

Rangiora New Life School



2008 Annual Reports Analysis of Variance Appendix

Providing quality Christian education that equips and inspires all students to reach their life's potential
in order to serve God's purposes.

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Principal's Report

It is my privilege to present my fifth annual report as principal of Rangiora New Life School. 2008 was a wonderful year full of advancements in terms of further raising the bar in terms of academic achievement, development of the overall school spirit, the consolidating of property development, and the substantial commencement of the implementation of the New Zealand National Curriculum.

I would like to acknowledge the ongoing sacrificial commitment of all members of both governance groups; the Rangiora New Life Fellowship Proprietors Trust and the Rangiora New Life School Board of Trustees, and to all the dedicated teaching and support staff that make this place such a success.

Our roll continued to grow over the year hovering around the 310 mark. The application for Maximum roll increase that was lodged in December 2007 was put on hold while the Rangiora – Pegasus Strategy Review was being undertaken and our school's enrolment scheme was being developed and approved.

A major property development was completed early in 2008 with the extension and remodelling of one of the primary blocks. A Long Term Property Development plan was also completed early in the year and a new facilities group established to look at secondary facility development for 2009. In addition there was toward the end of the year a major decision to have the 2.2 hectares of field fully drained, re-levelled and re-sown.

New staff came on board for Primary Maori, PE, Social Sciences, English, Media Studies, Christian Studies. New courses in 9 Spanish, 10 French, and 10 Drama.

The main focuses for 2008 were in terms of:

- ≈ Phase 1 of the school's implementation of the New Zealand curriculum where we explored the NZC especially in terms of vision, values and principles. A highlight in this regard was being included in an NZCER project that prepared case studies of 15 New Zealand schools putting in place the NZC.
- ≈ Further development of distributed patterns of leadership across the school with the strengthening of the Heads of Curriculum (HOC) group and the appointment of both a Curriculum Development coordinator and a Specialist Teacher.
- ≈ Work with six PRT teachers and their tutors in implementing successful Support and guidance programmes.
- ≈ Participation in the numeracy project at Year 10
- ≈ Participation in a Literacy (writing) development @ Years 1-10.

Curriculum Reports

Arts

Report compiled by:

Leigh Page: Head of Arts.

Staffing

The 'Arts' teaching staff at RNLS include all the Primary School class teachers of Y0 - 8 pupils. Primary staff deliver the 'Arts' curriculum to their respective classes utilizing the Interact Curriculum framework which facilitates an integrated approach to class studies.

The 'Arts' curriculum is delivered by two Secondary School teachers whose specialist roles include teaching the visual arts to Y9 -11 pupils, photography to Y12 students and music to Y7 -10 pupils, dance and drama to Y9 pupils in the context of a media studies course.

Special Character considerations

The 'Arts' ... music, dance, drama and the visual arts encapsulate a range of the creative gifts given to mankind by the Lord God, the Creator of heaven and earth and can provide a means of ministry to the body, soul and spirit of man both individually and corporately. The 'Arts' can become powerful forms of personal, social and community expression where imagination, thinking and feeling are linked to communicate 'messages' across boundaries of all kinds.

The key challenge for the 'Arts' within the RNLS community is to equip, train, encourage, develop, inspire and release our pupils to be seekers and 'speakers of truth to all mankind' through their endeavours in the Arts, taking responsibility for the outcomes of the things that are done to influence the world positively for Christ.

This framework provides the guidance for the development of the 'Arts' at RNLS.

The out workings are inspired and reflected through the School's motto '*Seek, Serve, Soar*'...

where *seeking* implies a relationship with God the source of inspiration,

where *servng* is the communication and expression of truth to others and

where *soaring* is growing and developing personal abilities and talents.

Linking this vision into practical, everyday, Arts based activities and outcomes to facilitate growth and development in learning and character for our pupils, so that they might 'Seek, Serve and Soar' and make a difference with an 'EAGLES' perspective, requires our ongoing *investment, cultivation* and *connection* as we work to engage pupils in learning processes,

procedures and experiences.

