goal 5 - Property	
Goals	Core Delivery and Improvement Strategies
<ul style="list-style-type: none"> <li>● <b>Our learning environment creates innovative opportunities for learning with appropriate resources</b></li> </ul>	<ul style="list-style-type: none"> <li>● Provide a learning environment that is modern and adaptable and children can learn indoors and/or outdoors</li> <li>● Our learning environments in 2018 are new. The class spaces are new, the hall is upgraded, the administration is upgraded. The play spaces have been replaced by new courts.</li> <li>● Add new play equipment to Kelburn for junior school and add to adventure playground.</li> <li>● Enhance the playing space in the gully</li> </ul>
<p><b>Review, actions, happenings and evidence of progress in 2018</b></p> <p>This section could contain pages and pages...however in summary -</p> <p>The school has been totally rebuilt. This has been a massive undertaking but the end result is stunning. The new spaces are light and warm and are designed to enhance our learning and our manaakitanga - working together to create a successful community. The new learning spaces are open and the children and teachers are making the new learning spaces a success since moving in for beginning of term 3. The spaces are exceptional and there was a seamless transition from the old to the new.</p> <p>Significant amounts of new furniture has been acquired in two phases with a small 3rd phase next year. This furniture is of a variety of shapes and sizes for different learners.</p> <p>This project is expected to be completed by early 2019. The administration block capital works renovation is in progress and this is expected to begin later in 2019 with a budget of around \$350,000.</p> <p>The exterior playspaces - turfs and courts were completed by the end of 2018. The children have coped well with the disruption and the limited space. Regular discussions at the PTA sees a desire of the community to evolve and upgrade the gully and the play spaces. A working bee brought it back up to a good condition this year and the PTA has ensured bark has been replaced by softfall. Pathways have been lime chipped and gardens tidied.</p> <p>The caretaker has worked consistently on safety aspects such as stair grips and slippery accessways and reviews this on a daily basis. The Junior playground installation is complete, with shade cloth suggested to be added. A Pou has been carved and crafted to be added in 2019 that commemorates and celebrates both the centenary and the new building.</p>	

Strategic Goal 6 - Finance	
Goals	Core Delivery and Improvement Strategies
<ul style="list-style-type: none"> <li>• <b>Ensure our resource allocation better meets the needs of our students</b></li> </ul>	<ul style="list-style-type: none"> <li>• Target resourcing to achieve strategic goals and lift and realise potential in our students achievement</li> <li>• Progress with the international student marketing strategy to ensure continued enrolments.</li> </ul>
<p><b>Review, actions, happenings and evidence of progress in 2018</b></p> <p>Provision of funding was applied to an approved budget presented for 2018. The Board resolved to provide additional resourcing for teaching in reading recovery and the addition of an additional teacher aide to support large 'class numbers' in year 3-4.</p> <p>A Ministry of Education furniture grant enabled the school to acquire new custom made furniture in a variety of shapes, sizes for different purposes. This caters for different types of learning and different times. The children have enjoyed this new furniture.</p> <p>The Board approved the purchase of large screens for the new learning areas, chromebooks to reduce student to device ratios in the year 7-8 and ipads for the junior area of the school, and a new playground for the junior school. The Board resolved to use working capital to fund year 5-6 and year 7-8 camps, school wide trips, activities for 2018. This totalled \$90,000. This included trips to the ASB centre while the playground was out of action.</p> <p>Going forward a sustainable financial model to support our strategic goals over a period of time (3-4 years ) would help to ensure that we can maintain the resourcing to support our rich and differentiated curriculum, including EOTC. We also need to plan to be able to maintain staffing levels in times of roll fluctuations and also to provide extra staffing for additional specialist teaching and as our contribution to our Ministry Professional Learning Development contracts, of which we are currently involved in Digital Technology.</p> <p>In 2018 we have seen international enrolments income drop. While the school has created relationships with more international student agents, we have not yet received additional students and our regular provider Samuel Language Academy have provided reduced numbers this year - so our numbers are down in 2018. We have noticed a growth in the approach of 'educational tourism' - which are short 4 week enrolments which, despite being financially lucrative, KNS does not support anymore as it is disruptive to the learning programme. There is less benefit to our students of overseas students on 'holiday in our classrooms', and this is not what we are about.</p>	

## **Appendix One:**

### **Kelburn Normal School - Māori achievement statement**

At Kelburn Normal School we acknowledge New Zealand's cultural diversity and in doing so acknowledge the unique position of Māori as tangata whenua.

