

Allenton School



ANNUAL REPORT 2018

School Number 3274

CONTENTS

Cover

Contents

Introduction

Student Achievement Goals and Targets (including Maori and Pasifika Students and Analysis of Variance)

- Reading – 6 target cohorts
- Writing – 7 target cohorts
- Mathematics – 4 target cohorts

Curriculum Achievement/Planned Actions for Lifting Achievement

- Reading
- Writing
- Mathematics

Education Review Office

- Future Focus

Teaching and Learning

- Special Education Needs and Learning/Behaviour Support
- Positive Behaviour for Learning
- Professional Learning Development

Board of Trustees/Strategic Development

Personnel

- Staffing
- Principal Appraisal
- School Role

Finance

- Accounts and Kiwi Sport Funding

Property

- 10 Year Property Plan/5YA projects
- Capital Works Project

Safe Environment

- Health and Safety
- Road Safety

Legislation and Community

Final Comments

- Principal's Speech
- Principal's Cup for Citizenship

INTRODUCTION

Allenton School believes that every child will be empowered to achieve to their best and become lifelong learners. Our Vision is, Together we learn and grow. *Me akotahi hei orange mō te katoa.*

Allenton School opened in 1897 and is situated in the west Ashburton suburb of Allenton. It is the largest contributing school in the Mid Canterbury area - with a starting roll of 360 growing to 420 at the end of this year.

The school has approximately 68% New Zealand Pakeha, Maori 11%, Pasifika 13%, 6 % Asian and 1% of other ethnic groups. The school has a current decile ranking of 7.

The new Principal, Bruce Tilby, started his position at the beginning of the second term. Graham Smith left Allenton at the end of term 1 and it is important to acknowledge his tremendous work over the previous six years.

We have developed our understanding of Kia Hikitia and the Pasifika Action Plan over the last few years and are making culturally responsive practice commonplace at every level at our school. The talented support staff are organised by our SENCO and they are an integral, very supportive aspect of classroom programmes and school routines, especially supporting our increasing number of ELL pupils – an aspect that is exciting for our school and community.

The school is organised into three syndicates, Junior - NE to Year 2, Middle - Year 3 and 4 and Senior - Year 5 and 6. We are a PB4L school and are now working at the Tier 2 level. We have a very positive culture within our students, staff and wider community where we have worked hard on our Allenton School ACE key competencies of Aroha, Self- Management, Always thinking, Communicating and Effort. These are embedded though out all aspects of our teaching and learning programme.

The school provides a friendly and safe environment for the children to carry out their learning. We believe we provide students with a level of education that forms the foundation to build on in the years ahead. Class programmes continued to ensure students had a good grasp of the essential skills in literacy and numeracy, with the major focus being around student voice and developing the capabilities of our student learners.

There was once again a considerable focus on the wider curriculum throughout 2018, most notably in terms of Physical Education and the Arts (Music and Dance). There were several highlights in 2018, most notably the Mid-Canterbury Music Festival and the various County Sports events.

Through the opportunities children receive both in and outside the classroom we aim to ensure children gain the self-confidence to progress and achieve at their individual level and fulfil their undoubted potential.

We are expecting the Education Review Office to be in our school in the second half of 2018. Since the last review in late 2016 we have continued to enhance the quality of the teaching programmes and the professional capacity of the teaching staff in a number of important areas.

Professional Learning Development for staff has been focused on effective pedagogy, with the aim of developing and enhancing teacher practice, and developing student-learning capability.

We have continued to specifically focus on Positive Behaviour for Learning (consolidating Tier 1 and moving into Tier 2) and Mathematics (with Carol Efford from the University of Canterbury). Carol Efford has been employed as a fulltime staff member this year, working with staff and with children as part of AliM. Her contribution to the development of mathematics at our school, both in terms of professional learning for staff and individual and group support for many Allenton children, has been truly immense! She has worked in a specialist capacity with over 160 children and has greatly influenced the progress of all children at our school.

As part of our Professional Learning we have focused this year on Specific Learning Difficulties. As well as an inquiry on an aspect of mathematics, teaching staff have also looked closely at children in their class with specific learning difficulties. This has been invaluable in our ongoing understanding of how children learn and the possible barriers to that learning.

It is important that a cooperative partnership between school and home is achieved to assist children to reach their potential. Aspects of school programmes do require the assistance of parents who regularly help out with school trips and sports teams.

The school over the years has had an active PTA and through its fund-raising efforts has provided the school with additional resources and an improved learning environment. Many people comment on how much they value the positive family-friendly ethos and community spirit that is such a trademark of our school.

The Board of Trustees is a vital cog in the success of the school and board members are highly interested in all aspects of the school, with a particular focus on governance, finance, property and curriculum. We look forward to a continuing association next year. Given that we are entering the Master Plan and Design stage of the Capital Works project this ongoing involvement is likely to be considerable!

The efforts of all staff, the Board of Trustees and the PTA are acknowledged as a key contribution to the student's achievement and the ongoing development of the school.

STUDENT ACHIEVEMENT GOALS AND TARGETS (including Analysis of Variance)

READING

Reading - Target Group 1

In 2018 we targeted five pupils within the Year 2 cohort to raise their achievement to At or Above.

	Curriculum Expectation Overall Teacher Judgement (OTJ)		Reading Level		Curriculum Level	
	2017	2018	2017	2018	2017	2018
Student 1	Below	Below	Level 16 6.5-7 years	Level 17 6.5-7 years	Level 1	Level 1
Student 2	Below	Above	Level 11 6 years	Level 27 10-10.5 years	Level 1	Level 3
Student 3	Below	At	Level 16 6.5-7 years	Level 22 8-8.05 years	Level 1	Beginning Level 2
Student 4	Below	At	Level 7 5.5 years	Level 20 8-8.06 years	Level 1	Beginning Level 2
Student 5	Below	At	Level 10 6 years	Level 23 8.5-9 years	Level 1	Level 2

Interventions that have been successful for these students include;

- teacher aide support to provide reading mileage (e.g. being able to read the text to more than one person, more than one time)
- specific teaching and re-teaching of reading strategies
- providing additional support with these reading strategies
- Reading Recovery
- one to one reading opportunities with parent helpers within the classroom
- additional support at home and regular meetings with family to discuss progress
- additional tutoring outside of school

Barriers to Learning

Low levels of parental engagement within the learning process (eg attending interviews to discuss student learning, engaging in reading at home) could also be seen as a barrier to student's success. A Maori Whanau Hui and Pasifika Fono were held during 2018 to encourage input and engagement from families.

Reading - Target Group 2

In 2018 we targeted seven pupils within the Year 3 cohort to raise their achievement to At or Above.

	Curriculum Expectation Overall Teacher Judgement (OTJ)		Reading Level		Curriculum Level	
	2017	2018	2017	2018	2017	2018
Student 6	Below	At	Level 17 7 years	Level 19/20 7-8 years	Level 1	Beginning Level 2
Student 7	Below	At	Level 15 6.5 years	Level 22 8-8.5 years	Level 1	Beginning Level 2
Student 8	Below	Below	Level 10 6 years	Level 12 6-6.5 years	Level 1	Level 1
Student 9	Below	At	Level 14 6-6.5 years	Level 22 8.5 years	Level 1	Beginning Level 2
Student 10	Below	At	Level 17 7 years	Level 19/20 7-8 years	Level 1	Beginning Level 2
Student 11	Below	Below	Level 11 6 years	Level 12 6-6.5 years	Level 1	Level 1
Student 12	Below	At	Level 17 7 years	Level 19/20 7-8 years	Level 1	Beginning Level 2

Interventions that have been successful for these students include;

- time spent building rapport and bond between student and teacher
- setting and explicitly discussing expectation to try your best
- selections of books within child's interests
- BOOST programme
- 5+ programme with trained Teacher Aide, supported by Resource Teacher of Literacy (RTLit)
- phonics programme with Teacher Aide supported by classroom teacher
- participation in small literacy group led by Resource Teacher working within classroom
- specific programmes for students who are dyslexic or demonstrating dyslexic tendencies such as nessy.com, Steps to Literacy and stepsweb.com for use in the classroom and access given to be using at home
- SPELD tutoring for Specific Learning Difficulty (SLD)

- regular reading with classroom teacher being read to as well as reading with as part of a reading group
- small group work building confidence to discuss understanding of texts
- reading mileage (eg being able to read the text to more than one person, more than one time)
- revisiting texts
- opportunity to discuss content of texts at a higher level
- focus on word attack skills
- opportunities for multi-sensory learning
- activities to build vocabulary
- completing same or similar activities but with different texts

Barriers to Learning

Students within this target group have had issues with attendance which affects their learning. English Language Learners (ELL) who need to meet the demands of the English language alongside the demands of reading are also included in this target group. Some students within this group require further referral for eye testing and assessment for the possibility of Specific Learning Difficulties (SLD) related to Literacy. Low levels of parental engagement within the learning process (eg attending interviews to discuss student learning, engaging in reading at home) could also be seen as a barrier to student's success. A Maori Whanau Hui and Pasifika Fono were held during 2018 to encourage input and engagement from families.

Reading - Target Group 3

In 2018 we targeted one pupil within the Year 5 cohort to raise their achievement to At or Above.

	Curriculum Expectation Overall Teacher Judgement (OTJ)		Reading Level		Curriculum Level	
	2017	2018	2017	2018	2017	2018
Student 13	Below	At	8-9 years	10 years	Beginning Level 2	Beginning Level 3

Interventions that have been successful for these students include;

- regular one to one reading with classroom teacher as well as reading with as part of a reading group
- focus on building word and spelling knowledge
- follow up comprehension activities specifically targeting areas of need
- engaging in group work to develop comprehension
- utilising a range of reading resources such as Reading Tool Box, SRA
- Daily 5 Activities (Reading to Self, Reading to a Buddy, Listening to Reading, Working with Words, Working on Writing) building independence and student choice in Literacy sessions
- experiencing being read to through class story/novel
- regular running records to monitor progress
- building student confidence to have a go and not be afraid to make mistakes

Barriers to Learning

Low levels of parental engagement within the learning process (eg attending interviews to discuss student learning, engaging in reading at home) could also be seen as a barrier to student's success. A Maori Whanau Hui and Pasifika Fono were held during 2018 to encourage input and engagement from families.

Reading - Target Group 4

In 2018 we targeted three pupils within the Year 6 cohort to raise their achievement to At or Above.

	Curriculum Expectation Overall Teacher Judgement (OTJ)		Reading Level		Curriculum Level	
	2017	2018	2017	2018	2017	2018
Student 14	Well Below	Below	8-9 years	10-11 years	Beginning Level 2	Beginning Level 3
Student 15	Below	Below	8.5-9 years	9-10 years	Level 2	Beginning Level 3
Student 16	Below	At	9 years	10-11 years	Level 2	Level 3

Interventions that have been successful for these students include;

- opportunity to work in a one to one situation with reduced distractions
- regular reading with classroom teacher being read to as well as reading with as part of a reading group
- follow up comprehension activities specifically targeting areas of need
- Daily 5 Activities (Reading to Self, Reading to a Buddy, Listening to Reading, Working with Words, Working on Writing) building independence and student choice in Literacy sessions
- experiencing being read to through class story/novel
- building student confidence to have a go and not be afraid to make mistakes
- lots of time given to discuss content of text and make connections to other texts or prior knowledge
- developing skimming and scanning skills using resources from Sheena Cameron
- identifying key points for re-telling or information gathering
- specific teaching around vocabulary and sentence structure

Barriers to Learning

Some students within this group have been referred for eye testing and assessment for the possibility of Specific Learning Difficulties (SLD) related to Literacy. Some have been identified as having Specific Learning Difficulties (SLD) related to Literacy.

Reading - Target Group 5

In 2018 we targeted eight Maori pupils to raise their achievement to At or Above.

	Curriculum Expectation Overall Teacher Judgement (OTJ)		Reading Level		Curriculum Level	
	2016	2017	2016	2017	2016	2017
Student M1	Below	Below	Level 16	Level 17	Level 1	Level 1
Student M2	Below	Above	Level 11 6 years	Level 27 10-10.5 years	Level 1	Level 3
Student M3	Below	At	Level 17 7 years	Level 19/20 7-8 years	Level 1	Beginning Level 2
Student M4	Below	At	Level 17 7 years	Level 21/22 8-8.5 years	Level 1	Beginning Level 2
Student M5	Below	Below	Level 10 6 years	Level 12 6-6.5 years	Level 1	Level 1
Student M6	Below	Below	Level 18	Level 20	Level 1	Beginning Level 2
Student M7	Below	At	8-9 years	10 years	Beginning Level 2	Beginning Level 3
Student M8	Well Below	Below	8-9 years	10-11 years	Beginning Level 2	Beginning Level 3

Interventions that have been successful for these students include;

- time spent building rapport and bond between student and teacher
- teacher aide support to provide reading mileage (eg being able to read the text to more than one person, more than one time)
- specific teaching and re-teaching of reading strategies
- building confidence with word attack strategies
- providing additional support with these reading strategies
- BOOST programme
- Reading Recovery
- 5+ and 7+ programme with trained Teacher Aide, supported by Resource Teacher of Literacy (RTLit)
- opportunity to work in a one to one situation with reduced distractions
- regular reading with classroom teacher being read to as well as reading with as part of a reading group
- phonics programme with Teacher Aide supported by classroom teacher

- participation in small literacy group led by Resource Teacher working within classroom
- focus on building word and spelling knowledge
- follow up comprehension activities specifically targeting areas of need
- engaging in group work to develop comprehension
- lots of time given to discuss content of text and make connections to other texts or prior knowledge
- developing skimming and scanning skills using resources from Sheena Cameron
- identifying key points for re-telling or information gathering
- utilising a range of reading resources such as Reading Tool Box, SRA
- Daily 5 Activities (Reading to Self, Reading to a Buddy, Listening to Reading, Working with Words, Working on Writing) building independence and student choice in Literacy sessions
- experiencing being read to through class story/novel
- regular running records to monitor progress
- building student confidence to have a go and not be afraid to make mistakes
- opportunity to share learning/understandings in a variety of ways (eg orally, drawing, digitally, presentation, poster)
- specific programmes for students who are dyslexic or demonstrating dyslexic tendencies such as nesy.com, Steps to Literacy and stepsweb.com for use in the classroom and access given to be using at home

Barriers to Learning

Students within this target group have had issues with attendance which affects their learning. Some students within this group require further referral for assessment for the possibility of Specific Learning Difficulties (SLD) related to Literacy. Low levels of parental engagement within the learning process (e.g. attending interviews to discuss student learning, engaging in reading at home) could also be seen as a barrier to student's success. A Maori Whanau Hui was held during 2018 to encourage input and engagement from families.

Reading - Target Group 6

In 2018 we targeted seven Pasifika pupils to raise their achievement to At or Above.