Attainment of Departmental Goals for 2008

1 Consolidation of 'the Arts' for the Primary School

Ongoing collegial encouragement and support has been a part of the TACT (The Arts Curriculum Team) team's work to develop 'the Arts' teaching skills and facilitate delivery of the curriculum. This process was successfully demonstrated in the preparation and planning processes for the School's production and presentation of 'The Record Box'.

The processes for assessment of work and the procedures for the recording of results for each area in the Primary School have been well established and effectively utilized.

2 Consolidation of 'the Arts' for the Secondary School

The processes for assessment of work and the procedures for the recording of results for each of the disciplines have been well established and effectively utilized. These procedures have complimented and supported the data gathering required for the Y9 & 10 Diploma of Learning programme and the allocation of learning credits within each discipline's programme of study.

The school wide production of 'The Record Box' was well received by the community. The opportunities and experiences of the production process provided students with challenge in learning and joy in celebration of the successful presentation. Outcomes have included student interest in 'the Arts'.

3 Investment, Cultivation & Connection

Elements of the ELA recommendations have been successfully implemented during the year. Interest in the Arts has been noted among the secondary students and requests for new courses have been made. Preparations have been made for new Y9-11 drama courses, a Y12 music course and a Y12 practical arts course in 2009. This has included provision for resources and staffing.

The design of Y9-10 option courses for 2009 has been considered to enable students to sample a wider range of learning areas within the Arts. Time allocations for programme delivery at Y9 have also been considered.

The challenge to engage students in learning activities has been undertaken in a variety of ways within class programmes and in the wider community by encouraging cultivation of arts based activities and valuing their contributions. Making connections in the Arts by communicating and experiencing hands on activities including opportunities to participate in ...

Itinerant music lessons

The performing itinerant concerts and the combined visual arts displays (which have been very successful and necessitated a move to a larger venue)

Lunch time workshops in the Music room

Junior & Senior Choir

Worship team

Lunchtime workshops in the Art room

Assembly items

School Production of 'The Record Box'

The New Curriculum has been under consideration in conjunction with our School wide Professional Development Programme. The Key Competencies, especially thinking skills, have been an ongoing focus area in the Arts. Discussions on pedagogy and the implications for practice in the Arts have begun. Curriculum Developments and reviews have included ...

Reviewing Y12 Photography course with a view to developing digital capability.

The moderation report affirmed the course work and outcomes in this area.

The Y11 Visual Arts course has required two classes this year. The moderation report affirmed the School's course and standards.

The Music department has had an outstanding year. The Arts team, under the direction of Mrs McConnell, have worked together across the School to successfully produce 'The Record Box'. The Arts evenings have been great opportunities to celebrate our student's works.

The Primary School's focus has been on developing the confidence and skills required to take part in a major School wide production. The team has worked hard and the pupils responded magnificently.

Looking to the Future

Significant work is required for the smooth implementation of the New Curriculum. This work will be done in conjunction with the School's Professional Development programme in 2009.

Our goals include ...

- Identifying ongoing *Investment, Cultivation* and *Connection* opportunities in the Arts.
- Development work for the Y12 Music programme.
- Development work for the Y9-11 Drama programme.
- Encourage coherency and unity in the Arts through staff (new staff) induction.
- Development of class programmes to compliment the term themes and trial the new curriculum concepts, approaches and practices.

Christian Life Studies

Report compiled by:

Cathy Richardson: Head of Christian Living

Staffing

Y 0 – 8	Each classroom teacher was responsible for programme delivery
Y 9	Mrs. Sarah McClymont, Mr. Leigh Page
Y 10	Mr. Brian Seatter, Mr. James Dean
Y 11-13	Mr. Wyatt Butcher

Special character considerations

This course aims to enable students to develop their knowledge and understanding of God, and His ways and purposes as revealed in Jesus Christ, the Bible, His creation and His people. This knowledge and understanding is then purposely integrated across all areas of their learning.