Kelburn Normal School will provide opportunities that support its students' in te reo and tikanga Māori. (Education Standards Act 2001). At Kelburn we have high expectations for all our students in their educational progression and achievement. We will continue to ensure that Māori can effectively achieve 'educational success as Māori', "students who are expected to succeed are more likely to succeed. Ka Hikitia Accelerating Success 2013-2017 requires the development of approaches to support all stakeholders to hold high expectations for all Maori students." Ka Hikitia, Pg 38.

Achievement of Maori students is regularly reported to the Board and we will continue to have a relentless focus on raising Maori achievement.

We continue to hold Whānau Hui to ensure our whānau voice is heard and respected. Our whānau believe our school promotes the concept of Tuakana/Teina - where our older children support, guide and nurture our younger students and where our younger students respect and give mana to the older students.

In 2018 we are introducing HEART - Hauora, Excellence, Aroha, Resilience and Teamwork. This aligns strongly with, and is enacted through, our professional commitment to whakamana, manaakitanga, pono and whanaungatanga - the values of the teaching profession.

As part of our Te Reo and Tikanga Maori strategy we :

- work to develop an inclusive and culturally responsive pedagogy
- Build connections to Te Ao Maori across the curriculum
- provide opportunities for all students to respect and understand Te Reo and Tikanga Māori
- continue to grow the use of, and correct pronunciation of Te Reo Maori throughout our school
- report the achievement of students, including Maori students, to ensure a focus on improving student success
- ensure bilingual signage is used in our buildings
- further engage and involve our whānau through hui and community events
- consult with whānau as part of our regular self review
- continue to grow and celebrate our Kapa haka groups and programme.

### **Variance 2018 =**

- Maori student achievement remains no different to other cultural groups
- Strengthened relationship with Kura Morehu, our kaumatua, including iwi visit for blessing of new building
- Construction of pou to celebrate the centenary and new building
- Consultation with community through regular korero with key whanau in the Kelburn community.
- Plans for bilingual signage for new building
- Introduction of whakatauki of the week, te reo vocabulary
- Increased numbers of children at both kapa haka (working with tutors Henare, Kayleigh, Jeremy, Amelia)
- Begun process to applying Maori name alongside Kelburn Normal School

## Appendix Two:

### Analysis of Variance - Student Achievement - Performance against Annual Targets 2018

**KNS Strategic Objective 1** - Raise student achievement and extend individual student progress and achievement

**Annual objective** - To increase the number of students achieving at 'above' the expected NZ curriculum level in Reading, Writing and Maths and to understand levels of achievement in the Nature of Science from year 3-8.

#### Reading and Math Student achievement PAT stanine report - End of year assessment - showing 2018 progress.

PAT (progress achievement tests) are tests done annually at the beginning of each year. Generally they are best described as aptitude tests and the results give information of a student's ability to understand the question and make meaning from what is asked. So good teaching is required to ensure understanding of content. Both the reading comprehension and the maths tests are tests that are based on the NZ curriculum content and measure the students ability to both read and understand the question and select the best answer from the four provided. Over time these tests do give students a chance to grow their capacity in 'test taking'.

This year we took the test in November which will scale the children against the next year stanine - e.g. So if the child is Year 6 in March, when they take the test in November, they are 'graded' against the Year 7 test. This allows us to check to see accelerated progress over time.