	Curriculum Expectation Overall Teacher Judgement (OTJ)		Reading Level		Curriculum Level	
	2017	2018	2017	2018	2017	2018
Student P1	Below	Below	Level 5 5 years	Level 12 6-6.5 years	Beginning Level 1	Level 1
Student P2	Below	Below	Level 3 5 years	Level 15 6.5 years	Beginning Level 1	Level 1
Student P3	Below	At	Level 10 6 years	Level 23 8.5-9 years	Level 1	Level 2
Student P4	Below	At	Level 15 6.5 years	Level 22 8-8.5 years	Level 1	Beginning Level 2
Student P5	Below	Below	Level 17 7 years	Level 23 8.6 years	Level 1	Beginning Level 2
Student P6	Below	At	Level 14 6-6.5 years	Level 22 8.5 years	Level 1	Beginning Level 2
Student P7	Below	Below	Level 11 6 years	Level 12 6-6.5 years	Level 1	Level 1

Interventions that have been successful for these students include;

- time spent building rapport and bond between student and teacher
- Reading Recovery
- regular reading with classroom teacher or Teacher Aide being read to as well as reading with as part of a reading group
- building confidence with word attack strategies
- providing additional support with these reading strategies
- identification of issues with eyesight
- inclusion in ESOL/ELL programme throughout 2018
- classroom support through ESOL/ELL programme
- BOOST programme
- phonics programme with Teacher Aide supported by classroom teacher
- lots of time given to discuss content of text and make connections to other texts or prior knowledge
- lots of talking about vocabulary being used in texts

- revisiting texts
- setting and explicitly discussing expectation to try your best
- selections of books within child's interests
- completing same or similar activities but with different texts

Barriers to Learning

Students within this target group are English Language Learners (ELL) who need to meet the demands of the English language alongside the demands of reading. Low levels of parental engagement within the learning process (eg engaging in reading at home) could also be seen as a barrier to student's success. Some students within this target group have had issues with attendance which affects their learning. A Pasifika Fono was held during 2018 to encourage input and engagement from families.

Points to note;

- across the school there were twenty one specific target pupils for 2018 however the data above addresses thirty one pupils. Some pupils fall into two target groups but have been reported separately so that their confidentiality is maintained.
- students who are Below their expected curriculum level need to make two years progress within one year to be At their expected curriculum level. A student who was identified as Below and remains Below can still have made up to a years progress however the demands of the curriculum level have also progressed
- whilst cohort comparisons have been made (eg 2017 Year 4 are 2018 Year 5), the students within the group changes due to new enrolments and pupils leaving the school.

WRITING

Writing - Target Group 1

In 2018 we targeted five pupils within the Year 2 cohort to raise their achievement to At or Above.

	Curriculum Expectation Overall Teacher Judgement (OTJ)		Curriculum Level	
	2017	2018	2017	2018
Student 1	Below	At	Beginning Level 1	Middle to End Level 1
Student 2	Below	At	Beginning Level 1	Middle to End Level 1
Student 3	Below	At	Beginning Level 1	End Level 1
Student 4	Below	At	Beginning Level 1	End Level 1
Student 5	Below	At	Beginning Level 1	Middle to End Level 1

Interventions that have been successful for these students include;

- in-class support from teacher and Teacher Aide working on letter names, letter shapes, letter sounds, sight word recognition and spelling
- verbalising ideas, discussing how to extend and structure into sentences
- activities and support to generate ideas for writing (eg providing experiences, motivations for writing)
- building confidence in own abilities
- supports for students to understand the expectations of the writing task
- additional support from teacher or Teacher Aide during writing
- specific teaching of letter names, letter shapes, letter sounds
- positive praise for improvements made, no matter how small
- using student's work as a model for others when they have demonstrated a targeted skill
- support through scaffolds/models/step by step instructions
- buddy writing (in the role of assisting others as well as receiving assistance from others)
- developing ability to give feedback to others to enable them to identify same points in their own work
- additional writing and spelling tasks to complete at home with parents supported in how to do this
- activities through Seesaw
- remembering the primary focus of writing, to communicate a message, and focusing on the deeper features first (e.g. description, expression, detail) then surface features (eg correct spelling, use of punctuation)

Barriers to Learning

Some students within this target group lack experiences to bring to their writing or support from home to learn the skills that they need to be successful writers. Some students within this target group have also had issues with attendance or factors within the home which affects their learning. Some students within this target group are English Language Learners (ELL) who need to meet the demands of the English language alongside the demands of reading.

They have been involved in our ESOL programme and have received in-class and small group assistance with their vocabulary development and structuring of writing.

Writing - Target Group 2

In 2018 we targeted three pupils within the Year 3 cohort to raise their achievement to At or Above.

	Curriculum Expectation Overall Teacher Judgement (OTJ)		Spelling Age (SAST)		Curriculum Level	
	2017	2018	2017	2018	2017	2018
Student 6	Below	Below	--	7.01 years	Beginning Level 1	Beginning Level 1
Student 7	Below	Below	--	8.6 years	Beginning Level 1	End Level 1
Student 8	Below	At	--	8 years	Beginning Level 1	Middle Level 2

Interventions that have been successful for these students include;

- in-class support from teacher and Teacher Aide
- ongoing small group sessions to target specific needs identified
- specific teaching of letter names, letter shapes, letter sounds
- focus upon handwriting skills (eg letter formations, size and spacing) to make the physical process of writing easier
- specific teaching of spelling and spelling rules
- specific teaching of sentence structure
- opportunities for 'Free Writing' to explore own ideas and less perceived constraints on writing process
- breaking up the focus time (eg 10 minutes quiet work, 5 minutes to share, 10 quiet work)
- positive praise for improvements made, no matter how small
- establishing strong home partnership
- verbalising ideas, discussing how to extend and structure into sentences
- activities and support to generate ideas for writing (eg providing experiences, motivations for writing)
- developing a specific word bank for each child
- opportunities to share writing with buddy and class

Barriers to Learning

Some students within this group require further referral for assessment for the possibility of Specific Learning Difficulties (SLD) related to Literacy.

Writing - Target Group 3

In 2018 we targeted six pupils within the Year 4 cohort to raise their achievement to At or Above.

	Curriculum Expectation Overall Teacher Judgement (OTJ)		Spelling Age (SAST)		Curriculum Level	
	2017	2018	2017	2018	2017	2018
Student 9	Below	At	6.04 years	7.06 years	Middle Level 1	End Level 2
Student 10	Below	Below	--	7.02 years	End Level 1	End Level 1
Student 11	Below	At	8.11 years	9.06 years	Middle Level 1	End Level 2
Student 12	Below	Below	7.08 years	8.07 years	Beginning Level 2	End Level 1
Student 13	Below	Below	--	9.08 years	Middle Level 1	Beginning Level 2
Student 14	Below	Below	--	9.08 years	End Level 1	End Level 1

Interventions that have been successful for these students include;

- positive praise for improvements made, no matter how small
- building strong rapport between teacher and student
- opportunities for 'Free Writing' to explore own ideas and less perceived constraints on writing process
- peer writing
- in-class support from teacher and Teacher Aide
- SPELD tutoring for Specific Learning Difficulty (SLD)
- confidence building when working on writing
- quiet environment at specified times to assist with student focus
- phonics programme with Teacher Aide support
- participation in small literacy group led by Resource Teacher working within classroom
- one to one withdrawal sessions twice weekly with Resource Teacher to address specific needs
- developing vocabulary by 'front loading' (pre-exposure before requiring for writing tasks)
- small group conferencing to address needs
- specific programmes for students who are dyslexic or demonstrating dyslexic tendencies such as nesy.com, Steps to Literacy and stepsweb.com for use in the classroom and access given to be using at home
- access to iPad/laptop to assist with the writing process has generated more interest in the writing process

Barriers to Learning

Students within this target group lack confidence in their ability as writers and being able to work collaboratively assists them in overcoming this. Some students within this target group have identified Specific Learning Difficulties (SLD) related to Literacy or require further referral for assessment for the possibility of Specific Learning Difficulties (SLD) related to Literacy.

Writing - Target Group 4

In 2018 we targeted two pupils within the Year 5 cohort to raise their achievement to At or Above.

	Curriculum Expectation Overall Teacher Judgement (OTJ)		Spelling Age (SAST)		Curriculum Level	
	2017	2018	2017	2018	2017	2018
Student 15	Below	Below	7.07 years	8.05 years	Beginning Level 2	End Level 2
Student 16	Below	At	9.08 years	10.02 years	End Level 2	End Level 3

Interventions that have been successful for these students include;

- increase bank of basic spelling words to use in writing
- spelling work related to Essential Word lists
- identifying phonetic awareness and structuring learning experiences around needs
- discussions during reading sessions to develop understanding of texts and choices made by others, then transferring this to the writing process
- developing classroom environment where all contributions are acknowledged and appreciated, reducing the fear of failure
- use of Chromebook within writing programmes
- use of spell check
- firm boundaries and expectations around writing tasks and completion of work
- peer tutoring during writing
- additional spelling activities incorporated into programme to address needs
- clear models for writing (eg models, scaffolds, planning supports)
- writing in reverse (eg establish the end point of the piece of writing and work backwards to ensure points and information included are linked to that ending)
- providing motivations and experiences for writing
- ensuring deeper features are included in writing through exploring in short, quick fire activities

Barriers to Learning

Students within this target group lack confidence in their ability as writers and being able to work collaboratively and/or use technology assists them in overcoming this. Some students within this target group lack support from home to learn the skills that they need to be successful writers. Students within this target group have behavioural needs which need to be considered within classroom programmes and can affect their ability to focus.

Writing - Target Group 5

In 2018 we targeted ten pupils within the Year 6 cohort to raise their achievement to At or Above.

	Curriculum Expectation Overall Teacher Judgement (OTJ)		Spelling Age (SAST)		Curriculum Level	
	2017	2018	2017	2018	2017	2018
Student 17	Below	Below	8.07 years	9.02 years	End Level 2	End Level 2
Student 18	Below	Well Below	7.04 years	7.06 years	End Level 1	End Level 1
Student 19	Below	At	6.11 years	7.06 years	Beginning Level 2	Middle Level 3
Student 20	Below	At	10.02 years	10.06 years	Middle Level 2	Beginning Level 3
Student 21	Below	Below (nearly At)	10.06 years	10.07 years	Middle Level 2	Middle Level 3
Student 22	Below	Below	8.11 years	9.06 years	Middle Level 2	Beginning Level 3
Student 23	Below	Below	9.02 years	7.07 years	Beginning Level 1	End Level 2
Student 24	Below	At	9.02 years	9.02 years	Beginning Level 2	Beginning Level 3
Student 25	Well Below	Below	8 years	8.07 years	End Level 1	Beginning Level 3
Student 26	Below	At	9.08 years	10 years	Middle Level 2	Middle Level 3

Interventions that have been successful for these students include;

- developing classroom environment where all contributions are acknowledged and appreciated, reducing the fear of failure
- writing as part of curriculum/topic focus enabled students to draw upon learning and experiences
- remembering the primary focus of writing, to communicate a message, and focusing on the deeper features first (eg description, expression, detail) then surface features (eg correct spelling, use of punctuation)

- peer writing
- collaborative writing in small groups to get writing started
- use of Chromebooks in writing process
- use of spell check
- having to unlearn incorrect spelling of common words and relearn correct spelling
- oral language around a topic developed before engaging in the writing process (eg The Game of Awesome)
- sequencing and structuring sentences orally before engaging in the writing process
- developing vocabulary using oral language activities (eg Stop the Bus, Articulate, A-Z, Word of the Week, WOW words)
- variety of planning formats available in hard and soft copy
- student choice in planning format
- daily practice of spelling words using range of activities catering to different learning needs
- self testing of Essential Lists
- pseudo word test to identify spelling focus
- discussing and understanding how to record ideas in written form compared to how they would say them
- firm boundaries and expectations around writing tasks and completion of work
- specific activities (both independent and teacher lead) to focus on specific areas of spelling (eg prefixes, suffixes, long vowels)
- specific activities (both independent and teacher lead) to focus on correct use of punctuation
- activities within classroom to address Specific Learning Difficulty needs (eg memory, visual discrimination)
- additional spelling activities incorporated into programme to address needs
- listening to the writing of others to hear what good writing sounds like and what it looks like
- clear models for writing (eg models, scaffolds, planning supports)
- writing in reverse (eg establish the end point of the piece of writing and work backwards to ensure points and information included are linked to that ending)
- providing motivations and experiences for writing (eg experiences, story starters, YouTube clips, Literacy Shed, Pobble 365)
- ensuring deeper features are included in writing through exploring in short, quick fire activities

Barriers to Learning

Students within this target group lack confidence in their ability as writers and being able to work collaboratively and using technology assists them in overcoming this. Some students within this target group have recently been identified as having Specific Learning Difficulties (SLD) related to Literacy or require further assessment for possible SLD. Some students within this group have difficulty organising and sequencing ideas orally as well as in written form which impacts on their writing ability. Some students have had ongoing issues with spelling and have been required to unlearn incorrect spelling of common words and relearn correct spelling. This is a process that takes time and can cause additional pressure during the writing process.

Writing - Target Group 6

In 2018 we targeted six pupils within the Maori cohort to raise their achievement to At or Above.

	Curriculum Expectation Overall Teacher Judgement (OTJ)		Spelling Age (SAST)		Curriculum Level	
	2017	2018	2017	2018	2017	2018
Student M1	Below	At	7.06 years	8 years	Beginning Level 1	Middle to End Level 1
Student M2	Below	At	--	8.07 years	Middle Level 1	Beginning Level 2
Student M3	Below	At	6.11 years	7.06 years	Beginning Level 2	Middle Level 3
Student M4	Below	Below (nearly At)	10.06 years	10.07 years	Middle Level 2	Middle Level 3
Student M5	Below	Below	7.06 years	8 years	Middle Level 1	End Level 2
Student M6	Below	Below	8.11 years	9.06 years	Middle Level 2	Beginning Level 3

Interventions that have been successful for these students include;

- developing classroom environment where all contributions are acknowledged and appreciated, reducing the fear of failure
- writing as part of curriculum/topic focus enabled students to draw upon learning and experiences
- remembering the primary focus of writing, to communicate a message, and focusing on the deeper features first (eg description, expression, detail) then surface features (eg correct spelling, use of punctuation)
- peer writing
- collaborative writing in small groups to get writing started
- use of Chromebooks in writing process
- use of spell check
- having to unlearn incorrect spelling of common words and relearn correct spelling
- oral language around a topic developed before engaging in the writing process (eg The Game of Awesome)
- sequencing and structuring sentences orally before engaging in the writing process
- developing vocabulary using oral language activities (eg Stop the Bus, Articulate, A-Z, Word of the Week, WOW words)
- variety of planning formats available in hard and soft copy
- student choice in planning format
- discussing and understanding how to record ideas in written form compared to how they would say them

- daily practice of spelling words using range of activities catering to different learning needs
- self-testing of Essential Lists
- pseudo word test to identify spelling focus
- firm boundaries and expectations around writing tasks and completion of work
- specific activities (both independent and teacher lead) to focus on specific areas of spelling (eg prefixes, suffixes, long vowels)
- specific activities (both independent and teacher lead) to focus on correct use of punctuation
- activities within classroom to address Specific Learning Difficulty needs (eg memory, visual discrimination)
- additional spelling activities incorporated into programme to address needs
- clear models for writing (eg models, scaffolds, planning supports)
- writing in reverse (eg establish the end point of the piece of writing and work backwards to ensure points and information included are linked to that ending)
- providing motivations and experiences for writing
- ensuring deeper features are included in writing through exploring in short, quick fire activities
- specific programmes for students who are dyslexic or demonstrating dyslexic tendencies such as nesy.com, Steps to Literacy and stepsweb.com for use in the classroom and access given to be using at home

Barriers to Learning

Some students within this target group have also had issues with attendance or factors within the home which affects their learning. Some students within this target group lack experiences to bring to their writing or support from home to learn the skills that they need to be successful writers. Students within this target group lack confidence in their ability as writers and being able to work collaboratively and using technology assists them in overcoming this.