We intend to make disciples; seeing students transformed by Christ and the Spirit, becoming disciples of Christ, growing in grace and showing their love for Him in devotion, worship and selfless service, soaring as the person God designed them to be.

The programme is based around the school's motto SEEK ~ SERVE ~ SOAR.

Attainment of Departmental Goals

2008 goals

- Develop and introduce values programme across the school
- Develop and implement a new senior college course
- Hold a special Easter Celebration
- Establish a consistent and worthwhile community service programme for the school.
- Senior College students leading the 40 Hour famine programme
- Planning and preparation for a missions trip by secondary students in 2009

1. Programmes and Assessment

- All Secondary programmes were revised in order to develop continuity of path, and balance between practical outworking and serious bible study.
- A 2 year overview was developed for year 9 & 10. Some units completed.
- A 3 year overview was developed for year 11-13 with emphasis on ethics and issues.

2. Missions and Service Work

- A high profile was given to the 40 Hour Famine (World Vision) led by our senior students, with \$10,000 being raised.
- A successful 'Christmas Shoe Box' appeal was made with Mrs Ang Reeves administrating.
- A successful 'Food Box' appeal was run with numerous boxes of groceries being donated to the local Salvation Army.
- A weekly prayer meeting for Secondary was started.
- Planning and preparation was started for a mission trip to Cambodia in Dec. 09

Notable Developments

The implementation of a community/mission focus for every term has been a success.

Looking to the Future

Programmes and Assessment

1. Establish revised year 11-13 programme (3x3 period sessions per term)
2. Complete the writing of units to go with the overview at year 9 & 10
3. Ensure memory verses are sent to every teacher and are up in every class including the library and staff room.

Missions and Service

4. Plan and prepare for the mission trip to Cambodia. Fundraise \$15,000 to this end.

Departmental Organisation

5. Buy up class sets of the New Living Translation bible to aid in the change-over of translations (happening school wide over the next 2 years.)

E-Learning and ICT

Report Compiled by:

Hans Berends: Head of E-Learning and ICT

Review of Goals for 2008

Upgrading of network

- Renewal of RNLS1 server – completed at the start of 2008 and running well.
- Installing a web caching server – was returned to us for installation in term 1 2009 and will be installed in term 2
- Check that all switches and routers are up to spec – switches and routers all updated and fibre optic laid to technology block but not yet activated – waiting for electrician
- Make sure that there are no “quiet” areas in the wireless network – no further reports of quiet areas. Appeared to be due to software problem in S200 model laptops which have all been upgraded now.
- Increase the number of student laptops in the pod – now 9 laptops and is being added to as old staff laptops become available.
- Install 3 extra computers in the Library – done in term 3 2008 and renewed the 2 old ones which have shifted to computer lab to increase the number in the lab to 25
- Install initially 3 student laptop computers in the Technology block. -Done 2008. Also installed 3 laptops for primary.
- Upgrade some computers older than 4 years. – ran out of money for this, and again no money available in 2009 so this will be very limited. Some primary class computers now on last legs or not existing.

Upgrading our intranet/internet -

- Encourage further staff use of *myClasses* – regular staff PD held, especially for primary – about half the staff now use it to some degree
- Begin to use schoolzone as a way of communicating with parents in a secure way. Encourage more communications with parents to be through the schoolzone network. – begun in term 1 2009 with Cambodian parents and further trials in 2009 planned with primary parents. So far parent uptake only limited
- Increase speed of internet access – speed doubled in 2008 . Proxy server will also increase speed in term 2 2009.