#### Summary -

- The results overall are excellent.
- Able to show accelerated progress over time with cohorts progressing in a range from 0.5 to 1.1 over 18 months. Given that cohort average is already well beyond the NZ norm it shows our students are connecting well with the teaching.
- Maths achievement has sharply improved over the last 2 years in relation to English achievement
- Maths - Boys are sitting 0.3 of a stanine below girls overall. In Y4,5 no real difference and about 0.4 of a stanine below girls in Y6,7,8.
- Reading - Boys are sitting about 0.54 of a stanine below girls overall. In year 4 and 6 girls strongly outperform boys, in year 8 boys 0.3 of a stanine behind girls, while in Y5 it is the same. Boys are ahead in year 7!
- Aspiration Targets -
  - Maths - target 1 - 90% at or above stanine 5 = Result - Y4 and Y7 Achieved while Y5,6,8 - 3%, 4% and 2% off - good result.
  - Maths - target 2 - 45% at or above stanine 7 = Achieved - outstanding result.
  - Reading - target 1 - 90% at or above stanine 5 = Y4 achieved - while Y5 (3%), Y6 (5%), Y7 (5%), Y8 (3%) off - good result.
  - Reading - target 2 - 45% at or above stanine 7 = Achieved - outstanding result

This is a follow up to the PAT information presented to the Board in May from March testing. This report shows the PAT results collated in November from end of year testing which assesses the children against the next year level for Maths and Reading. In summary - where are they now against the following year test. Recommendations from NZCER mean that stanine 4 is average and become the new mid line marker (or pass to use old fashioned language).

We have also been able to track children over an 18 month time period and identify accelerated stanine growth in this time. If they are progressing appropriately over time they should stay at the same stanine.

Last year we identified two expected targets for the school for achievement using the PAT. By achieving these this indicates to the Board that the children are doing extremely well. Stanines are formed across the bell curve with stanine 1 being very low, stanine 2,3 low, stanine 4,5,6 the midpoint (average and expected level), stanine 7, 8 high, and stanine 9 very high.

- Target 1 - We would like to see 90% of children at or above stanine 5
- Target 2 - We would like to see 45% of children at or above stanine 7

## Summary

- More boys are achieving at the higher level in maths than they are in reading, however the numbers above stanine 5 are similar.
- Against the targets there is not much gender separation in Reading - Y5- 8 students - 87% boys and 89% girls are above stanine 5 and 43% boys and 51% girls are above stanine 7.
- Of particular interest is the year 6 boys reading (they work alongside the year 5 children as a learning group and in the same learning environment). While year 5 boys have surged, the year 6 boys have stayed very much the same.
- As well as the accelerated progress the boys are achieving slightly better ( although similar) in maths as they are in reading.

## Reading

Key theme	2018 target
<p><b>Reduce the gap in achievement between boys and girls across the school from years 4-8.</b></p> <p><b>Reduce the number of children achieving below the expected level of achievement.</b></p>	<p>Using NZCER PAT Reading test (norm referenced test) in term 1 and term 4 show improvement in the number of boys throughout the school achieving 'at or above' the expected NZ curriculum level as we look for an aspirational target of 90% of all students reading 'above' the expected level at stanine 5.</p>
<p><b>Outcome</b></p> <p>Year 4-8 students have shown accelerated achievement growth over time with cohorts progressing in a stanine growth range from 0.5 to 1.1 over 18 months. Given that cohort average is already well beyond the NZ norm, it shows our students are achieving well and connecting well with the teaching, making good use of their time to improve and show competency in reading.</p> <p>Boys overall achievement has improved yet are sitting about 0.54 of a stanine below girls overall. In year 4 and 6 girls strongly outperform boys, in year 8 boys are 0.3 of a stanine behind girls, while in year 5 it is the same. Boys are ahead in year 7! Against the targets there is not much gender separation in reading. For year 5- 8 students - 87% boys and 89% girls are above stanine 5 and 43% boys and 51% girls are above stanine 7.</p> <p>Of particular interest is the year 6 boys reading. They work alongside the year 5 children as a learning group and in the same learning environment, but while year 5 boys have surged, the year 6 boys have stayed very much the same.</p> <p>Aspirational Kelburn reading targets</p> <ul style="list-style-type: none"> <li>● Target 1 - 90% at or above stanine 5. <ul style="list-style-type: none"> <li>○ Y4 - achieved -</li> <li>○ Y5 (87%), Y6 (85%), Y7 (85%), Y8 (87%) - very close - good result.</li> </ul> </li> <li>● Target 2 - 45% at or above stanine 7. <ul style="list-style-type: none"> <li>○ Achieved in all 5 year groups - outstanding result</li> </ul> </li> </ul>	

