

Allom Bay School: Annual Report to school community

Dear Parents and Families

Since 1996 Allom Bay School has had a strategic plan which is regularly reviewed by the Board of Trustees and Staff.

The Board Chair and Principal's reports to the Board of Trustees Annual meeting focus on achievement of strategic plan goals and objectives and these reports have traditionally been included with the school newsletter. This year's reports were included with the newsletter on 16th May.

In 2004 the newly elected Board of Trustees spent time with the Staff looking at the Strategic Plan with a focus on the school's ongoing goals and vision statement. In the early part of this year a representative sample of 40 parents were surveyed to receive community feedback on these as well as specific goals for this year. This feedback highlighted sport and physical well being as something to be specifically considered when the Board and Staff start planning for 2006 at the end of this term.

This year we have prepared a summary report on our ongoing goals along with information about the specific strategic development goals for 2005 which the Board and Staff trust you will find useful and informative. At the end of the year we will review our achievement of these goals and report back to you on progress.

Further copies of the Board Chair and Principal's reports as well as more detailed information about student achievement provided to the Ministry of Education are available from the school office on request. A reminder also that the confirmed Education Review Office Report for 2005 are available from the school office or can be found on the ERO website www.ero.govt.nz.

Yours sincerely

Chairperson Board of Trustees

Principal

Our Vision

We want **Allom Bay School** to be
A place of growth and learning for all
that is

HAPPY

A warm and enthusiastic
learning environment

Children want to be here
and want to learn

CHALLENGING

Providing a thorough grounding in the basics – literacy and numeracy
Providing a wide range of new learning experiences
Encouraging children to set personal goals and to strive for their personal
best

RESPECTFUL

We respect ourselves, each other and our environment

SECURE

Emotional warmth and security
Integrity and honesty
Humour and positivity

and

A safe physical
environment

INCLUSIVE

Our Goals and Our Results for 2004

- We want our children to have high levels of literacy, numeracy and information skills.

We aim to exceed national norms in standardised testing by 20% or more.

In 2004 we exceeded national norms in the Progressive Achievement Tests (PATs) by:

- 21% in Reading Comprehension
- 19 % in Reading Vocabulary
- 24% in Maths
- 15% in Listening Comprehension

The Ministry of Education Numeracy Project was a focus for the school in 2003 & 2004. The majority of our assessed students (95% of Year 3s and 75% of Year 7s) are working a year ahead of the national norms for their age in Number – an excellent result.

We have implemented major information literacy programmes in the school supported by the new school library, staff professional development, and the computer network and computer suite. All teachers in the school are trained to use the “Action Learning” enquiry based teaching method.

One result of these initiatives has been that nearly two thirds (an average of 62%) of our Year 5 & 6 children achieved either ‘above average’ or ‘superior’ across the 4 tests in the NZCER Information Skills Tests. This compares to a national norm of 23% in these categories - an outstanding result.

- **We want our children to be enthusiastic about learning.**

We want our children to be confident and curious learners

- **who value and are open to different kinds of learning**
- **who foster and value each others' unique passions**
- **who are able to think critically**
- **who develop both creative and practical skills.**

In 2004 we worked towards achieving these goals through:

The Annual Arts Focus

Arts Focus reflects the school's long held conviction that the Arts provide a valuable medium for our children to develop a wide range of knowledge and skills. The Arts help to nurture and develop many of the core values of our school's vision statement, such as self-knowledge, critical thinking, artistic literacy, problem solving and social skills. Our Arts Focus in 2004 culminated in an exhibition of children's work held over two days in our school hall. The exhibition was very well attended by parents and family members and received unanimously positive feedback from all.

Specialist Technology Teaching

Since 2003 we have employed our own specialist Technology teacher to teach programmes in the Intermediate School and to support teachers in developing technology programmes at other levels of the school.

Teaching Thinking Skills

On going professional development for teachers in Philosophy for Children, De Bono's 'Thinking Hats' and the use of Graphic Organisers has enhanced the inclusion of critical thinking skills in class programmes.

Results from asTTle

The Ministry of Education, University of New South Wales and University of Auckland have jointly developed 'asTTle' (Assessment for Teaching & Learning), a series of ongoing tests of Year 4 to 8 students which measure individual performance in and attitudes towards reading, writing and maths.

Our children's attitudes towards all three areas are positive. In reading and writing our children's attitudes average out over ten tests as at the national mean. Results for seven maths tests show positive attitudes above the national mean.

- **We want our children to have strong positive social skills.**

We want our children to develop empathy, care and respect for themselves and others.

Our vision summarises our core values, many of which are centred on positive social skills.

To help us measure our effectiveness at living up to our vision we asked our Year 4 to 8 children to complete a questionnaire that asked about the key aspects of our vision statement. (A simplified version of the survey for Years 1 – 3 students will be carried out at a later date.)

The results, summarised and in relation to the main points of the vision statement, were:

- **Happy** – Nearly three quarters (72% of 247 children) reported they felt ‘happy’ or ‘excited’ about coming to school. Five percent reported they felt ‘unhappy’ or ‘upset’.
- **Challenging** – The majority (86%) reported they found their work ‘just right’ or ‘quite hard - but I can do it if I try’. One in seven (13%) said they found the work ‘quite easy’.
- **Respectful** – Seven in ten children (71%) reported that ‘most or all people’ were kind to each other. A further quarter (22%) reported that ‘some people’ were kind to each other.
- **Secure** – The majority (79%) said they ‘never or only once or twice’ felt worried or unsafe at school in any way.
- **Inclusive** – Nearly three quarters (72%) said they felt they ‘fitted in really well’ or ‘fitted in most of the time’. A further quarter (22%) said they ‘fitted in sometimes’ (but didn’t at others).

The Board and staff feel that with 71%– 86% of children feeling very positive about all these points, the school is doing a good job of delivering our vision to the majority of students.

For a small number, four to seven percent, the school is not living up to its vision and for another approximately 18%, their experience of school is variable. Improving the experience of our school for these groups of students will be a focus for further action. This survey

provides a good baseline for subsequent measurement to check on our progress in this area.

NOTE: This is a highly edited summary of a comprehensive document. Please see the school office for the full version.