- Put in a portal for library use – Done with help of Louise but not used much

ICT curriculum

- We need to evaluate the current work and see what can be done to improve the integration of ICT into the curriculum, and give staff any training needed to better use ICT in their teaching. Specifically:
- Check out how the new syllabus will affect Y1 to 8 curriculum – A small group is looking at this in 2009 – see 2009 goals
- Change some minor aspects of the year 9 and 10 course – collect student samples at end of year. – not done – delayed till 2009
- See how new software of Inspiration, Artrage, Photoshop elements, Scratch and Alice are best utilised and train staff in their use. – only partially done. Staff PD given in Photoshop elements, inspiration and Scratch, and Scratch used in Y7,8 and 11 teaching.

Increase the use of audio/video technology for staff and students

- This is a growing area with the audio and video gear now becoming available through telecom points. In particular: - Telecom points have now ceased, so more funding is needed in this area.
- Train staff in the better use of this technology – need to wait till technology is all installed. Probably by the end of term 2 2009
- Increase the number of projectors available to teachers – we now have 12 projectors in the school. Some still need mounting. We need better blackout and screens.
- See how the interactive white board is being utilised in the light of changed staffing. – Well used by Nico – trials held in 2008 for new system and still being trialled 2009
- Finish installing a colour printer in each block – have run out of money for this. Also very expensive to keep running – need to control coloured printing far more. Extra printers will just increase this problem

Where to next

Install interactive whiteboards

- Decision made on brand/type (A)
- Purchasing (B)
- Installed (C)

Parent logins and access to network

- Start investigation (A)
- Finish investigation (B)
- Modify (C)
- Start trial (D)
- Complete/evaluate trial (E)
- Modify (F)
- Start full setup (G)
- Finish setup (H)

Y0-8 syllabus overhaul

English

Report compiled by:

Adrian Bell: Head of English

Staffing

Secondary: Adrian Bell (HOC): Years 11 & 13

Brian Seatter: Years 10 & 12

Amy Paulussen: Years 9 & 12

Katrina de Roo: Year 9

Emma Chilvers & Fred Branson (Special Needs, Years 9-11)

Primary: Ross Nicholson & All Primary Teachers

Special Character Considerations

With the forthcoming implementation of the Key Competencies and Values emphases of the new curriculum, teachers of Christian schools now find that they have a secular mandate for the implementation of the kind of values education that Christian schools have been noted for ever since their inception in this country. Nowhere is this more relevant than in the English curriculum. We will continue to provide literature (including film literature) that provides a world view where evil is ultimately punished and right is ultimately rewarded. At the same time, we must be careful not to provide an overly sanitised selection, because we all live in a world where evil prevails. Literature which demonstrates the logical consequences of wrong acts provides vicarious experiences which

can save our students from having to experience these negative consequences for themselves.

Attainment of Departmental / Annual Goals

1. Primary Goals

Year 0 to 8 Goals 2008:

- To continue to develop consistency and benchmarks for Written Language: Writing across the school
- To begin to explore comprehension skills in reading and develop sequential benchmarks for each year level

Attainment of Primary Goals

- asTTle writing was administered in Term 1 and again in Term 4 using the same genre to show shift in pupil attainment across the year by selecting target pupils. This provided teachers with a clearer picture of how pupils had shifted in their classes across the year.
- Comparing a given scholastic year in March with the same scholastic year a year previous i.e. Year 8 2008 with Year 8 2009 gives some information, but does not show shift for the same pupils across the same year – it compares one set of pupils against a different set of pupils. The analysis of results within a given year helps the teachers to ascertain the effectiveness of their teaching methods.
- Teachers analysed the data and identified pupils who had achieved well, those that were clustered around the mid range and those who were at risk. Discussion centred around meeting the needs of the Special Needs and Special Abilities pupils with a focus on teaching programmes.
- To help support testing and analysis of reading behaviours Sue Ellis, the University of Canterbury Education Plus Advisor has worked with the Year 0 to 3 teachers with Chuck Marriott in attendance, looking at diagnostic testing in literacy and the use of these results for children at ages 5, 5.5 and 6.