### Reading Comprehension Evidence Graphs End of year 2018

Target 1 - 90% of children at or above stanine 5 at the beginning of the year

Target 2 - 45% of children at or above stanine 7 at the beginning of the year

	Mean stanine (NZ norm = 5)		% at and above stanine 5 (NZ norm = 62%)		% at and above stanine 7 (NZ Norm - 23%)	
	Beginning of year 2018	End of year 2018 6 months time v 1 year stanine.	Beginning of year 2018	End of year 2018 6 months time v 1 year stanine.	Beginning of year 2018	End of year 2018 6 months time v 1 year stanine.
Year 4	6.8	7.5	91%	95%	61%	73%
Year 5	6.6	6.5	89%	87%	68%	58%
Year 6	7	6.6	91%	85%	64%	57%
Year 7	6.9	6.7	91%	85%	56%	50%
Year 8	6.8	6.8	93%	87%	66%	58%

What the table above shows is the end of year assessment against the following years stanine. This table shows that many of the children have already reached the following years stanine, although they are only half way through the time phase. This is a pleasing result.

### **Accelerated Progress in Reading 2017-2018**

Year group	Number of students in this cohort,	Cohort March 2017 stanine	Cohort End of year 2018 stanine	Cohort Stanine shift over 18 months
Year 5 2018 (Y4 2017)	24	6.7	7.6	+0.9
Year 6 2018 (Y5 2017)	38	6.6	7.3	+0.7
Year 7 2018 (Y6 2017)	28	6.5	7.3	+0.8
Year 8 2018 (Y7 2017)	38	7.1	7.1	No acceleration but very high already for year 8.

This table above shows student growth over time. The grid above includes all children at school at the time of the test, so it is a point in time for that cohort. It includes children entering the school but does not show those that may have left the school and done the test previously. (this may include International students who are here short term). So understanding information across time is difficult but we can now measure progress of the students who took the test at the beginning of 2017, with end of 2018 test results. If students are making appropriate progress then they should stay on the stanine, as 'normal' progress can be roughly represented through a 45 degree pathway on a graph. If children shift stanines then they have accelerated.

### **Accelerated progress the boys have made in 2018**

Reading - Boys - March v November accelerated progress	March 2018 Boys Mean stanine	November 2018 Boys Mean stanine	Progress per stanine	November 2018 Boys at and above stanine 5 (target 90%)	November 2018 Boys at and above stanine 7 (target 45%)
Year 5 (16 students)	6.1	7.4	+1.3	81%	44%
Year 6 (20 students)	6.5	6.6	+0.1	80%	35%
Year 7 (17 students)	6.7	7.4	+0.7	83%	42%
Year 8 (13 students)	6.4	6.9	+0.5	85%	38%

The table above shows the groups accelerated progress over 18 months in Reading , represented as a mean stanine, for students who have been at the school over the last 18 months. As you can see there has been accelerated progress in Reading.

## Maths

Key theme	2018 target
<p><b>Reduce the gap between boys and girls across the school.</b></p> <p><b>Improve maths achievement by increasing the number of students above expected curriculum level from Year 4-8</b></p>	<p>Using NZCER PAT test (norm referenced test) in term 1 and term 4 show improvement in the number of boys throughout the school achieving 'at or above' the expected NZ curriculum level as we look for an aspirational target of 90% of all students 'at or above' the expected maths level at stanine 5.</p>
<p><b>Result</b></p> <p>In Maths - Boys are sitting 0.3 of a stanine below girls overall. In Year 4,5 there is no real difference and about 0.4 of a stanine below girls in Y6,7,8.</p> <p>Overall maths achievement -</p> <ul style="list-style-type: none"> <li>● Target 1 - 90% at or above stanine 5.               <ul style="list-style-type: none"> <li>○ Y4 and Y7 - achieved</li> <li>○ Y5 87%, Y6 86%, Y8 88% - good result.</li> </ul> </li> <li>● Target 2 - 45% at or above stanine 7.               <ul style="list-style-type: none"> <li>○ Achieved - outstanding result.</li> </ul> </li> </ul> <p>Maths achievement has sharply improved over the last 2 years as we compare it to English achievement, which is particularly strong. As a result the performance of our students in maths has improved and is excellent comparatively against similar types schools -high decile urban full primary school.</p>	

### PAT Maths Graphs (end of year) 2018

**Target 1 - 90% of children at or above stanine 5**

**Target 2 - 45% of children at or above stanine 7**

### Accelerated Progress in Maths

This process shows student growth over time. The grid below includes all children at school at the time of the test, so it is a point in time for that cohort. It includes children entering the school but does not show those that have left the school who have done the test previously. (this includes International students who are here short term). So understanding information across time is difficult. We can now measure progress of the students who took the test at the beginning of 2017 with end of 2018 results. If students are making appropriate progress then they should stay on the stanine with progress being a 45 degree pathway on a graph. If you shift stanines you have accelerated.