Writing - Target Group 7

In 2018 we targeted six pupils within the Pasifika cohort to raise their achievement to At or Above.

	Curriculum Expectation Overall Teacher Judgement (OTJ)		Spelling Age (SAST)		Curriculum Level	
	2017	2018	2017	2018	2017	2018
Student P1	Below	Below	--	--	Beginning Level 1	Beginning Level 1
Student P2	Left Allenton School during 2018					
Student P3	Below	Below	--	6.11 years	Middle Level 1	End Level 1
Student P4	Below	Well Below	--	--	Beginning Level 1	Middle Level 1
Student P5	Below	Below	7.07 years	7.2 years	End Level 1	Beginning Level 2
Student P6	Below	Below	10.11 years	10.7 years	Middle Level 2	Beginning Level 3

Interventions that have been successful for these students include;

- identification of issues with eyesight and/or hearing
- inclusion in ESOL/ELL programme throughout 2018
- classroom support through ESOL/ELL programme
- positive feedback
- specific teaching around how to structure sentences
- specific teaching of letter names, letter shapes, letter sounds
- Resource Teacher of Learning and Behaviour (RTLB) referral
- peer writing programme overseen by RTLB, Teacher Aide and classroom teacher
- modelling of sentence structure, planning, writing process
- class displays and posters for reference of frameworks/templates available for students to use
- small group writing for support getting started and discuss where to next?
- story starters
- individual conferencing
- working with a buddy
- variety of genre - poetry, letters, recounts, reports, persuasive, descriptive pickapath, slideshows
- purposeful writing
- speed writing - 5 minutes on a selected topic, count up the words
- building vocabulary (eg Stop the Bus, Y charts, A-Z, comic strips, word of the week, WOW words)
- developing vocabulary by 'front loading' (pre-exposure before requiring for writing tasks)
- specific spelling activities using Essential Lists, Study Ladder activities (spelling patterns),

- no-red-ink (grammar, sentence structures)
- developing understanding of spelling rules/patterns
- Daily 5 activities incorporating Working with Words and Working on Writing
- class, group and partner discussions
- think, pair, share time to generate, discuss and build upon ideas
- Chromebooks and exercise books to record writing
- teaching specific use of punctuation - where does the sentence end?, understanding of proper nouns requiring capitals
- private tutoring outside of school

Barriers to Learning

Students within this target group are English Language Learners (ELL) who need to meet the demands of the English language alongside the demands of reading. Low levels of parental engagement within the learning process (e.g. support from home to learn the skills that they need to be successful writers) could also be seen as a barrier to student's success. Some students within this target group have been referred for testing for issues with eyesight and hearing or have had issues identified related to eyesight which are still to be addressed. Students within this target group lack confidence in their ability as writers and being able to work collaboratively and using technology assists them in overcoming this. Some students within this target group have had issues with attendance. A Pasifika Fono was held during 2018 to encourage input and engagement from families.

Points to note;

- across the school there were thirty-four specific target pupils for 2018 however the data above addresses thirty-eight pupils. Some pupils fall into two target groups but have been reported separately so that their confidentiality is maintained.
- students who are Below their expected curriculum level need to make two years progress within one year to be At their expected curriculum level. A student who was identified as Below and remains Below can still have made up to a year's progress however the demands of the curriculum level have also progressed
- whilst cohort comparisons have been made (e.g. 2017 Year 4 are 2018 Year 5) the students within the group changes due to new enrolments and pupils leaving the school.

MATHEMATICS

Mathematics - Target Group 1:			
To raise achievement of Maori students in mathematics from 76.8% to 81% at or above the national standard			
	2017 Nat Stand	Other Influencing Factors	2018 curriculum standard WB, B, At, Ab
Student 1.	Below	RTLb	Below
Student 2.	Well Below		Below
Student 3.	Below		Below
Student 4.	Below		Below
Student 5.	Below	SLD	Below

Summary of Effective Interventions and Improvements

- ALiM
- Given differentiated work for independent activities
- Access to equipment/materials
- Working with more able buddies on Friday maths problems
- Use of maths talk
- Has gained in confidence
- More able at 2-digit addition.
- Finding maths talk more of a challenge, especially the listening to others.
- Can give up if thinks things are too difficult. (Fixed mind-set)
- Different techniques for recording thinking (eg drawing, numbers, verbalising)
- Needs to be given time to talk strategy through verbally.
- Modelling book to reflect back upon.
- Has gained in confidence and making small, steady gains. Will now more readily use equipment to help work things out.
- Lots of maths talk and encouraged to use equipment to support and prove his mathematical thinking.

Barriers to Learning

- RTLb intervention for behaviour and complex learning and development needs.
- Diagnosed with a Specific Learning Disability.

Of the five targeted students, one made accelerated progress from Well Below to Below. All other students have made positive improvement within their level. Overall Maori Student Achievement dropped from 76.8% achieving at or above to 59.1%. By remaining at the below level, 4 students have made at least one year's progress. The achievement of our Maori cohort will remain a target in 2019. The students above will continue to be targeted and monitored and more target students from 2018 data added.

Mathematics - Target Group 2:

To raise Pasifika achievement from 64% to 79% at or above the national standard. (4/8)

	2017 Nat Stand	Barriers to Learning	2018 curriculum standard WB, B, At, Ab
Student 6.	Below	ESOL	At
Student 7.	Below	ESOL	Below
Student 8.	Below	ESOL	Well Below
Student 9.	Below	ESOL	At
Student 10.	Below	ESOL	Below
Student 11.	Below	ESOL	left
Student 12.	Below	ESOL, RTLB	Below
Student 13.	Below		Below

Summary of Interventions and Improvements:

- Used lots of equipment and encouraged a lot of maths talk
- Small group and pair work have been invaluable.
- More confident to talk through strategies and will put equations into stories
- Use of equipment
- 'Acting out' problem
- Drawing ideas as well as writing as equations.
- Needs to cement one strategy well as she is combining and getting confused.
- ESOL Teacher aide support during maths T3-4
- Learning in a problem-solving group with confident students who explain strategies to help understanding.
- Lots of sharing of answers, drawing and making.
- As much talking and working with others as possible.
- She continues to enjoy maths.
- AliM
- Maths language.
- Can do more with support, but doesn't retain over time.
- Differentiated work for independent activities
- Has gained in confidence.
- Does not always retain information from one situation to the next.
- Works better if given step by step support.

Barriers to Learning

- 7 of these 8 students have English as a Second Language and receive support with this at school.
- One of these students is working with an RTLB.

Two of these students made accelerated progress from Below to At the expected curriculum level. One student fell from Below to Well Below, making less than a year's progress in mathematics.

Four of the students made at least one year's progress remaining below the expected curriculum level.

Teachers comments on interventions and improvements reflect the challenges that these students are facing in making good progress against expected levels. Mathematics Achievement of Pasifika students will continue to be targeted in 2019. We have seen a little progress this year.

Mathematics - Target Group 3:

To raise the achievement of our 2018 Year 4 group from 76.3% to 80% at or above the national standard.

	2017 Nat Stand	Barriers to Learning	2018 curriculum standard WB, B, At, Ab
Student 14.	Below		Below
Student 15.	Below		Below
Student 16.	Below	SPELD	Below
Student 17.	Below		Below
Student 18.	Below		Below
Student 19.	Below	SPELD	Below
Student 4.	Below		Below
Student 20.	Below	SLD	At
Student 21.	Below	SLD	Below
Student 22.	Below		left
Student 23.	Below	BHVR	Below
Student 24.	Below	SLD	Below
Student 5.	Below	SLD	Below
Student 25.	Below	Resource Teacher	Below
Student 26.	Below	ESOL	At
Student 1.	Below	RTLB	Below
Student 13.	Below	ESOL	Below
Student 27.	Below		At
Student 28.	Below		At
Student 29.	Below		left

Summary of Interventions and Improvements

- ALiM
- Enjoys working in problem solving group with peers to work together to solve hard problems.
- Very creative so likes to use pictures, materials and words to express answers and thinking.
- Can do more with support, but doesn't retain over time.
- Has learned to slow down rather than guess.
- Likes maths now.
- Uses equipment and maths talk.
- Needs a good maths buddy.
- Has learned to use grit.
- ALiM, loves working with others in the class.
- Often checks in with them if student is unsure.
- Likes to have time to think to himself quietly before sharing his thinking.
- Finds it difficult to focus with noise.
- Doesn't retain knowledge over time.
- Lots of use of equipment
- Problem solving focus helps.
- More able to reason.
- Marked improvement in attitude towards maths straight after ALiM however this has slipped back again.
- Encourage her to discuss with a maths buddy and use equipment.
- Must use equipment and have a positive buddy to talk to.
- Needs repeated tasks and lots of visuals.
- Context of a problem helps, eg. maths problem featuring student and friends.
- Will give up easily if he thinks it is something he can't do! Can work well with support
- Finds it hard to articulate his maths thinking, I have a feeling that what he does in his head doesn't match up with what he says.
- Now more willing to give things a go. Works well alongside TA support.
- Breaking down a problem is important to support his maths language development.
- Has gained in confidence.
- More able at 2-digit addition. Finding maths talk more of a challenge, especially the listening to others. Can easily give up if thinks things are too difficult
- Has gained in confidence. Does not always retain information from one situation to the next. Works better if given step by step support.
- A lot more secure in what strategies she can use. Benefits from discussion about how to solve. Enjoys thinking about how others solved a problem. More confident. Uses equipment and drawing to be sure of answers.
- Has gained in confidence and making steady gains. More able working out 2-digit addition & subtraction & using equipment to show thinking for mult/div and fractions.

Barriers to Learning

- Specific Learning Difficulties
- ESOL
- Behaviour

4 of the 29 targeted students made progress from below to achieving at the expected level. 2 of these target students left Allenton School. The remainder of the students remained below the expected level of achievement. These students made at least a year's progress. It is pleasing to see that these 23 students made at least a year's progress in mathematics and did not fall further behind. This group will continue to be targeted in 2019 as Year 5 students to ensure that the turnaround they have made is built on for more of them to achieve the expected level. Teacher's statements indicate many learning challenges for these students, but also the variety of supports that teachers are using effectively. It is worth noting the effect that improved confidence and motivation in mathematics has on these learners. This is called "Growth Mindset". "Growth Mindset" is the confidence to engage with new learning with the belief that you will be able to learn it, given time.

Mathematics – Target Group 4:

To raise the achievement of our 2018 Year 5 group from 76.3% to 85% at or above the national standard.

	2017 Nat Standard	Barriers to Learning	2018 curriculum standard WB, B, At, Ab
Student 30.	Well Below	SLD Attendance Doesn't stay on task for long if left to work unaided. Difficulty in retaining basic facts.	Well Below
Student 31.	Below	ESOL has difficulty understanding word problems	Below
Student 32.	Below	ESOL	At
Student 33.	Below	Attendance	Below
Student 34.	Below	ESOL Attendance	Below
Student 35.	Below		Left Allenton
Student 36.	Below		At
Student 37.	Below	SLD being investigated (has had assessment but haven't received report from family)	Below
Student 8.	Below	ESOL	Well Below
Student 38.	Below		At
Student 39.	Below	Attitude!	Below
Student 40.	Below	Attendance attitude Not retaining basic facts	Well Below
Student 41.	Below	difficulty retaining basic facts	Below
Student 42.	Below	ESOL	At

Summary of Interventions and Improvements

- Teacher aide support.
- Able to use equipment to support her learning.
- Positive attitude.
- Enjoys flash card games, smart chute, studyladder maths activities
- Enjoys using chromebook and associated maths activities-studyladder, eako, prototec

- More confident and able to talk through strategies, didn't have the language to support him before.
- Use of equipment, 'acting out' problem, drawing ideas as well as writing as equations.
- Using equipment to support her thinking.
- Self managing herself and completing independent activities
- Verbalising her problem solving and assisting others in her group
- Using equipment to support her learning
- Using what she does know to problem solve.
- Being accountable for her own learning (eg; independent activities)
- Able to verbalise the steps she is using when problem solving.
- Subitising, estimation clipboard and splat activities to build number memory and recall.
- More confident to talk through strategies and will put equations into stories.
- Needs to cement one strategy well as she is combining and getting confused.
- Able to verbalise strategies clearly. Does this well in one to one situations but not always evident when working with a group.
- Sometimes needs tasks broken down whilst other days just flies!
- Using equipment to make, draw, record, explain her thinking with encouragement!
- Beginning to use known facts to solve harder facts.
- Increased confidence to have a go and use equipment to assist her calculations. Basic facts gradually improving
- When positive about maths, she is beginning to talk more about her processes
- Making good progress across all strands except fractions.
- Taking risks and using what she knows.
- Basic facts developing.
- With support will use equipment to support her learning
- Not afraid and enjoys finding a different way to everyone else to solve something.

Barriers to Learning

- Often gives up before she's even started.
- Has difficulty retaining concepts and basic facts.
- Often sits back hoping others will do it for her
- Specific Learning Difficulties
- Attendance
- Difficulty with recalling basic facts
- ESOL
- Fixed Mindset

4 of the 14 students targeted at Year 5 made accelerated progress from Below expected curriculum levels to At expected levels. 1 student remained Well Below, 6 students remained Below expected levels, 2 students fell from Below to Well Below. 1 student left Allenton School.

The teachers comments about interventions and improvements show many supports being put in place for these students. It is important to note how difficult it can be to improve a student's attitude to learning after struggling for a great number of years.

These students will require further targeting and monitoring next year.