Ongoing Developments

- Chuck Marriott, the R.T.Lit has run a diagnostic session with the Year 0 to 4 staff looking at trends in literacy. He will be running further workshops with a specific focus on increasing fluency in reading.

- In 2009, three of the teachers and several Special Education staff will need to attend Yolanda Soryl's phonics programme, endorsed by the local R.T.L.B.'s to ensure a strong phonics programme is available at the foundation years and also for pupils who require literacy intervention.
- The two Senior Teachers and H.O.P. met to discuss trends across the Year 0 to 8 area and have identified that comprehension is still an area which requires discussion at our Area Meetings. We are also looking at the possibility of utilising Jean Biddulph's Home-School reading endeavour as part of the Home School Partnership in 2009 to work with target families who would benefit from more open conversations between home and school on effective literacy practices.

2. Secondary Goals

For Years 9 to 13 the goals were as follows:

English Learning Development Goals

- Construct a course for the B-level Year 12 class which combines an appropriate balance of academic and practical English content; and which includes an appropriate balance of achievement and unit standards to assess that content.
- Formulate and implement theme study programmes for Years 12 and 13 English, utilising texts commensurate with the special character of our school.
- Formalise strategies for utilising the diagnostic spin-offs from ASTTLE testing in reading and writing.
- To re-assess our teaching approaches to include more appropriately deconstructed and scaffolded material in order to emphasise learning strategies rather than assessment-based activities.
- To utilise group work as an integral part of a new unit where this is practical.

English Departmental Goals

- Build a class library of books and other reading material which is of a suitable standard for Wide Reading at Level 1, US8808.
- Continue the streamlining / construction of class level filing
- Build supplies of film texts, extended texts and instructional DVDs
- Utilise the new Level 2 'Write on' text for homework in both Year 12 classes.
- Place particular emphasis on the organisation of student folders, using cardboard dividers which clearly indicate the achievement or unit standard content to be contained in each section.

- To utilise the new class level checklists as an integral part of programme construction and pupil assessment.
- Maintain and augment the use of parent e-mail addresses to inform caregivers of when a deadline has been missed.
- To formalise the association of written learning intentions and success criteria with unit plans at secondary level.
- To begin the process of scheme review on the basis of the new curriculum.

Attainment of these Goals

Development Goals

- The limitations of the B-level Year 12 cohort were not fully realized at the beginning of the year. In hindsight it would have been preferable to include a greater proportion of the practical component. As it was, students were able to acquire at least six Level 2 credits.
- Theme study units were successfully introduced, with a pleasing level of success being obtained.
- Significant progress was made in the area of scaffolding writing tasks. This has been ongoing in 2009.
- Group work had a higher profile than in other years, particularly in the new Year 12 course.

Departmental Goals

- With the significant input of new teachers, a start was made in the acquisition of suitable reading for Level 1 Wide Reading.
- Further useful film texts have been acquired. A class set of a text by Morris Gleitzman was acquired and a further two sets of his books have been acquired in 2009.
- Monitoring of how to effectively include learning intentions in unit planning was investigated at English curriculum meeting level.
- The first steps in the process of scheme review were begun at macro level in whole staff meetings.

Looking to the Future (Developmental Goals for 2009)

Development Goals for Years 9&10 Media Studies

1. To develop programmes that will cause students to think critically about the messages media are sending them and how those messages affect theirs' and others' lives.