	Mean stanine (NZ norm = 5)		% at and above stanine 5 (NZ norm = 62%)		% at and above stanine 7 (NZ Norm - 23%)	
	Beginning of year 2018	End of year 2018 6 months time v 1 year stanine.	Beginning of year 2018	End of year 2018 6 months time v 1 year stanine.	Beginning of year 2018	End of year 2018 6 months time v 1 year stanine.
Year 4	5.8	7.1	79%	94%	30%	70%
Year 5	6.5	6.6	71%	87%	50%	53%

Year 6	6.5	6.6	84%	86%	52%	55%
Year 7	7.1	7.2	88%	90%	70%	69%
Year 8	6.4	6.5	86%	88%	46%	48%

### **Accelerated progress over 18 months in Maths**

The table below shows the groups accelerated progress over 18 months in Maths, represented as a mean stanine, for students who have been at the school over the last 18 months. As you can see there has been accelerated progress in Maths for all cohorts.

Maths accelerated progress	Number of students eligible in this group	This Cohort 2017 mean stanine	This Cohort End of year 2018 mean stanine	Cohort Mean stanine shift over 18 months
Year 5 2018 (Y4 2017)	24	6.2	7.3	+1.1
Year 6 2018 (Y5 2017)	38	6.6	7.4	+0.8
Year 7 2018 (Y6 2017)	28	6.6	7.6	+1.0
Year 8 2018 (Y7 2017)	38	6.8	7.3	+0.5

### **Response to 2018 Goal setting -**

- Maths - Using NZCER PAT test (norm referenced test) in term 1 and term 4 show improvement in the number of boys throughout the school achieving 'at or above' the expected NZ curriculum level as we look for an aspirational target of 90% of all students 'at or above' the expected maths level at stanine 5.

### **Maths - the table below reports accelerated progress the boys have made in 2018**

Maths - all student Boys - March v November accelerated progress	March 2018 Boys Mean stanine	November 2018 Boys Mean stanine	Progress per stanine	Boys at and above stanine 5 (target 90%)	Boys at and above stanine 7 (target 45%)
Year 5 (16 students)	6.7	7.4	+0.7	81%	62%
Year 6 (20 students)	6.4	7.1	+0.7	87%	50%
Year 7 (17 students)	7.2	7.6	+0.4	83%	55%
Year 8 (13 students)	6.1	6.8	+0.7	77%	39%

## Writing

Key theme	2018 target
<p><b>Key theme -</b>  <b>Reduce the achievement gap in writing between boys and girls across the school.</b></p> <p><b>Reduce the number of children achieving below the expected level of achievement.</b></p>	<p>Using our writing moderation processes from NZ Literacy progression exemplars - in 2018 we target to increase the number of boys throughout the school achieving at the 'above the expected' NZ curriculum level as we look to close the achievement gap in writing between girls and boys in year 5-8.</p> <p>Report on accelerated progress of the children not at the expected level in term 1, 2018 by reporting term 4 achievement to show variances.</p>
<p><b>Outcome</b></p>	
<p>When we look at the outcomes in writing for students in year 5-8 we can see very solid results and some improvements over the last 12 months..</p> <p>Of the 134 children in this cohort overall 50% are above the expected level, 43% are at the expected level and 7% are not at the expected level. This includes international and ESOL students. This shows an improved achievement from 2017 where Y5-8 average was 33% are above the expected level, 54% at the expected level and 14% are not at the expected level.</p> <p>The approach to use action based research and track priority writers using an increased team and collaborative approach to teaching and learning is an advantage as the new design of our new learning spaces. The resourcing of additional devices for year 5-8 has removed a barrier to access and as children are working on the Google platform they can work on their writing either at school and home. In particular this has opened access to our priority writers when enriched discussion between staff through their teacher inquiry has seen new ways of working with children both documented and explored.</p>	

### Summary of Cohort achievement in writing summary - last 2017 to 2018

Year 5 - A strong performance with most children achieving above the expected level. This shows a significant improvement from 2017.