CURRICULUM ACHIEVEMENT 2018

The 2018 Curriculum Achievement (against expected curriculum levels) in each of the core curriculum areas (Reading, Writing and Mathematics) are detailed on the following pages:

READING

Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	9	2.40%	61	16.40%	169	45.60%	132	35.60%	371
Māori	1	2.30%	11	25.00%	25	56.80%	7	15.90%	44
Pasifika	2	4.20%	17	35.40%	17	35.40%	12	25.00%	48
Asian	1	4.30%	3	13.00%	10	43.50%	9	39.10%	23
European/ Pākehā/ Other European	5	2.00%	27	10.90%	113	45.60%	103	41.50%	248
Male	6	3.10%	41	20.90%	97	49.50%	52	26.50%	196
Female	3	1.70%	20	11.40%	72	41.10%	80	45.70%	175

Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school	0		17	26.60 %	30	46.90%	17	26.60%	64
After 2 years at school	2	3.70%	8	14.80 %	21	38.90%	23	42.60%	54
After 3 years at school	1	1.50%	13	19.40 %	31	46.30%	22	32.80%	67
End of Year 4	2	3.10%	8	12.30 %	33	50.80%	22	33.80%	65
End of Year 5	1	1.80%	10	18.20 %	24	43.60%	20	36.40%	55
End of Year 6	3	4.50%	5	7.60%	30	45.50%	28	42.40%	66

Areas of Strength

The number of students reading At or Above the Expected Curriculum Level at Allenton School is 81.20% which is 301 of our 371 students. This is an increase from 79.6% in 2017.

The cohorts that showed the greatest improvement are;

- boys (131 students At or Above in 2017 and 149 students At or Above in 2018)
- students After 2 years at school (34 students At or Above in 2017 and 44 students At or Above in 2018).
- Within our specific target pupils;
- of the five students targeted in the Year 2 cohort, three have progressed to At and one have progressed to Above their expected curriculum level
- of the seven students targeted in the Year 3 cohort, five have progressed to At their expected curriculum level
- the one student targeted within the Year 5 cohort has progressed to At their expected curriculum level
- of the three students targeted within the Year 6 cohort, one has progressed to At their expected curriculum level
- of the eight Maori students targeted within this cohort, three have progressed to At and one have progressed to Above their expected curriculum level
- of the seven Pasifika students targeted within this cohort, three have progressed to At their expected curriculum level

Areas for Improvement

The number of students reading Below or Well Below the Expected Curriculum Level at Allenton School is 18.8%.

The cohort that showed the greatest area for improvement is;

- Pasifika students (14 students Below or Well Below in 2017 increased to 19 students Below or Well Below in 2018)
- Within our specific target pupils;
- of the five students targeted in the Year 2 cohort, one has remained Below their expected curriculum level
- of the seven students targeted in the Year 3 cohort, two have remained Below their expected curriculum level
- of the three students targeted within the Year 6 cohort, two have remained Below their expected curriculum level
- of the eight Maori students targeted within this cohort, four have remained Below their expected curriculum level
- of the seven Pasifika students targeted within this cohort, four have remained Below their expected curriculum level

Basis for Identifying Areas for Improvement

Data has been collected from classroom teachers in regard to student's achievement against the curriculum expectation in Reading at all year levels within the school.

Teachers have reached their Overall Teacher Judgements using a range of standardised assessments such as Running Records (using both fiction and non-fiction texts), e-asTTle online adaptive and paper tests, classroom observations of student's reading achievement and reading behaviours, anecdotal notes regarding students' progress and student voice through individual conferencing and group and class surveys.

Data has then been compared from the end of 2017 to the end of 2018 to identify the cohorts whom have showed the greatest change.

Reading National Standards / Curriculum Expectation Comparison 2016/2017/2018

 Increase in achievement	 Decrease in achievement	 No change
---	---	---

Well Below

	Number of Students			Percentage		
	2016	2017	2018	2016	2017	2018
All students	11	14	9	3.20%	3.90%	2.40%
Maori	1	2	1	2.30%	4.30%	2.30%
Pasifika	2	2	2	5.10%	4.70%	4.20%
Asian	1	2	1	5.90%	9.50%	4.30%
European	6	7	5	2.40%	2.90%	2.00%
Male	8	8	6	4.80%	4.60%	3.10%
Female	3	6	3	1.70%	3.30%	1.70%
After 2 Years	--	0	2	--	0	3.70%
After 3 Years	0	2	1	0	3.10%	1.50%
End of Year 4	1	1	2	5.60%	1.40%	3.10%
End of Year 5	3	6	1	4.20%	10.90%	1.80%
End of Year 6	3	3	3	5.00%	4.10%	4.50%

Below

	Number of Students			Percentage		
	2016	2017	2018	2016	2017	2018
All students	41	59	61	11.80%	16.60%	16.40%
Maori	6	12	11	14.00%	26.10%	25.00%
Pasifika	9	12	17	23.10%	27.90%	35.40%
Asian	2	4	3	11.80%	19.00%	13.00%
European	24	30	27	9.70%	12.40%	10.90%
Male	22	35	41	13.20%	20.10%	20.90%
Female	19	24	20	10.50%	13.20%	11.40%

After 2 Years	--	20	8	--	37%	14.80%
After 3 Years	15	16	13	24.6	25.00%	19.40%
End of Year 4	6	9	8	5.60%	9.60%	12.30%
End of Year 5	4	4	10	7.40%	7.30%	18.20%
End of Year 6	4	7	5	5.60%	9.60%	7.60%

At

	Number of Students			Percentage		
	2016	2017	2018	2016	2017	2018
All students	127	122	169	36.50%	34.30%	45.60%
Maori	18	19	25	41.90%	41.30%	56.80%
Pasifika	22	19	17	56.40%	44.20%	35.40%
Asian	6	3	10	35.30%	14.30%	43.50%
European	80	80	113	32.40%	33.20%	45.60%
Male	70	70	97	41.90%	40.20%	49.50%
Female	57	52	72	31.50%	28.60%	41.10%
After 2 Years	--	14	21	--	25.90%	38.90%
After 3 Years	18	14	31	29.50%	21.90%	46.30%
End of Year 4	27	29	33	38.00%	40.80%	50.80%
End of Year 5	18	21	24	33.30%	38.20%	43.60%
End of Year 6	25	30	30	34.70%	41.10%	45.50%

Above

	Number of Students			Percentage		
	2016	2017	2018	2016	2017	2018
All students	169	161	132	48.60%	45.20%	35.60%
Maori	18	13	7	41.90%	28.30%	15.90%
Pasifika	6	10	12	15.40%	23.30%	25.00%
Asian	8	12	9	47.10%	57.10%	39.10%
European	137	124	103	55.50%	51.50%	41.50%
Male	67	61	52	40.10%	35.10%	26.50%
Female	102	100	80	56.40%	54.90%	45.70%
After 2 Years	--	20	23	--	37.90%	26.60%
After 3 Years	28	32	22	45.90%	50.00%	42.60%
End of Year 4	37	32	22	52.10%	45.10%	32.80%
End of Year 5	29	24	20	53.70%	43.60%	33.80%
End of Year 6	40	33	28	55.60%	45.20%	36.40%

Teachers have implemented interventions within their classrooms to best assist the students identified as target pupils for 2018. These are outlined in greater detail below for each target group. They have shared information about the progress of targeted pupils, interventions that have been put in place, what they have implemented with their classroom to address the needs of targeted pupils, what they have found successful or unsuccessful and next steps for identified students. This will assist in further planning and targets for the 2019 year.

During 2018 there has been a whole school Professional Development and Teacher Inquiry focus upon Specific Learning Difficulties (SLD), what they are, how they can be identified and how teachers can cater for identified needs within their classroom and support the work undertaken by specialist SPELD teachers.

Teachers have continued to build upon the resources which they are using within their classroom utilising both digital and printed texts. Epic Books and Read Theory remain popular programmes for use Reading programmes.

Students have been referred for Reading Recovery by their classroom teachers and have taken part in this intensive, one to one programme with a trained Reading Recovery teacher.

Interventions suitable to the ability and age level of the children have been put in place utilising teacher and teacher aide support. These have included 5+ and 7+ reading programmes with training and guidance provided by the Resource Teacher of Literacy (RTLit).

The BOOST Reading Programme has been operating again in 2018 with some targeted pupils receiving additional programmes from outside tutors.

Teachers have continued to modify their practice to incorporate topic/theme work within their Literacy programmes which has meant that students are, at times, reading without realising that they are reading and engaging in purposeful and meaningful activities related to their reading.

Some pupils within the target groups have since been identified as requiring further assessment for SLD or have been confirmed to have an SLD and are receiving support through their classroom teacher and SPELD tutors. Where possible teachers have consulted with these tutors to gain an understanding of what they can do within the general classroom to assist these students.

During 2018 a Maori Whanau evening was held for families to come into the school and find out about how they could assist with learning. It was also an opportunity for staff to find out from our Maori community what they see as important for their children and to share successes for their children.

We also held a Pasifika Fono for families to come into the school and find out about how they could assist with learning. It was also an opportunity for staff to find out from our Maori community what they see as important for their children and to share successes for their children.

The Junior Area also held a Reading afternoon for parents and family member to find out about different reading strategies that they can use at home to assist their children. Teachers worked with children to demonstrate these strategies in action and how to praise and prompt children for success.

Planned Actions for Lifting Achievement

Our annual aim in 2019 is to raise Reading achievement to 85% of all students At or Above their expected curriculum level.

Within this, our target will be to;

- raise the achievement of four target pupils within the 2019 Year 2 cohort to At or Above their expected Curriculum Level, resulting in a 6.26% improvement in the 2019 Year 2 cohort
- raise the achievement of five target pupils within the 2019 Year 3 cohort to At or Above their expected Curriculum Level, resulting in a 9.25% improvement in the 2019 Year 3 cohort
- raise the achievement of nine target pupils within the 2019 Year 4 cohort to At or Above their expected Curriculum Level, resulting in a 13.5% improvement in the 2019 Year 4 cohort
- raise the achievement of four target pupils within the 2019 Year 5 cohort to At or Above their expected Curriculum Level, resulting in a 6.2% improvement in the 2019 Year 5 cohort
- raise the achievement of four target pupils within the 2019 Year 6 cohort to At or Above their expected Curriculum Level, resulting in an 8.2% improvement in the 2019 Year 6 cohort
- raise the achievement of ten target pupils within the Maori cohort to At or Above their expected Curriculum Level, resulting in a 27.3% improvement in the Maori cohort
- raise the achievement of sixteen target pupils within the Pasifika cohort to At or Above their expected Curriculum Level, resulting in a 39.6% improvement in the Pasifika cohort

Allenton School has applied to be part of a Professional Learning Development project for 2019-2020 focusing on Student Learning and Student Agency through Modern Teaching Practices.

If successful, this will involve pedagogical and professional development around student learning, cultural responsiveness, using formative assessment to drive learning and examining our practice across all areas, including Literacy, through short-term, ongoing Inquiry Mindedness.

WRITING

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	10	2.70%	86	23.20%	165	44.50%	110	29.60%	371
Māori	2	4.50%	17	38.60%	16	36.40%	9	20.50%	44
Pasifika	2	4.20%	15	31.30%	20	41.70%	11	22.90%	48
Asian	1	4.30%	5	21.70%	9	39.10%	8	34.80%	23
European/ Pākehā/ Other European	5	2.00%	44	17.70%	118	47.60%	81	32.70%	248
Male	5	2.60%	57	29.10%	94	48.00%	40	20.40%	196
Female	5	2.90%	29	16.60%	71	40.60%	70	40.00%	175

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school	0		13	20.30%	37	57.80%	14	21.90%	64
After 2 years at school	0		10	18.50%	32	59.30%	12	22.20%	54
After 3 years at school	3	4.50%	23	34.30%	25	37.30%	16	23.90%	67
End of Year 4	2	3.10%	15	23.10%	29	44.60%	19	29.20%	65
End of Year 5	2	3.60%	15	27.30%	14	25.50%	24	43.60%	55
End of Year 6	3	4.50%	10	15.20%	28	42.40%	25	37.90%	66

Areas of Strength

The number of students writing At or Above the Expected Curriculum Level at Allenton School is 74.1% which is 275 of our 371 students.

The cohorts that showed the greatest improvement were;

- boys (119 students At or Above in 2017 and 134 students At or Above in 2018)
- students After 2 years at school (36 students At or Above in 2017 and 45 students At or Above in 2018)
- students at the End of Year 6 remained static (53 students At or Above in 2017 and 2018).

Within our specific target pupils;

- of the five students targeted in the Year 2 cohort, all have progressed to At their expected curriculum level
- of the three students targeted in the Year 3 cohort, one has progressed to At their expected curriculum level
- of the six students targeted within the Year 4 cohort, two have progressed to At their expected curriculum level
- of the two students targeted within the Year 5 cohort, one has progressed to At their expected curriculum level

- of the ten students targeted within the Year 6 cohort, four have progressed to At their expected curriculum level
- of the six Maori students targeted within this cohort, three have progressed to At and one have progressed to Above their expected curriculum level

Areas for Improvement

The number of students writing Below or Well Below the Expected Curriculum Level at Allenton School is 25.9%. This is a slight increase from 18.8% in 2017.

The cohorts that showed the greatest area for improvement were;

- Pasifika students (13 students Below or Well Below in 2017 increased to 17 students Below or Well Below in 2018)
- students at the End of Year 4 (17 students Below or Well Below in 2017 increased to 24 students Below or Well Below in 2018)
- students at the End of Year 5 (11 students Below or Well Below in 2017 increased to 17 students Below or Well Below in 2018)

Within our specific target pupils;

- of the three students targeted in the Year 3 cohort, two have remained Below their expected curriculum level
- of the six students targeted in the Year 4 cohort, four have remained Below their expected curriculum level
- of the two students targeted in the Year 5 cohort, one has remained Below their expected curriculum level
- of the ten students targeted within the Year 6 cohort, five have remained Below their expected curriculum level and one is now Well Below their expected curriculum level
- of the six Maori students targeted within this cohort, three have remained Below their expected curriculum level
- of the six Pasifika students targeted within this cohort, four have remained Below their expected curriculum level, one is now Well Below their expected curriculum level and one has left the school

Basis for Identifying Areas for Improvement

Data has been collected from classroom teachers in regard to the student's achievement against the curriculum expectation in Writing at all year levels within the school.

Teachers have reached their Overall Teacher Judgements using a range of standardised assessments such as e-asTTle assessments, Essential List spelling, classroom observations of student's writing achievement and writing behaviours, anecdotal notes regarding students progress and student voice through individual conferencing and group and class surveys.

Data has then been compared from the end of 2017 to the end of 2018 to identify cohorts whom have showed the greatest change.

In Term 2 and again in Term 4, staff undertook writing moderations of recount writing texts using e-asTTle. During the Term 2 session staff worked in groups from across the school and shared and moderated their student's writing.

This sparked constructive discussion and required staff to justify their reasoning for their marking and helped to ensure greater accuracy across areas of the school in terms of assessing using the e-asTTle rubrics.

In Term 4 staff undertook a second moderation within their areas and again shared, discussed and justified their assessments.