2. To teach students how to create media for a demographically definable audience and with a purpose in mind.

Development Goals for Years 9-13 English 2009

1. To create and maintain portfolios of Years 9&10 students' creative and transactional writing, as well as diagnostic tests, such as *asTTle*, *STAR* etc.
2. To formalise strategies for utilising the diagnostic spin-offs of *asTTle* and *STAR* testing to enhance student performance in reading and writing. In other words, to respond to *asTTle* feed-forward data with sound teaching practice.
3. To reduce the number of *asTTle* assessments in Years 9&10 to one each year, to be held in Week 3. Students will soon enough have their lives dominated by assessments in the senior school. Years 9&10 are seen as years when teachers can put time into formulating and presenting reading and writing activities of a sufficiently motivational nature to inculcate the attitudes and skills necessary for success in the senior school standards.
4. To encourage wide reading by making class libraries of appropriate difficulty level material available in Years 9-11 classes, and assisting the librarian in the building up of senior reading material for the library.
5. To implement theme studies based upon the key competencies and values (Year 9: Discrimination & Making Your Voice Heard; Year 10: Heroes). To emphasise the values that have been designated for special attention in the macro-school program where applicable at unit level.
6. To ensure that units of work are introduced in an historical, geographical, social, ethnic and/or other cultural context.
7. To integrate English and Social Studies topics where the opportunity exists.
8. To develop unit plan proformas that will reflect the changing emphases of the new curriculum.
9. To align programmes of work so that the Literacy Progressions are built into existing and new units of work as Learning Intentions.
10. To establish or maintain the regular use of the homework texts to teach, revise and test basic language and grammar skill, particularly as they pertain to the Literacy Learning Progressions.
11. To align the present Year 12 ENU course (to be known as 12 MIE) to include Media Studies standards, while still making the acquisition of the Level 2 Literacy Standards a possibility.
12. To begin the alignment of existing programmes of work to incorporate the limitations and possibilities presented by the standards review in time for the 2010 implementation.

Languages

Report compiled by:

Christine Markuson, Head of Languages

Review of Goals for 2008

- Invest in more I.C.T. material, especially for student engagement and the retention of students in language classes. The “Linguascope” material can be used by Spanish and ESOL students as well as French students.
 - The budget this year was spent on setting up the year 9 Spanish Course, therefore no extra expenses were put towards ICT. This goal is a long term one. We will spend more in this area as appropriate to the class numbers in languages. I intend to go to PD this year on the programme “Language Perfect” to see if this will suit us. “Linguascope” is also a possibility, but costs about \$600.00 dollars a year, which needs to be renewed / paid for each year. Therefore at this stage, it does not warrant the expense. “The Language Market” is up and running and used by students as appropriate to their level.
- Establish Spanish options at years 8 and 9 for more choice and a foreign language that is more accessible to more students. Purchase course material for Year 9 level.
 - The “Listos” course material at level one was purchased for the newly established year 9 class. Twelve students took the course. Four have carried on to year 10.
 - Year 8 students took Spanish once a week for the whole year. (They have therefore had one year of French & one year of Spanish at Intermediate level.) The “Si” course was used. A sixth month year 9 Spanish course will be available in the second half of the school year in 2009.
 - (This should be sufficient for those wanting to continue on to year 10 & prepare for Level One NCEA.)
- E.S.O.L.

- Discuss and write up clear guidelines for the acceptance of E.S.O.L. students to the school, especially at secondary level.
- This is still at the discussion stage. We have established principles of accepting the students that fit with what we have to offer. Enrolment is approved in a case by case manner.
- Set out and document a simple, useful, formal welcome package and orientation to the school for new students.
- This has been written up and put together.
- Develop more on-going assessment of E.S.O.L. students to provide the most appropriate and effective material and programme for each student.
- Individual assessment of the students is carried out throughout the year.
- Speaking and Writing assessment has been done each term. Listening and Speed Reading assessment will be introduced this year.
- Rowena to develop Maori classes throughout the primary school, including years 7 Funding of appropriate materials for this.
 - This is now an established programme.
 - Develop “Languages Week” involvement with an international food theme this year.
 - A school-wide international meal and “mufti” day was held, with great participation by all. (Parents, teachers and students.)