This group has shown accelerated achievement from 87% at or above standard in 2017, to 96% at or above expected level in 2018. Consequently they have less children below the expected level - 19% down to 4%. This group has improved the quality of their writing and children have moved from at the expected level to above - 19% in 2017 to 59% in 2018. Of the 59% above the expected level, 9 are girls (75%) and 7 (59%) are boys, which is a huge improvement from 2017 where just 20% of boys were above standard.

Year 5 writers are still developing their writing organisation, spelling, punctuation and so tend to still write slowly and methodically, trying to focus on accuracy. Despite this can tend to lack attention to detail and first up accuracy as they are still developing writing conventions with their ideas.

Year 6 - Overall a steady performance with this group with most of the children (62%) achieving around the 'at' the expected level. There are 38 children in this cohort - 15 are boys and 23 are girls.

This group has maintained its position from 2017, but I note that 4 new students to Kelburn congregate in the orange and red 'below' expected section, so realistically there is improved achievement from the 2017 cohort. This group has matured somewhat as learners this year and are ready to launch as seniors in 2019. Of the 10 children above expected level, 6 are girls and 4 boys -so there isn't a significant difference. This will be the group to watch closely next year and getting the big group of children who are at the expected level to extend on their writing and achieve above the expected level is a goal for in 2019-2020.

Writers in year 6 are writing in Level 3 and need to write more, and in greater depth, displaying greater first up fluency and accuracy. They need to show increased specific language in their writing.

Year 7 - Overall a strong performance with most children (52%) congregating at the above the expected level, and 86% at or above the expected level. There are 29 children in this cohort - 15 are boys and 14 are girls.

This group has improved its position from 2017, halving the amount below the expected level and increasing the above expected level from 31% to 52% showing good progress and improvement. Of the 15 children above expected level, 9 are girls ( 64%) and 6 are boys (40%) - which is not equal, but the boys are performing appropriately with 93% at or above the expected level.

Writers in year 7 write need to write competently in a greater variety of genres, with depth, greater fluency and speed, reasoning and accuracy and with a wider and more specialised vocabulary. Level 4 is a considerable step from level 3.

Year 8 - Overall, what is noticeable is some sharp, accelerated improvement in this group overall, as 20% of this group were below standard last year and this is now 7%. The group has shown accelerated progress, with 26 out of 42 children (62%) above the expected level, showing growth from 2017, where 49% of children were above. This is a girl heavy cohort producing really strong results, and in some cases exceptional performances. The Year 8 expected level in writing is of a very high quality and to have 9 out of 11 boys in the right place is a strong result relating to our comparative gender target. The 2 boys below really do find writing difficult and have always struggled and despite improving have just not been able to get across the line. A shift into using technology full time has helped them achieve better results across other areas of the curriculum. This follows a similar pattern to the year 7 cohort, thus reinforcing the quality teaching in the senior school in writing.

## Science

Key theme	2018 target
<p><b>There is an interest in understanding how students at Kelburn achieve in Science at Kelburn</b></p> <p><b>There are no standardised knowledge tests for science at primary school but we will use the same NZCER Science test as used by Wellington College and Wellington Girls College.</b></p> <p><b>The goal is to establish a baseline student achievement data for Science at KNS by gathering information and achievement data, understand our student performance in science by gathering assessment information on the Nature of Science - Understanding, Investigating and Communicating science.</b></p>	<p><b>2018 Target</b> In 2018 gather schoolwide student achievement (Y5-8) information in science.</p> <p>We will use NZCER Science test in term 3 for Y5-8 children to develop baseline student information as well as collecting information on achievement against units of work from the NZ science curriculum levels.</p>

### Science - Thinking Using Evidence October 2018

This NZCER science test assesses the Key Competency of Thinking in the context of science. Specifically, it assesses how the children think using evidence, which is a key aspect of the nature of science (NOS) strand of the science learning area. In this test, the children have to read and interpret science information and data presented in verbal, visual, diagrammatic, and numerical forms. In order to answer the questions, the children have to use and combine comprehension and thinking strategies; a number of the questions also require the children to have science content knowledge. The test is marked according to how competent the children are at answering each question. There are three levels of competence.