Writing National Standards / Curriculum Expectation Comparison 2016/2017/2018

 Increase in achievement	 Decrease in achievement	 No change
---	---	---

Well Below

	Number of Students			Percentage		
	2016	2017	2018	2016	2017	2018
All students	8	16	10	2.30%	4.50%	2.70%
Maori	1	3	2	2.30%	6.50%	4.50%
Pasifika	2	2	2	5.10%	4.70%	4.20%
Asian	1	4	1	5.90%	19.00%	4.30%
European	4	6	5	1.60%	2.50%	2.00%
Male	6	12	5	3.60%	6.90%	2.60%
Female	2	4	5	1.10%	2.20%	2.90%
After 2 Years	--	0	0	--%	0.00%	0.00%
After 3 Years	0	4	3	0%	6.30%	4.50%
End of Year 4	1	1	2	1.40%	1.40%	3.10%
End of Year 5	1	4	2	1.90%	7.30%	3.60%
End of Year 6	2	4	3	2.80%	5.50%	4.50%

Below

	Number of Students			Percentage		
	2016	2017	2018	2016	2017	2018
All students	70	71	86	20.10%	19.90%	23.20%
Maori	11	12	17	25.60%	26.10%	38.60%
Pasifika	15	11	15	38.50%	25.60%	31.30%
Asian	3	2	5	17.60%	9.50%	21.70%
European	40	45	44	16.20%	18.70%	17.70%
Male	45	43	57	26.90%	24.70%	29.10%
Female	25	28	29	13.80%	15.40%	16.60%
After 2 Years	--	18	13	--	33%	18.50%

After 3 Years	13	11	10	21.3	22.50%	34.30%
End of Year 4	17	16	23	23.90%	22.50%	23.10%
End of Year 5	5	7	15	9.30%	12.70%	27.30%
End of Year 6	11	16	10	15.30%	21.90%	15.20%

At

	Number of Students			Percentage		
	2016	2017	2018	2016	2017	2018
All students	163	173	165	46.80%	48.60%	44.50%
Maori	23	24	16	53.50%	52.20%	36.40%
Pasifika	16	25	20	41.00%	58.10%	41.70%
Asian	10	7	9	58.80%	33.30%	39.10%
European	113	114	118	45.70%	47.30%	47.60%
Male	83	91	94	49.70%	52.30%	48.00%
Female	80	82	71	44.20%	45.10%	40.60%
After 2 Years	--	31	32	--	57.40%	59.30%
After 3 Years	30	32	25	49.20%	50.00%	37.30%
End of Year 4	41	36	29	57.70%	50.70%	44.60%
End of Year 5	27	25	14	50.00%	45.50%	25.50%
End of Year 6	31	28	28	43.10%	38.40%	42.40%

Above

	Number of Students			Percentage		
	2016	2017	2018	2016	2017	2018
All students	107	96	110	30.70%	27.00%	29.60%
Maori	8	7	9	18.60%	15.20%	20.50%
Pasifika	6	5	11	15.40%	11.60%	22.90%
Asian	3	8	8	17.60%	38.10%	34.80%
European	90	76	81	36.40%	31.50%	32.70%
Male	33	28	40	19.80%	16.10%	20.40%
Female	74	68	70	40.10%	37.40%	40.00%
After 2 Years	--	5	12	--	9.30%	22.20%
After 3 Years	18	17	16	29.50%	26.60%	23.90%
End of Year 4	12	18	19	16.90%	25.40%	29.20%
End of Year 5	21	19	24	38.90%	34.50%	43.60%
End of Year 6	28	25	25	38.90%	34.20%	37.90%

Teachers have implemented interventions within their classrooms to best assist the students identified as target pupils for 2018. They have shared information about the progress of targeted pupils, interventions that have been put in place, what they implemented with their classroom to address the needs of targeted pupils, what they have found successful or unsuccessful and next steps for identified students. This will assist in further planning and targets for the 2019 year.

During 2018 there has been a whole school Professional Development and Teacher Inquiry focus upon Specific Learning Difficulties (SLD), what they are, how they can be identified and how teachers can cater for identified needs within their classroom and support the work undertaken by specialist SPELD teachers.

Teachers have continued to modify their practice to incorporate topic/theme work within their Literacy programmes which has meant that students are, at times, writing without realising that they are writing and engaging in purposeful and meaningful activities.

Oral language is also being recognised as an important precursor to writing - if you can't talk about it it's hard to write about it. Teachers have been engaging in oral language activities to build vocabulary, establish, develop and explore ideas or viewpoints and structure sentences before engaging in writing on these subjects.

Some pupils within the target groups have since been identified as requiring further assessment for SLD or have been confirmed to have an SLD and are receiving support through their classroom teacher and SPELD tutors. Where possible teachers have consulted with these tutors to gain an understanding of what they can do within the general classroom to assist these students.

During 2018 a Maori Whanau evening was held for families to come into the school and find out about how they could assist with learning. It was also an opportunity for staff to find out from our Maori community what they see as important for their children and to share successes for their children.

We also held a Pasifika Fono for families to come into the school and find out about how they could assist with learning. It was also an opportunity for staff to find out from our Maori community what they see as important for their children and to share successes for their children.

Planned Actions for Lifting Achievement

Our annual aim in 2019 is to raise Writing achievement to 80% of all students At or Above their expected curriculum level.

Within this, our target will be to;

- raise the achievement of five target pupils within the 2019 Year 2 cohort to At or Above their expected Curriculum Level, resulting in a 7.8% improvement in the 2019 Year 2 cohort
- raise the achievement of three target pupils within the 2019 Year 3 cohort to At or Above their expected Curriculum Level, resulting in a 5.55% improvement in the 2019 Year 3 cohort
- raise the achievement of three target pupils within the 2019 Year 4 cohort to At or Above their expected Curriculum Level, resulting in a 4.5% improvement in the 2019 Year 4 cohort
- raise the achievement of five target pupils within the 2019 Year 5 cohort to At or Above their expected Curriculum Level, resulting in a 7.7% improvement in the 2019 Year 5 cohort
- raise the achievement of seven target pupils within the 2019 Year 6 cohort to At or Above their expected Curriculum Level, resulting in a 12.6% improvement in the 2019 Year 6 cohort
- raise the achievement of five target pupils within the Maori cohort to At or Above their expected Curriculum Level, resulting in a 11.25% improvement in the Maori cohort
- raise the achievement of five target pupils within the Pasifika cohort to At or Above their expected Curriculum Level, resulting in a 10.43% improvement in the Pasifika cohort

Please note: our tracking of target pupils shows that there are some children who are Below or Well Below in both Reading and Writing. For 2019, the decision has been made to target these pupils for Reading first, to help them establish skills and understanding using existing texts and then focus upon their Writing needs as part of a future target group. This is especially true for students for whom English is a second language.

Allenton School has applied to be part of a Professional Learning Development project for 2019-2020 focusing on Student Learning and Student Agency through Modern Teaching Practices. If successful, this will involve pedagogical and professional development around student learning, cultural responsiveness, using formative assessment to drive learning and examining our practice across all areas, including Literacy, through short-term, ongoing Inquiry Mindedness.

MATHEMATICS

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	13	3.5%	83	22.4%	187	50.4%	88	23.7%	371
Māori	0		18	40.9%	20	45.5%	6	13.6%	44
Pasifika	3	6.3%	12	25.0%	25	52.1%	8	16.7%	48
Asian	1	4.3%	2	8.7%	10	43.5%	10	43.5%	23
European/Pākehā/Other European	9	3.6%	48	19.4%	128	51.6%	63	25.4%	248
All other ethnicities including MELAA (not published)	0		3	37.5%	4	50.0%	1	12.5%	8
Male	5	2.6%	47	24.0%	98	50.0%	46	23.5%	196
Female	8	4.6%	36	20.6%	89	50.9%	42	24.0%	175

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	0		9	14.1%	48	75.0%	7	10.9%	64
After 2 years at school	0		6	11.1%	37	68.5%	11	20.4%	54
After 3 years at school	3	4.5%	19	28.4%	32	47.8%	13	19.4%	67
End of Year 4	0		19	29.2%	23	35.4%	23	35.4%	65
End of Year 5	4	7.3%	17	30.9%	22	40.0%	12	21.8%	55
End of Year 6	6	9.1%	13	19.7%	25	37.9%	22	33.3%	66
End of Year 7	0		0		0		0		
End of Year 8	0		0		0		0		

Areas of Strength

Data at the end of 2018 shows:

At the end of 1 year at school, there are 85.9% of students at or above expected curriculum levels.

At the end of 2 years at school, there are 88.4% of students at or above expected curriculum levels.

87% of our Asian students are achieving at or above expected curriculum levels at the end of 2018.

35.4% of students at the end of Year 4 are achieving above expected levels.

33.3% of students at the end of Year 6 are achieving above expected levels.

23.5% of Males and 24% of Females are achieving above expected levels.

23.7% of our total student population is achieving above expected levels.

Data from the beginning of 2018 to the end of 2018 shows an improvement from 66% of Pasifika students achieving at or above expected curriculum levels to 68.8%.

Areas for Improvement

Data at the end of 2018 shows:

Across all students there was a decrease from 77.5% of students achieving at or above expected curriculum levels at the end of 2017 to 74.1% at the end of 2018.

59.1% of Maori students achieved at or above expected curriculum levels, compared to 74% across all students.

68.8% of Pasifika students achieved at or above expected curriculum levels, compared to 74% across all students.

67.2% of Year 3 students achieved at or above expected curriculum levels, compared to 74% across all students.

61.8% of Year 5 students achieved at or above expected curriculum levels.

Basis for Identifying Areas for Improvement

Data has been collected from classroom teachers in regard to the student's achievement against expected curriculum levels at all year levels within the school.

Teachers have reached their Overall Teacher Judgements using a range of standardised assessments such as Gloss (Global Strategy Stage) across addition/subtraction, multiplication/division and fractions, e-asTTle online adaptive and paper tests, classroom observations of student's mathematics achievement and behaviours, anecdotal notes regarding students' progress, a basic facts test, JAM (Junior Assessment of Mathematics) and PAT's.

Data has then been compared from the end of 2017 to the end of 2018 to identify cohorts that have showed the greatest change.

Students identified below and well below are targeted in classes, through specific teacher targeting, teacher aide support, and/or attending the ALiM programme.

Mathematics National Standards / Curriculum Expectation Comparison 2016/2017/2018

Maths	Well Below						Below						At						Above					
	2016		2017		2018		2016		2017		2018		2016		2017		2018		2016		2017		2018	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	6	1.7	10	2.8	13	3.5	65	18.7	70	19.7	83	22.4	173	49.7	192	53.9	187	50.4	104	29.9	84	23.6	88	23.7
Maori	0		3	6.5	0	0	10	23.3	9	19.6	18	40.9	26	60.5	30	65.2	20	45.5	7	16.3	4	8.7	6	13.6
Pasifika	1	2.6	1	2.3	3	6.3	13	33.3	12	27.9	12	25	19	48.7	24	55.8	25	52.1	6	15.4	6	14	8	16.7
Asian	1	5.9	1	4.8	1	4.3	0		2	9.5	2	8.7	11	64.7	10	47.6	10	43.5	5	29.4	8	38.1	10	43.5
European/Pakeha	4	1.6	5	2.1	9	3.6	42	17	45	18.7	48	19.4	115	46.6	126	52.3	128	51.6	86	34.8	65	27	63	25.4
Other incl. MELAA			0		0	0			2	40	3	37.5			2	40	4	50			1	20	1	12.5
Male	5	3.0	6	3.4	5	2.6	31	18.6	35	20.1	47	24	80	47.9	94	54	98	50	51	30.5	39	22.4	46	23.5
Female	1	0.6	4	2.2	8	4.6	34	18.8	35	19.2	36	20.6	93	51.4	98	53.8	89	50.9	53	29.3	45	24.7	42	24
Please note this section compares cohort data, eg. Year 2 2015 data is shown beside Year 3 2016																								
	Well Below						Below						At						Above					
	2016		2017		2018		2016		2017		2018		2016		2017		2018		2016		2017		2018	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
After 1 year	-	-	-	-	-	-	-	-	-	-	9	14.1	-	-	-	-	48	75	-	-	-	-	7	10.9
After 2 years	-	-	-	-	0	0	-	-	6	11.1	6	11.1	-	-	45	83.3	37	68.5	-	-	3	5.6	11	20.4
After 3 years	-	-	2	3.1	3	4.5	6	9.8	10	15.6	19	28.4	39	63.9	36	56.3	32	47.8	16	26.2	16	25	13	19.4
End of Year 4	1	1.4	0	0	0	0	15	21.1	23	32.4	19	29.2	36	50.7	36	50.7	23	35.4	19	26.8	12	16.9	23	35.4
End of Year 5	1	1.9	1	1.8	4	7.3	13	24.1	12	21.8	17	30.9	26	48.1	30	54.5	22	40	14	25.9	12	21.8	12	21.8
End of Year 6	3	4.2	5	6.8	6	9.1	11	15.3	9	12.3	13	19.7	32	44.4	34	46.6	25	37.9	26	36.1	25	34.2	22	33.3

Red - decrease in achievement, Green - improvement in achievement

Data that hasn't been highlighted has not made a significant change due to the number of students. It is important to see that while a percentage may have increased, sometimes the number of students has dropped, and the reverse of this.

Students at Year 1 can't be below or well below as they have not attended school long enough to be 1 or 2 full years below expected levels. Students at Year 2 can't be well below as they have not attended school long enough to be 2 full years below expected levels.

Our School has taken part in 7 terms of PLD through the University of Canterbury.

There are 7 Capability factors that are rated against the following levels:

Basic - we understand and recognised what we need to do and require external support to make specific changes for our students

Developing - we have initiated some change and improvement actions by ourselves and needs some additional external support to extend our thinking

Integrated - where teachers and leaders confidently lead learning; Evaluation and inquiry drive our improvement and innovation actions and we are building collaborative ways of working across our school

4 of the 7 Capability Descriptors (improved inquiry/evaluative capabilities, understanding what needs to change to lift student outcomes, building new knowledge and transferring this to practice, and developing more effective leadership for learning) are now integrated. 3 of the 7 Capability descriptors (cultural responsiveness, improving student achievement and building educationally powerful connections) are still developing. At the beginning of 2018, 5 of the 7 were developing and 2 were at a basic level. The capabilities that are still developing can and will continue to be addressed through 2019 PLD plans.

Teachers have fundamentally changed the way they teach maths, and now include more problem solving, techniques to get the students to articulate their understanding and strategies, and cultural responsiveness in mathematics. They now have a clearer understanding of what is required at each level, where to get information from and the best ways to get children to construct their own understanding through effective questioning and use of equipment, rather than a show and practice model. This has been done through a series of observation and feedback opportunities and also high-quality professional development as a whole staff and in syndicates.

A new Allenton School Mathematics folder has been created and is a fantastic reference and guide to all teachers.

Teacher voice and Student voice collected through our PLD reporting, shows a strong increase in teacher's capability and student motivation and engagement in maths. This will become clear in the data over the next two years.

Our data shows increases in students above the expected curriculum level across all students, Maori, Pasifika, Asian, and males. This is pleasing to see and shows that the quality of teaching has improved, teachers are stretching our more able students more. This was also the case in Year 1 and 2, with the most significant increase occurring at Year 4. This Year 4 cohort moved from 16.9% above expected levels in 2017 to 35.4% above expected levels in 2018. This year we have stopped interchanging for Mathematics in the middle school (Year 3 & 4) and we now have evidence that this has had a positive effect on our students achieving above expected curriculum levels.