Where to next

- French: Purchase “Language Perfect” (French) or “Linguascope” (French & Spanish) computer programmes.
- Establish the year 10 Spanish class. Use of “Listos” series as text books.
- Develop a “kapa haka” group.
- Maori: A day trip to a Marae for year 8.
- Organising of year 7 & year 8 into year groups only for languages, that we keep them in their combined year 7/8 groupings.

- Look at how to best to "do" languages at the year 7/8 level. e.g.
- discuss a "taster" programme of European languages including, French, German and Spanish.

Mathematics

Report compiled by Nico Prinsloo, Head of Mathematics Curriculum Team.

Staffing

Primary School

Classes in Years 1 – 8 are taught by the classroom teachers.

Wendy Rodgers – Responsible for Years 1 - 8.

Secondary Teachers

Nico Prinsloo - Year 13 Mathematics with Calculus, Year 13 Mathematics with Statistics, Year 12 and

Year 11 Achievement Standards, as well as overall responsibility for the development

and teaching of Mathematics across the whole school, especially in Years 9 – 13.

Stuart Masterton – Year 10 and Year 12

Richard Reay – Year 13 Mathematics with Statistics, Year 11, Year 10 and Years 9.

Julie Cloughley – Year 11, Year 10 and Years 9.

Sarah McClymont – Year 9.

Attainment of Departmental / Annual Goals

Goals for 2008:

- Incorporate the Special Character of our school into our lessons. Develop statements with Biblical references which support the teaching of each of the Mathematics strands.
- Integrate technology into the Mathematics programme as appropriate.

Improve Basic Skills.

- By the end of Yr 3 all students should know their addition using numbers 1 – 9.
- By the end of Yr 4 all students should know their subtraction basic facts.
- By the end of Yr 6 students should know all their times tables.

Improve student learning/achievement. To help achieve this, we need to ensure that;

- Students bring the correct gear to class. (pen, pencil, ruler, calculator, textbook, homework book, exercise book etc)
- Homework is set, completed and checked regularly.
- The individual learning needs of the pupils are met.
- Classroom/school routines are set and followed.
- Have students write personal goals for achievement in Mathematics
- Fully utilize the Diploma of Learning in Years 9 and 10.
- Have every student taking Level 1 Mathematics achieve at least 8 numeracy credits.
- Encourage students to continue with mathematical studies in their senior years
- Implement student portfolios which show a record of learning for each student.

Review our teaching programme.

- Review a unit of work at each Curriculum meeting.
- Conduct student surveys after units of work have been completed.

Analysis of Goals

1. Work sheets were developed which incorporated the Special Character of the school. All students in Years 4 – 10 produced a title page in their exercise book which reflected the Special Character of our school.
2. The integration of technology, ie Computer programmes and Graphics/scientific calculators were used appropriately by all students, although (un)availability of the computer suit meant that the Year 9 and Year 10 students could not maximize the technology as we would have liked.
3. Computers were used for individual students in Years 1 – 8. Students in Year 12 and 13 has made very good use of computer programs like Excell to enhance learning and to do assessments.
4. Homework books were purchased for students in years 9 – 11, which made tracking and setting of homework easier.
5. To meet our students learning difficulties some students were put on correspondence Mathematics to better suit their level of learning. Teacher Aides were used to assist the individual needs of these students as well as other pupils. Staff also participated in a Numeracy Project Development day. Some students were also encouraged to participate in International Mathematics competitions in which some individuals did quite well.

6. 50% of the Year 12 students, and one Year 11 student, also sat the International Cambridge Examination, with quite pleasing results.
7. 98% of Year 11 students achieved 8 numeracy credits at Level 1 Mathematics. The one student who did not achieve the required 8 credits worked below the NCEA Level 1 or Level 6 of the New Zealand curriculum, through correspondence..
8. Our senior classes has shown very good growth. With an 100% increase at Level 3 Calculus, 14% increase at Level 3 Statistics and an 42% increase in Level 2.
9. Units of work has been reviewed in light of implementing of the new curriculum. Although formal student surveys has not been completed, teachers had verbal feedback quite regularly from students through the year.