The test is firstly a formative assessment tool; it is useful for our teachers as it provides evidence of how children's thinking is developing - of their strengths and their areas for development- in each curriculum level. It is one source of evidence; the NZCER ARBs, for example, provide further evidence of children's thinking in science, and also of their content knowledge. Using these different sources of evidence, teachers plan the next steps in their science programme. Each test is broadly linked to children's age and curriculum levels, so children's scores also provide us with information as to where our children's thinking competence sits in relation to NZ norms. Children need to be competent in this kind of thinking to make progress in science; however, the test does not assess overall achievement in science. No such test exists. What it shows us is how well children interpret and understand the scientific information provided in each question and that they can make sense of this information.

Going forward we will also use the test results to assist us report to parents at the end of the year. As the Nature of Science strand has now been reformulated as the science capabilities, we have revised our criteria for assessing science learning - including thinking using evidence- to correspond to the science capabilities. We will be reporting against these criteria in our end of year reports.

### Summary of Science results...

PAT 2018 - Science - Thinking with evidence.				
Group	Average %	Low	Middle	High
Year 5	60%	1/27 (4%)	10/27 (37%)	16/27 (59%)
Year 6	61%	1/46 (2%)	16/46 (35%)	29/46 (63%)
Year 7	80%	1/33 (3%)	13/33 (39%)	19/33 (58%)
Year 8	78%	1/40 (2.5%)	14/40 (35%)	25/40 (62.5%)

This year we have integrated the Science boxes, a new public resource where you can order boxes of experiments into the school on a weekly basis. This creates stand alone experiments which the teachers and children have enjoyed as 'introduction to science experience. For year 1-4 they can use these as more 'shorter term' science topics but for year 5-8, with longer term inquiry during the year, the boxes don't normally cover the curriculum areas being explored. We may need to look at 'reserving' some boxes for different areas of the school - so repetition of the boxes doesn't become a 'negative'.

In terms of curriculum delivery year 5- 8 , the Inquiry programme is weighted 75% in favour of science (25% is focused on health). We have done a lot of curriculum integration, noting links between science learning and other subject areas, and noticing links between our scientific knowledge and the world. \*(Whanui)

Team feedback in Science -

Tupu have enjoyed the boxes this year and children use these to observe, make patterns and make links to their learning. It is also an opportunity for students to play and in Tupu we observe that students are using scientific language more naturally in their interactions. Tupu has made Mahi Nga tahi as their primary context within which to explore science. Science boxes have also been very useful, providing the children which rich experiences and this has broadened the children's perspective on the question "what is science?" - such as boat making and floating and sinking - trailing boats and recording on seesaw - hands on experiences and children have been observing and recording and seeing patterns and being able to explain things.

Whanake have been building local environment relationships with outside organisations (e.g. botanical gardens) Science boxes have provided some engaging (if one-off) activities for the children using explicitly using specific language. New spaces have allowed getting children into different groupings.

Whānui have authentic science opportunities - baking and cooking - chemistry. Most recently students worked together to create a habitat. The students appeared more motivated because they had to create an actual habitat and they had to consider what made up the habitat. They then incorporated blended learning through creating a 'POP' which they shared and celebrated with Whanake.

At the senior end Māia have been using authentic contexts to engage the children- moving away from the nature of science focus and individual work. We are now doing a mix of individual and collective work in science using the new space.

In reflection, Māia felt the science programme in previous years was not inclusive for our oldest children, not all students were engaged to the extent we wanted them to be. So one of the main things they want to do was increase the cognitive engagement within science. We have found our programmes this year have engaged our students and this is reflective of curriculum design but also groupings and context (inclusive context for learning). We have seen a huge lift in engagement. Moving into the new spaces meant we could have flexible grouping for science with the collaborative team teaching. There has been more interest generated in the new space when students are working on tasks e.g. science project.

There is no doubt the science capabilities are creating coherence across the school.