It is disappointing to see students achieving below or well below expected curriculum levels increasing across a number of groups – all students, Maori, Pasifika, European/Pakeha, Males and Females. This has also been the case across the Year 3, Year 5 and Year 6 cohorts. From anecdotal evidence, collected for our Ministry PLD report, it is evident that teachers have broadened their mathematics teaching again, after it being narrowed somewhat by the emphasis on National Standards. This means that instead of teaching to achieve a narrower standard, they are teaching more widely and focusing on broader building blocks of mathematics, which may have had an effect of pulling data down before it rises again. This narrowing of the curriculum also had a cumulative effect on student's learning as they moved through the school. The National Standard got harder and teachers were struggling more and more to identify and address the basic stepping stones that weren't there. I also wonder if there is a 'critical period' for learning these concepts, just as there is with language development. Maybe after a certain age, it becomes increasingly difficult to re-programme the brain mathematically?

It will be fascinating to follow this data through over the next 2 years and onwards as we believe there will be a long-term benefit.

A range of equipment was purchased nearer the end of the year, to allow teachers to participate in PD before selecting the best equipment to meet the needs of their class. This equipment involved fraction and grouping resources, and equipment to help with the explanation of more complex maths concepts, such as decimals.

The Board of Trustees employed Carol Efford to implement the ALiM programme with many of our students who were below in mathematics. While not reflected clearly in the general data, improvements in individual students have been marked. Though not always enough to reach the 'at' level, there has been accelerated progress within levels. Miss Efford's thorough reports have been presented to our Board of Trustees.

Planned Actions for Lifting Achievement

Our funded PLD in Mathematics is completed in Term 4 2018. We have made good progress as indicated in the above information about progress against Capability Descriptors. We expect to see continued and marked progress in the next 2 or 3 years as the improved practice in teaching Mathematics continues to be embedded across the school. This will allow students to build on solid mathematics knowledge and understanding to be built upon year on year.

It will be essential for the Mathematics Leader and Committee to ensure that the embedding of the good work in Mathematics remains a priority. Some of the many items that will need to be addressed are: continued use of the curriculum elaborations to ensure teachers have sound knowledge of what they should be teaching, using assessment data effectively to address the needs of the learners in each class, teachers continuing to collaborate in planning to improve tasks and also build more consistency, providing reminders of good practice, ensuring students agency and accountability, closer assessment and tracking of targeted and at-risk students, moderation of mathematics assessments, increasing the promotion of mathematics as a subject and an everyday skill, addressing parental education, building and strengthening culturally inclusive practice, improving maths homework, ensuring new staff receive development to maintain our high standards for mathematics teaching through PD and mentor systems, and making mathematics more visible across our school and community. These will need to continue to be addressed and improved each year.

Our Long-Term Plan will continue to be created to address areas of need in the school, informed by assessment and guidelines about the weighting of different areas of mathematics. This is essential to correct the narrowing of the mathematics curriculum following National Standards.

There will need to continue to be an emphasis on using equipment to support student's learning and this needs to be reflected in budgeting.

We need to investigate how we can continue to support students below or well below in mathematics by applying to be on the ALiM contract.

Our 2019 targets will be:

- Target 1: To raise achievement of all students in mathematics from 74.1% in 2018 to 80% in 2019 at or above the expected Curriculum Level.
- Target 2: To raise achievement of Maori students in mathematics from 59.1% in 2018 to 70% in 2019 at or above the expected curriculum level.
- Target 3: To raise Pasifika achievement from 68.8% to 75% at or above the expected curriculum level in 2019.
- Target 4: To target the 2019 Year 4 cohort to raise achievement from 67.2% in 2018 at or above expected levels to 75% in 2019.
- Target 5: To target the 2019 Year 6 cohort to raise achievement from 61.8% in 2018 at or above expected levels to 70%.

EDUCATION REVIEW OFFICE – FUTURE FOCUS

Following the ERO visit in term 4 2016 there were a number of areas for the school to focus on over the next few years.

School leaders identified, and ERO agreed the key next steps included:

- refining school targets for those children most at risk of not achieving against the National Standards
- developing a more cohesive process for tracking and reporting on identified and targeted children over time
- continuing to review and evaluate the curriculum so that it becomes culturally responsive
- refining and embed the appraisal process.

The school is increasingly effective in responding to children who remain at the school for long periods of time. Since the last review, achievement data for Māori students has fluctuated due to high numbers of students entering and leaving the school during the year. Leaders have focused on the progress of Māori students who stay at school for an extended period and plan ways to track the progress of transient students.

The final report was very positive overall, with the following areas focused on since that time and in the foreseeable future:

1. Self-Review - used by the Board of Trustees and Senior Management team for strategic decision making and improvement
2. Curriculum Review - Continuing the review and subsequent development of our Allenton Curriculum:
 - Promoting student participation and active involvement in learning (Student Voice)
 - Inform strategic direction -> a celebration of learning
 - Localise the curriculum (parents/community; community and Maori resources)
 - ESOL -> student access to the curriculum
 - Professional Learning Development (focus on Effective Teacher Pedagogy and Future-Focused Learning, around Literacy, Numeracy and other curriculum areas)
 - Consider the implications of looking across the school – coaching, mentoring, learning conversations
 - ‘The starting point ... it’s not system change, not change in others around us, but change in ourselves.’ (Michael Fullan)
3. Teaching and Learning (Curriculum)
 - Deepening the analysis of student achievement information
 - Identifying trends/patterns
 - Scrutinising syndicate and individual classes
 - Consider how the analysis influences the school’s strategic direction, curriculum development and allocation of resources
 - Use of exemplars, writing levels, student profiles, maths stages, reading levels etc. to help students have a deeper understanding of their learning and where they are heading
 - Student goals – establish how they are linked to teacher feedback
4. Teachers identify and target groups of students
 - More specific planning for target students -> continuing links to teacher inquiry and appraisal

5. Deepening of the understanding of the children as learners
 - To promote student participation and academic engagement
 - Student's knowledge of on-going learning progress and achievement -> understanding more about their own learning and what high quality learning looks like
 - Encouraging more student ownership of their own learning, through rich feedback and next steps
6. Students co-constructing and reflecting on their learning
 - Students leading their learning through student inquiry

TEACHING AND LEARNING

Special Education Needs and Learning/Behaviour Support 2018

Background:

We are committed to providing for the varied needs of our students. Our Special Needs funding and programmes target children who have identified needs.

Our Special Needs programmes can be broken down in to the following areas:

Special Needs Areas:

1) E.S.O.L (English for Speakers of Other Languages):

We received our latest ESOL Funding notification from the Ministry of Education having submitted applications for each child by 1st August. We are currently funded for 51 students (27 migrant and 24 NZ born). In addition to providing ESOL support for funded students we are also support students who are no longer eligible for funding due to their age. Assessments show that these children still have significant needs despite their funding ceasing and we are committed to addressing their needs.

Teacher Aides supporting our English Language Learners this year are our trained English Language Assistants (ELAs): Lynda Willis, Kelly van Zeyl, Rebecca Kenny and Jane Slaven. Gaye meets weekly with the ELAs each Tuesday to provide support and guidance and plan the ESOL programme.

Our English Language Learners are receiving some in-class support each week during numeracy or literacy as well as some group time. This group time (middle and senior school) allows the Teacher Aides to frontload identified vocabulary that the children will be required to understand and use in their topic studies. In Term 3 our ELAs worked on the Change theme with a focus on Science. This saw groups involved in lots of discussion and vocabulary development as they undertook kitchen science experiments. This was a very high interest and interactive topic which both staff and students thoroughly enjoyed.

In October children from the ESOL programme made entries for the Ashburton A&P Show Champion of Champions. The theme this year was Water. In teams of three, children made an A4 poster, a Lego model and a boat from recycled materials. We were awarded 1st, 2nd and 3rd places in the Senior section as well as a Very Highly Commended. Our children put in a lot of effort and collaborated with each other to come up with their completed entries. This has become an annual part of our ESOL programme and I commend our ELAs for their enthusiasm and dedication to ensure that these children can partake in this community event.

Learning can be challenging for these children and they thrive on the success that this participation brings them. The children are already wondering what the theme for next year might be?!

The Mid Canterbury ESOL Cluster Meetings currently facilitated by Borough School are held once a term and are attended by Gaye Leverton and our ELA team. We continue to benefit from collaborating with the other schools in our area. This Cluster is funded by the Ministry of Education.

We reviewed the school's enrolment form and supplementary ESOL form and have merged the two. The new enrolment form is now in use.

2) Multicultural

The Multicultural Group meet every week on Wednesdays at lunchtime and are supported by teachers, Gaye Leverton and Alison Cox. Children have the opportunity to share songs and dance from their culture as well as learning some items as a group. Unfortunately the Hakatere Festival clashed with our scheduled Teacher Only Day this year so we have not entered. We intend to join with the Junior Choir and visit a local Rest Home for a performance near the end of the year.

The date of the Hakatere Festival has since been changed but due to the late notice of this change we have decided to keep to our Rest Home visit as arranged.

We celebrated Samoan Language Week (28 May-1 June) with a classroom window display competition with some fantastic entries. These proved an effective way to promote and celebrate Samoa – its language, people and culture.

Cook Islands Maori Language Week (30 July-3 August) was a colourful one - both staff and children wore 'ei and flowers in celebration. We learnt how to say Kia Orana (Hello) and Meitaki (Thank You) too.

Our major Pasifika Language Week focus this year was Tongan Language Week (3rd September – 7th September). Each pupil was given a square of "scratchboard" to create their own design with a Tongan theme. We were so impressed with the vast array of creative ideas that emerged. We put all the designs together to create a collaborative mural which now adorns the office hallway.

Each year we are adding to our Pasifika resources and books and these are promoted and used widely especially during the various language weeks.

We were fortunate to secure a performance from Bernard Mangakahia on 6th September. Bernard was born here and currently resides in Australia. He was touring with his show "Spirit of Polynesia". Bernard performed two shows – one for the middle/senior school and one for juniors. Bernard's show was captivating and very well-received by our children. We were so impressed with the positive messages and level of entertainment delivered by Bernard that we hope to get him back to perform his other show in the future.

Also on Thursday 6th September we held a morning tea for Pasifika parents to come along and meet Bruce Tilby. Our ELAs Lynda Willis, Kelly van Zeyl and Jane Slaven attended in addition to Fiona Maw, Janine Barker and Gaye Leverton. We had a small turnout and received very positive feedback from the parents who attended. We look forward to holding another meeting next year and will encourage those who attended to bring other parents with them next time. This provided an ideal opportunity to have conversations and make meaningful connections with our Pasifika parents. It was felt that we should vary the times these meetings are held so that people who are shift workers may be able to attend at some stage.

On Wednesday 17th October the whole school gathered in the hall for a short performance from some of our Tongan children. The offer for them to perform for the school was made at the Pasifika morning tea and we eagerly took it up. The group performed their National Anthem, a haka and a hymn.

We were offered the opportunity to be involved in the Diwali Festival of Light Celebration on Saturday 27th October at the Ashburton Event Centre. Teachers Gaye Leverton and Nicole Wilson supervised regular Bollywood Dance Group practices choreographed by parent Taran Kaur. Several children who practised the dance were unable to be at the event due to prior family commitments on the night. Our small group of six children performed to a very appreciative audience.

We are grateful to the Ashburton Indian Multicultural Charitable Trust for providing the group with their made-to-measure performance outfits and being wonderful hosts on the night. Bruce Tilby and Fiona Maw were given the honour of being included in the VIP group - lighting the clay lamps and displaying their own Bollywood dance moves on stage (video footage available on request!). Gaye Leverton and Nicole Wilson also attended. What a wonderful celebration to be a part of and a real credit to the organisers. Our children did themselves and our school proud and it was a real privilege for us to be involved.

3) O.R.S (Ongoing Resourcing Scheme)

We currently have 3 children who receive ORS funding. Two of these children (Year 2: one student, Year 4: one student) are identified as having high needs and one (Year 4: one student) has very high needs and are funded accordingly.

As part of their ORS funding, one of these children receives 2.5 hours a week and one receives 5 hours per week additional teacher time. SENCO (Special Educational Needs Co-ordinator), Gaye Leverton, delivers individualised programmes and support to these children. Their programmes are tailored to meet their individual goals as identified in their IEP's (Individual Education Plans).

We have one hearing impaired student who receives his additional Specialist Teacher time from Resource Teacher of the Deaf. This RTD travels from Timaru to Ashburton to work with this student for his allocated Specialist teacher time several days per week.

Teacher Aides providing support to ORS students are:

Debra Brown, Hayley Dunlop, Margaret Leech, Bridgitte Roulston and Chiyo Hunt.

4) G.S.E (Group Special Education) / I.R.F (Interim Response Fund) / High Health Needs:

We recently re-applied for two children in the school to receive Teacher Aide support for health requirements and these applications were successful. These hours are funded through the Ministry's High Health Needs Fund however they are reduced each time we apply.

Teacher Aides providing support to children with high health needs are: Sue Hooley, Maria Aldridge and Debra Brown.

We have made three applications for In -Class Support for 2019 which we submitted at the end of September. We await the outcome of these applications. We compete with all other primary and secondary schools in the area (Ashburton to Leeston) for the limited places available. We currently have three children in the Senior School who are being funded for 5 hours Teacher Aide support each week through In- Class Support.

5) Behaviour including R.T.L.B (Resource Teacher Learning & Behaviour)

We currently have four RTLB (Ngairé Sigmund, Pauline Weir, Alana Dalzell and Kathy Dunn) who are assigned to work with Allenton School children on the RTLB roll. The RTLB meet regularly with the parents and classroom teachers involved to implement behaviour and learning plans for these children. In addition to this, Gaye meets regularly throughout the term with our school's Liaison RTLB, Ngairé Sigmund. Ngairé is based in Rolleston but uses the RTLB office at Allenton School when she is in Ashburton. She is very generous with her time and advice and we value the strong working partnership we have with her.

6) Learning Support:

The school funds additional Teacher Aide time to provide Learning Support in all areas of the school.

Special Needs Allocation Meetings with SENCO and the Area Leaders are held six monthly. Prior to these meetings, teachers provide information about the learning needs of the children in their class. At the meeting, these needs are prioritised and the available Teacher Aide hours are allocated to specific Learning Support Programmes for each term.

A Support Programmes Log Sheet has been developed for teacher aides and teachers, which records attendance, entry/exit data and a summary of the programme. Teachers are required to set the learning programme to be implemented by the teacher aides.

Individual Teacher Aide timetables are drawn up by the SENCO each term in consultation with the Area Leaders. We currently employ 11 Teacher Aides.

Teacher Aides providing this support are:

Junior School: Maria Aldridge, Hayley Dunlop and Margaret Leech Middle School: Kelly van Zeyl, Hayley Dunlop and Sue Hooley Senior School: Rebecca Kenny and Jane Slaven
Fourteen children in the school receive SPELD or private tutoring during the school day . This is funded by their parents or the Ashburton Benevolent Society but occurs on -site at school, during school hours. This is supported by the school and we welcome opportunities for the SPELD tutors and classroom teachers to work together.

7) Perceptual Motor Programme [PMP]

The Perceptual Motor Programme was run in Term 3 with four Junior classes participating. We appreciate all the parent helpers who volunteer their time to make this programme possible. Thank you to Margaret Leech who oversaw the smooth running of PMP this year.

8) Riding for the Disabled

We have four children (Senior School 1, Middle School 2 & Junior School 1) attending weekly sessions at the Riding for the Disabled each Thursday. Teacher Aide, Bridgitte Roulston accompanies this group.

9) Music Therapy Group

We have five children attending the Music Therapy Group held at Hampstead School on Monday afternoons. Teacher Aides, Deb Brown and Lynda Willis accompany these children.

Support Staff

We held a shared lunch in the staffroom on Monday 15th October to acknowledge how much we value the role of our Support Staff. Teachers covered Teacher Aide duties and it was a rare occasion for all of our Support Staff to be in one room at the same time! We presented each Support Staff member with a small gift of appreciation. This was a most enjoyable and positive way to start the term.

A weekly Teacher Aide Meeting is held on Mondays 11.50am-12.30pm with Gaye and this proves to be an effective way of communicating with a large group of our staff who undertake a diverse range of ways to support the various needs of our children.

Professional Development

Gaye Leverton (SENCO) is a member of the School Culture Committee. Gaye attends the School Culture Committee meetings and PB4L workshops.

We had two teachers (Jo Stanhope and Carolyn Aberhart) attend a full day course held in Timaru on "Dyscalculia in the Classroom" on Friday 29th June.

We had three teachers (Jo Stanhope, Gaye Leverton and Carolyn Aberhart) attend a full day course held in Timaru on "Dyslexia in the Classroom" on Saturday 30th June.

Both of these courses were facilitated by Carla McNeill from Learning Matters. Carolyn Aberhart shared course content at a Staff Meeting afterwards.

Jo Stanhope attended a 2 day Learning Matters training workshop in Christchurch on the "Literacy Success Start Up Assessment Tool" in August.

Gaye Leverton and Lynda Willis (Teacher Aide/ELA) felt extremely privileged to be able to attend the Carrying The Tapa Course which was held in Wellington in the July school holidays (16-18 July). This course offers an opportunity to explore the cultural context around Pasifika education – effective engagement and best practice. The course ran for three very full days and was an enlightening and enriching experience. Course presenters included teachers, principals, parents and students. Allenton School was acknowledged at the conclusion of the course for being the only school to have sent a Teacher Aide. I commend Lynda on her full participation and engagement throughout the course and for the high level of professionalism she always displays. Thank you to the Board of Trustees for their commitment to upskilling all staff.

Carol Efford and Gaye Leverton presented a Culturally Responsive Teaching in Mathematics staff meeting on Tuesday 24th July which gave an opportunity for some course content to be shared.

Bruce Tilby and Gaye Leverton attended the White Ribbon Inspirational Breakfast on Monday 27th August. Guest speaker Matt Brown (owner of My Father's Barber) gave a raw account of growing up with domestic violence and abuse. Matt has turned his life around to become a successful businessman, loving father and mentor to men. His strong message about building relationships, breaking down barriers, seeking help and creating caring communities really hit home for all in attendance.

Gaye Leverton and Fiona Maw visited two schools in Christchurch on Tuesday 28th August. We investigated how these schools record and monitor children with learning needs as well as interventions that they put in place. We reported back at a recent Management Meeting and we're exploring how we will proceed in the future. We await the imminent upgrade of Assembly and will be in a better position to move forward once we've seen what it can offer.

We have continued to have regular staff meetings focussing on Specific Learning Disorders. We have had a variety of guest speakers present as well as utilising the skills and expertise of our own staff. Teachers are carrying out their own SLD Inquiry – putting what they're learning in to practice with target students. Resource folders for each classroom have also been developed and are being added to.

Next Steps:

Ensure clear channels of communication/understandings/systems are developed between all stakeholders. Area meeting minutes are to be shared with SENCO via Google docs. (on going)

The establishment of a Pastoral Care Committee incorporating the school's management team, SENCO, Public Health Nurse, CDHB Mental Health, Oranga Tamariki Children's Team, He Waka Tapu, RTLB Liaison, PB4L leaders to meet once a term.

The establishment of a termly Learning Support meeting with the school management team and SENCO. A Teacher Aide Appraisal system is being discussed and a format will be drafted to trial in 2019.

Continue to explore ways of involving, including and celebrating the diverse community in our school.

After the Assembly upgrade at the start of 2019:

The establishment of an Allenton School Special Needs Register is being explored and a format will need to be decided upon and formatted with Assembly.

Country of birth, date of entry to NZ (for migrants) needs to be accurately recorded on Assembly. Provision needs to be made for ESOL assessments (ELLP) to be recorded on individual student records on Assembly.

POSITIVE BEHAVIOUR FOR LEARNING (PB4L/CULTURE) 2018

Background

PB4LSW (Positive Behaviour for Learning School-Wide) is an evidence-based programme that looks at the implementation and adoption of positive interventions and systems that provide the best academic and behaviour outcomes for all students. It is about gathering evidence within our school and looking at what needs to be changed, enhanced and adopted so that teachers have the skills and knowledge to help students deal with a variety of situations in a positive manner. We now run two teams to help implement PB4L in the school and enhance the Culture of our School. The PB4L team and the Culture team.

Goals

1. To ensure that the AS ACE values in children, staff and the community are ongoing and these foundations are built upon.
2. To maintain the clear expectations of behaviour for the children, staff and community.
3. To make sure staff have the skills and tools to be able to teach what positive behaviour is and how to deal with negative behaviour at a Tier 1 level.
4. For children to be equipped with the skills and tools to be able to deal with various situations with other students and to be able to use those skills throughout life.
5. To have the PB4L team trained in dealing with Tier 2 children and pass that knowledge onto staff.
6. To have a consistent and sustainable system in place that records children's behaviour and is able to provide staff with data to help evaluate the effectiveness of policies and systems.

Results/Accomplishments

1. Have been maintaining our Tier 1 systems and have constant communication with staff with this through a regular PB4L slot at Administration meetings.
2. Bruce Tilby, Janine Barker and Julie Tayles have been attending termly PB4L Cluster meetings where PB4L facilitators have been guiding the PB4L leaders about how to establish Tier 2 within our school. 3) 3rd of August John Taylor (PB4L facilitator) came and took a PB4L refresher course in the Allenton School library for 7 of our staff as well as other staff from other cluster schools.
3. Staff PD session held on the 30th of October on strengthening Tier 1 and Understanding how to implement Tier 2 at Allenton School.
4. 1st of November was last PB4L cluster meeting of the year.
5. A system to use a number of indicators to help us identify a student who fits in the Tier 2 and Tier 3 category have been discussed, trialled and finalised. This rubric has been stored in our Allenton School Culture Folder.
6. Staff have been completing Functional Behaviour Assessments (FBA) in area meetings. This is a robust approach where staff identify the motivation for particular behaviours in students showing Tier 2 behaviour and then with the support of their syndicate decide on and try other ideas to support this student to behave in a more positive way.
7. Time was spent in a PD session to look at sections of a text called "Teaching for Positive Behaviour", listing and creating a menu of possible actions that could be used to support Tier 2 (and all) students based on researched pedagogy.
8. A pastoral care (Tier 2 and 3) team has been set up. This group includes the Senior Management Team, Tier 1 and 2 PB4L leaders, SENCO, RTLB, as well as representatives from other agencies including the Public Health Nurse and Children's Team among others. This group met in November (once or twice termly following on from this), and this allows us to access support from agencies in a pro- active way rather than following on from a severe incident. The principal has been instrumental in assembling this group. Note that this group will discuss, implement and access supports for students who have behavioural and pastoral needs.
9. A robust system that staff can follow, allowing appropriate flow through to the Pastoral Care Team when needed, has been developed. This system has been designed but only parts of it are in action at present.

It could take approximately 6 months for this system to become well embedded and work effectively for the majority of students in the Tier 2 category.

Actions

1. To review Culture folder and ensure that it is up-to-date and review any working document for changes.
2. To look at and implement ideas to enhance and improve our playground.
3. To continue to strengthen and embed Tier 1 and 2 processes.

Recommendations

1. For the budget for PB4L to reflect the on-going costs, to maintain what has been put in place and what needs to be built on.
2. For new staff to have a chance to learn more in-depth what the philosophy is behind the PB4L programme in 2019 and for any BOT members who wish to join this course to do so as well.
3. To embed Tier 2 processes at Allenton School, while maintaining and enhancing Tier 1 processes.
4. For the PB4L Team Leads and the Principal to continue to attend cluster meetings in 2019.
5. For funding to be allocated for members of the PB4L team and Principal to attend and present at the 2019 PB4L conference.

Julie Tayles and Janine Barker

PROFESSIONAL LEARNING DEVELOPMENT 2018 (STAFF)

Professional Learning Development (Staff):

The Professional Learning Development for staff in 2018 has been outstanding in its quality and its effectiveness in developing teacher pedagogical practice.

There have been three key areas of development: PB4L (consolidating Tier 1 and moving into Tier 2); Mathematics – PLD and ALiM (with Carol Efford); and Specific Learning Difficulties (with Fiona Maw and Eleanor Marr).

Professional Learning Development in Mathematics has been the major focus for this year. There have been many opportunities for teachers to further develop their skills and knowledge in the teaching and learning of mathematics. The staff have been willing and committed to improving their practice and many effective strategies are now embedded not just in maths but across the curriculum.

Themes have come through that reflect effective pedagogy and improved content knowledge.

What has changed in the way you teach mathematics?

- problem solving
- questioning to get to deeper thinking
- using the talk moves to get children to clarify thinking and to make sense of what others are saying.
- purposeful learning in the independent space
- expecting children to be accountable for their own learning
- learning in groups
- use of equipment to help deepen understanding

What has changed in the way children learn maths in your class?

- greater use of problem solving and word problems
- a lot of discussion and 'maths talk'
- children explaining their thinking
- children recording their thinking, visually through drawing, with equipment and in words and numbers

- celebrating mistakes and learning from them
- using a lot of equipment – more hands on

How have the engagement and participation levels of children changed during maths?

- worthwhile problems that are linked to interests, experiences and real world situations engage children more
- independent expectations around accountability and taking responsibility for their own learning has increased engagement
- use of teaching strategies – questioning and talk moves that encourage all children to be involved
- use of think pair share

What impact has the maths PLD had on other learning areas?

- transference of problem-solving skills
- children are better able to explain and justify their thinking
- children are more confident to share their ideas
- children are better able to ask questions
- children are more willing to work with each other
- children are developing growth mindsets
- culturally responsive teaching

In 2019 we will take a more holistic view, putting everything we have learned in the previous three years and then seeking to improve the achievement and social outcomes of all our students by developing further our understanding of highly effective pedagogy. This will be the very best type of pedagogical reflection– based around formative assessment and happening as they are teaching and the children are learning – in terms of enhancing student achievement and outcomes.

We have been successful in our central PLD application of 150 hours over two years, with a contribution of 80 hours from the school. This will be a streamlined integrated PLD approach that will bring together modern pedagogies, culturally responsive pedagogy, and whole school development of inquiry mindedness in relation to developing student capabilities in the learning areas that leads to raising student achievement.

PERSONNEL 2018

Staffing at Allenton School was again very stable. Elliotte Strange and Nicole Wilson (two beginning teachers) and Hannah Blair joined the staff at the start of the school year.

At the end of the first term Principal Graham Smith finished after 6 years and the Board of Trustees appointed Bruce Tilby as the new Principal. He took up the role at the beginning of the second term. Kate Bell also began at this time, teaching a Year 3/4 class in the middle school.

In the middle of term 3 Carolyn Aberhart won a position at Ashburton College and her place for the rest of the year, teaching a Year 1 class in the junior syndicate, was taken by Aoife Grennan.

Jo Stanhope and Hannah Blair both tendered their resignations, as from the end of the school year. Ms Stanhope is looking forward to more time with her family and Miss Blair is taking up a position in Timaru.

Principal's Appraisal

Jill Lunn from Waikato University began the Principal's Appraisal at the beginning of term 3 and this process will continue until the end of term 2 2019. Jill has spent several days at Allenton School, visiting classrooms and talking with senior management, teachers, administrative and support staff, Board of Trustees, PTA members, parents and students.

It is important to note that this process has already been very thorough and it has been very valuable to receive this feedback from various people closely involved with the school.

It has been excellent to be able to discuss aspect of the Principal's role with Jill Lunn, an experienced former Principal herself, as well as being the former director of NAPP and First-Time Principals' programme.

Staffing finalised for the start of 2019:

The vacancy in the junior school was formally advertised and Miss Caitlin Swann (a beginning teacher) was appointed to a permanent position as from the beginning of 2019.

With the two resignations towards the end of the year, Ashleigh Scott was also appointed to a permanent position as from the beginning of 2019. Unable to appoint a person to the senior school position Andrea Woolf, one of our most valued relieving teachers, was appointed for terms 1 and 2 and hopefully for the remainder of the 2019 school year.

These positions were advertised nationally in the Education Gazette and a formal process was followed.

The other staffing for 2019 follows a similar pattern as to that in 2018. There are several minor changes to the organisation but all positions, fulltime and part-time have been filled.

SCHOOL ROLL 2018

Introduction:

The school roll at the end of the 2018 school year was **420**, which is a significant increase from the end of 2017 and the end of 2016 before that.

Across the 2018 school year we have had a total of 102 admissions and 23 withdrawals, making a net figure of 79.

Our expected roll numbers per year level by the end of 2018 are as follows:

Year 0/1 - 90
Year 2 - 64
Year 3 - 67
Year 4 - 64
Year 5 - 56
Year 6 - 71
Total - **420**

The statistics of interest are:

We already have a minimum of 55 Year 1's pre-enrolled as we begin 2019. At the current time, we know of 11 Year 1 children (plus 6 children from other year groups) starting on 28th January 2019, but past years tell us that we may have a considerably higher number than that.

We have 71 Year 6's leaving at the end of 2018, so on current figures will start the year at around 367 (known) with potentially other unknown children on the first day. With a further 44 children pre-enrolled that is 411 children by the end of the year. In 2018 we had a net intake of 79 children and if we have the equivalent number in 2019 we would finish with 435 children.

BOARD OF TRUSTEES / STRATEGIC DEVELOPMENT

In 2018, the Board of Trustees continued in its role with the same personnel being on the board throughout the year, apart from Graham Smith who left as Principal at the end of the first term. The board members were Andrew Leete, Gretchen Hart, Hamish Tait, Michael Wong, Sandi Wood, Sheree Tait and Graham Smith (replaced by Bruce Tilby at the beginning of term 2 2018).

Annmarie McCloy and Jo Snowball continued as the Minutes Secretaries (alternating each board meeting), until the end of the second term when Hayley Dunlop took over this role.

Andrew Leete was re-elected as Chairperson of the Board of Trustees at the first meeting in February 2018 and at the end of 2018 is still in that role.

The Principal met on a fortnightly basis with the chairperson, Andrew Leete. This has been very worthwhile, with a mutual understanding as to key roles and future planning firmly embedded. All board members discussed key strategic areas for 2019 and beyond and were highly involved in reviewing policies and curriculum reports.

I would like to sincerely thank the Board of Trustees – **Andrew Leete, Gretchen Hart, Hamish Tait, Michael Wong, Sandi Wood, Sheree Tait** and board secretary **Hayley Dunlop** – for their continued effort and commitment on behalf of the school. They are a really good group of people to work with and I value highly their opinion and unstinting support.

A strong hard-working group of parents continued to ensure the activities run by the PTA enabled the school to access funds that were used to ensure aspects of the strategic plan were able to be worked through.

FINANCIAL

The auditors spent two days in the school in March 2018 as part of the final 2017 audit process. The audited accounts provide the full details of the year's management of school funds.

The auditor had her regular preliminary visit in November 2018 and stated she was impressed with many of our systems and we discussed how we intend to further improve on some of these even further in 2019. She will review our accounts again (either remotely or in person if necessary) in March next year once the school accountant has put the 2018 accounts together.

The Kiwisport funding of \$5,732.82 was used to assist with physical education programmes and relevant equipment. The funding primarily paid the salary of Mark Reid (from Sports Canterbury) who worked with our students each week on physical education skills and games.

PROPERTY

The outstanding work of Mr Trevor Fletcher the School Property Manager (Caretaker) is acknowledged and the school continues to be well presented in a neat tidy manner.

10-Year Property Plan / 5-Year Agreement:

During 2018 the final part of the 2017 programme to upgrade the area between Rooms 12 and 13 was completed. This was initially designed to be a breakout area between those two rooms, but necessity has meant that it has become a classroom in its own right.

In late 2018 a tender was accepted to complete an upgrade of Rooms 10, 11, 12 and 13, in line with that of Room 18. This involves new carpet, autex on the walls, painting and in one classroom, upgraded heating. This work will take place over the 2018 school holidays (December 2018/January 2019).

Capital Works Project:

In February 2018 the school received notification from the Ministry of Education that a major capital works programme had been approved. Five teaching spaces were to be replaced due to condition, with an extra teaching space built for roll growth.

Over the course of this year initial planning has been conducted, with various engineering and safety reports being actioned.

Approval has been given to enter the Master Design and Building stage and the selection of an architectural company will take place in February 2019. Michael Wong, from the Board of Trustees, will be on the selection panel.

It is to be noted even with this project we believe that we are still approximately two classrooms below what we need, with roll growth becoming an increasing factor. We are currently using Rooms 17 and 18, which are small for a classroom space and the library (Room 19), as designated teaching spaces.

SAFE ENVIRONMENT

Health and Safety:

Health and Safety Committee:

The Health and Safety Committee is monitoring associated practices at the school. Sheree Tait (Staff Representative on the Board of Trustees) has completed stage 2 of the recognised Health and Safety training and is leading the committee. There have been no areas of particular concern, apart from the staff carpark (parents and children walking through it). Due attention is also paid to the necessary maintenance programme around school playgrounds and equipment.

Road Safety:

The road and area outside the school, in consultation with the local police and Ashburton Council has again been monitored closely throughout the year. The build-up of residential property near the school has resulted in increased traffic and at times unsafe practices from motorists and pedestrians. This is regularly relayed to parents via the school newsletter and we will continue to monitor this area closely.

LEGISLATION

The school complied with the key legislation required throughout the year.

FINAL COMMENTS FROM THE PRINCIPAL

Final School Assembly – End-Of-Year Speech - 2018

Kia ora koutou katoa. Ko Bruce Tilby toku ingoa. Nau mai, haere mai ki Allenton.

Good afternoon boys and girls, teachers, parents and other guests.

It is perhaps a feeling that you get as you get older but this year seems to have gone faster than any I can remember. So now as our minds turn towards Christmas and holidays it is fitting that we express thanks for everything that has happened in 2018 and look forward to the challenges and successes that lie ahead in 2019.

I apologise in advance for repeating some of the comments I made in the last newsletter but some things do need to be repeated whenever you get a captive audience.

I arrived at the end of April and began as Principal at the beginning of the second term. I valued the effort of everyone involved with the school – staff, children and parents – in making me feel so immediately welcome, and enjoyed seeing and hearing about the many great things already in place at Allenton School. It is really important that in this forum I pay tribute to my predecessor **Graham Smith** for his great work at Allenton over six years and for enabling me to walk into a school in good heart and where everything was in excellent order.

This year has been filled with happy and sad times, nice surprises and disappointments, new things to learn and discover, new and old friends to enjoy and treasure.

I quite often hear people say that Allenton School is a very special place. I have discussed this with various people and we have decided that it is because of the way people are treated at our

school. New people and visitors to the school are always welcomed and feel as though they already belong. This school is special because of the relationships of the people involved with it.

There have been many great things that have happened at our school this year. As well as the superb Year 6 camp at Woodend and the wonderful Combined Mid-Canterbury Music Festival, there has been the fantastic whole school trip to Ferrymead, and the Life Education caravan, which visited us.

Choir, Kapa Haka, Dancing, County sports, swimming at EA Network, Welcome Wednesday, the Whanau Hui, Pasifika Fono, the Year 6 House Leaders, the Year 5 PAL's, Action Stations, Exploring Stations, Genius Hour, the amazing Kitchen Chemistry experiments, the brilliant whole school singing, the eye-catching visual art ... and not to forget of course the incredible learning that goes on in the classroom and around the school.

Today this assembly is about our Year 6's and it is an opportunity for you to think about your years at Allenton School. And in many cases that is 6, almost 7 years.

I would like to acknowledge you in front of everyone and say farewell to a great group of Year 6 children, who for the most part head to Ashburton Intermediate School in 2018. Some of you I know are heading to other local Year 7 and 8 schools and schools in Christchurch and Timaru.

There is something special about being a Year 6. It is the year that I taught most in my teaching career. It is also the year that so many young adults - when they leave school - look back and remember with the greatest fondness.

There are I believe several reasons for this, not least because you remember that primary school and Year 6 in particular was awesome. You remember all your fantastic teachers right through primary school and you remember those Year 6 teachers who gave you a bit more freedom and trusted you with lots of responsibilities. You remember because it was the year you felt just a little more grown up. And you remember all those really cool things you did in your final year at primary school.

Above everything though you have made friends and you have been a friend. As I said yesterday this school is special because of the relationships of the people involved with it.

But the time has now come for you to move onto bigger and hopefully even more awesome things. As you head to intermediate or other Year 7 schools, I have a few key pieces of advice:

1. Take advantage of every opportunity that comes your way. Don't be afraid to get involved in activities at intermediate and then at college that may be out of your comfort zone. You will likely find that you thoroughly enjoy it and make some new friends along the way.
2. Be yourself and have confidence in yourself. We know that children who come from Allenton are wonderful AS Aces. You show aroha and care for yourselves and others. You have a great ability to self-manage and problem-solve, and are always thinking about creative ways to engage in your learning. You communicate really well and listen and speak to others politely and well. And you make your very best effort and want to persevere until you get it right.
3. And finally, if the going gets tough take a deep breath and think that you are well ready to move onto intermediate school and that Allenton children almost always do incredibly well.

I have thoroughly enjoyed getting to know you this year and thank you for your tremendous contribution during your years at Allenton. The relationships I have formed with you in such a short time makes me feel very grateful and privileged. We all wish you the very best of luck for next year and for the years ahead.

As well as bidding farewell to 70 Year 6 children we also have to say goodbye to several valued staff members. Three of our part-time staff members **Cathy Reid**, **Sandy Renew** and **Karen Hooper** will also not be with us next year and I would like to sincerely thank them for their efforts on behalf of our school and wish them well for 2019.

This year we are also saying goodbye to **Ms Stanhope, Miss Blair** and **Miss Efford**. The team leaders will comment in more specific detail but I would like to thank **Ms. Stanhope** and **Miss Blair** for their excellent work over the course of this year. Their classes have gained immensely from their teaching and their dedication. I wish both of you the very best for your new ventures and look forward to hearing how everything is progressing.

Miss Efford has been our mathematics specialist for the last two years and we do hope that we will still have use of her expertise at various times in the next few years. Her contribution to the development of mathematics at our school, both in terms of professional learning for staff and individual and group support for many Allenton children, has been truly immense! She has worked in a specialist capacity with over 160 children and has greatly influenced the progress of all children at our school. On behalf of us all I would like to thank you very much Carol and wish you every success as you move onto other opportunities and challenges.

I would like to thank Mrs O'Connell and Mrs Protheroe for their tremendous efforts with the New Entrants over the last term. It has been great to see that final group of 5-year olds so quickly become part of the school.

I would also like to thank Miss Grennan very much for her great work and effort over the last term (and a bit)! She arrived at my door when we were desperately searching for a great replacement for Mrs Aberhart. She is heading back to Ireland next June but will be with us as a part-time release teacher for a little while next year. She is a wonderful young teacher and a lovely person and we are very grateful for the fantastic work she has done with the Room 13 children.

I am very lucky to be the Principal of this school, not least because we have an outstanding staff. I would like to thank each and every staff member for their professionalism, their dedication, and their wonderful effort throughout the entire year. I have been very fortunate to have a quality staff right throughout the school. Staff here have a great love for Allenton School and set the wonderful tone in the school that is its hallmark.

I have particularly enjoyed working with the senior leadership team – **Mrs Maw, Miss Barker, Mrs Corcoran** and **Mrs Leverton** (School SENCO), and the Administrative team of **Mrs McCloy, Mrs Snowball, Ms. Dunlop** and **Mr. Fletcher**. A school principal relies heavily on both these teams and I have been very lucky with the people around me. The staff are not backward in coming forward which has kept me honest, but they are unstinting in their support and loyalty.

The **four other members of the senior leadership team** have leading roles across the school and this has been invaluable. They lead their syndicates very professionally and proactively, and I include Mrs Leverton's leadership of the teacher-aides and the learning support in this acknowledgment.

The **teaching staff** has embraced the outstanding professional learning development initiatives, superbly facilitated by the **leadership team** and **Miss Efford**, and the enthusiasm of staff and children made this year very enjoyable and highly successful.

I am full of admiration for their dedication and effort in their classrooms and their focus on varied and in-depth learning opportunities for their children. The staff meetings this year have been very successful because the teachers have been keen to discuss and debate key aspects of teaching practice.

We have superb **teacher-aides** and **part-time teachers!** They go the extra mile for the children they work with and they are integral members of the staff.

The office is a real hub in the school and working closely with the office team has been one of the great positives of this year. They do an amazing job in dealing with such a diverse range of things, and are so welcoming and efficient as the first point of contact.

Mr. Fletcher is the type of caretaker you can only wish for; in fact, he is so much more than that and does so much around the school, much of it at his own initiative.

At Allenton we have very interested and supportive parents and so many of you who are here today have been involved with the school helping in some capacity or other. In many cases – and I particularly acknowledge the Board of Trustees and the PTA - you are always helping us and we are very grateful.

I work closely with all board members and have greatly valued their support and confidence. I have also appreciated their immense interest in the curriculum and achievement reports given at the board meetings.

The board is a vital cog in the success of the school and I look forward to our continuing association next year. Given that we are entering the Master Plan and Design stage of the Capital Works project this ongoing involvement is likely to be considerable! Thank you, Andrew, Gretchen, Hamish, Michael, Sandi and Sheree, your effort is very much appreciated!

The **PTA**, a really committed and hard-working group of people, deserve considerable praise for their efforts this year, both in terms of fundraising and social events. I would also like to acknowledge their funding of the new hall projector and installation. This proved to be quite a complicated process and I am very grateful for their effort and support in this endeavour, and it does look great! Thank you, John and the PTA team.

I have really enjoyed meeting many parents throughout the year and have greatly appreciated the support and positive conversations. Even when the subject matter has been not as we would necessarily like I have found our school parents to be honest, proactive and always with the best interests of their children and the school at heart.

And finally, I want to talk about you, **our Allenton children**. I am quite often asked by prospective parents what the children are like at our school. I say that almost without exception that all of you are awesome children – down-to-earth, enthusiastic, happy, friendly, ordinary and extraordinary, quality children who give absolutely everything a go. In fact, you are everything we want our children to be!

You may remember that I said when I arrived I had a job because of you and that I was going to do my very best to learn every single name. I haven't done too badly as I know a lot of names, with maybe a few more still to learn. But I have greatly enjoyed the fact that you feel confident to come up and talk with me and tell me about your learning and what you are up to.

You children have made my first eight months at Allenton a very happy one!

It is just a short while until the end of the school year. I ask all you children to take care of yourselves and to make the most of your holiday time with your family. Roald Dahl, who is widely thought of as the all-time greatest author of children's books once said that he valued kindness in people above anything else.

So, children please remember; a simple thank you, an acknowledgment of how great your mum or your dad (or your nanna, poppa, grandma or grandad) is, or simply enjoying their company when they play with you; these are the things parents and grandparents' value and remember.

Our children are the most treasured things we adults have in our lives and as much as I have enjoyed seeing my own children grow up to become adults I do miss the days when they were small.

Parents, treasure every day. The 28th of January will come soon enough. I wish you all a relaxing, safe and enjoyable holiday.

Thank you.

Bruce Tilby

Principal

Principal's Cup for Citizenship

One of the things primary schools sometimes struggle with is how to instill that sense of citizenship, where the children care for the happiness and welfare of others as much as their own. When I arrived at Allenton School I was very impressed with the manners and the attitude of the children and with the way the Positive Behaviour for Learning programme underpinned the whole culture of the school.

The AS ACES seemed to me to be a fantastic way to encourage and reward all those 'life' qualities that we want our children to have. And I can tell you that the Allenton children have those qualities in bucket loads!

I have also been mightily impressed with the House Leaders and how they are so involved with so much that happens at our school. The leaders this year, ably supported by the classmates, have been superb and they will be missed.

I wanted to acknowledge those most outstanding qualities in a special way, by introducing a new Principal's Cup for Citizenship. It recognises all the children at our school but singles out one person who epitomises everything an AS ACE should be. Let me say that the most difficult part of this endeavour was not finding a suitable candidate but finding a reason to leave out so many deserving recipients.

But a recipient has been chosen... and I would like to thank the senior management, the senior school teachers and Miss Tayles as the House Teacher for their invaluable input.

This person is a wonderful Year 6 student and truly outstanding in every regard. This person is loyal, empathetic, friendly, responsible, honest, respectful, organised and focused. This person is a great learner and works incredibly hard inside the classroom and outside of it.

We have greatly enjoyed watching their growth in confidence and leadership and in the way they interact so well with all children in the school.

The Allenton School 2018 Principal's Cup for Citizenship is awarded to...

MADLINE MARSHALL