Notable Developments

Students have become more involved into external Mathematics competitions and examinations like the Y11 Calculator competition, Australian Mathematics Competition as well as the Cambridge International Examination at IGCSE and Advanced Supplementary levels. These are work done extra morally by students and staff and are not taught in class. Students and teachers have given up their own time to work towards extending students. This will with no doubt work positively towards better student achievement at NCEA level 3 in both Calculus and Statistics.

Summary of Student Achievement

2008 has shown a steady increase in student achievement. Students at primary has worked very well on their basic facts and students achievement is evident thereof. It has become very clear that the numeracy project at primary level has had some positive affect, though minimal in parts. At secondary though the numeracy project has proved to be less successful and in a way have worked negatively on student achievement. Due to the time spend on the numeracy project itself, other topics had less time allocated to them and therefore students had less time to grasp or work through new concepts. It has also become quite clear that some year groups, (Year 8 and Year 9 (2008)) are quite weak academically, and systems will have to be put in place to help students achieve the minimum requirement of 8 numeracy credits at Level 1 for 2010 and 2011.

Most senior students have also, due to the structure of the courses, gained enough credits through internal assessments so that they passed at their respective levels, despite them being less successful with external examinations.

The results at senior secondary level therefore were very pleasing with almost all of our students succeeding at their respective levels and most of the Level 3 students gaining University Entry by gaining the required minimum of 14 credits in either Mathematics with

Calculus, Mathematics with Statistics or both. There are also signs that students are not only succeeding at Achievement level but are working towards and successfully achieving standards at Merit and Excellence Level.

Looking to the Future

Goals for 2009

- Offering of Scholarship for Level 3 Statistics students
- Compiling of a Staff Handbook for Mathematics
- Develop a New Y11 course in line with New Curriculum
- Professional development and Support to new teacher

Physical Education & Health

Report compiled by:

James Dean: Head of Physical Education and Sport

Shane Campbell: Head of Health

PHYSICAL EDUCATION

Staffing 2008-09

Head of Curriculum: James Dean

Primary Liaison Teacher: Duncan Webb/Nick deRoo

Other Teaching Staff: Shane Campbell/James Dean (10PE)

Shane Campbell, Nico Prinsloo, Chris French (2009)(9PE)

Special Character Considerations

Although there is a strong emphasis and development of linking the Physical Education units with the Christian elements there has been no dramatic change from last year. Please see the PE / Health schemes for special character considerations.

Attainment of Departmental / Annual Goals:

PE, Sport and EOTC – 2008 goals

Physical Education

- Continued development of the level 3 NCEA Physical Education course
- Continued development of a bank of Risk Analysis Matrices for use in EOTC.
- Review of the programmes of work for years 9 and 10 Physical Education. Reviewing units and making adjustments where necessary, as well as continued application of diploma of learning credits
- Increased liaison between head of curriculum and primary staff regarding programmes of work and curriculum coverage at the primary level.

Sport

- Continue to develop sports teams to compete in local competitions and work in with other CASA schools to enter teams when numbers don't permit us to enter our own school team.
- Maintain current levels of participation in lunch time physical activity through the secondary sports coordinator.
- To have a high level of achievement in the Combined Country High Schools sports events and CASAFest.
- To have a range of students selected to represent their region in a range of sports, including students selected to represent CASA schools at the South Island Area Schools Tournament

Goal Attainment

- PE goal 1: There was a considerable amount of development in the Level 3 Physical Education making this goal a clear success. The course now has unit plans and modified exemplars for all 5 standards and teaching PowerPoints for each. There was clear positive feedback received from the students about the Yr13 content and the style of teaching delivered.
- PE goal 2: From the work done last year there is now a bank of 15 Risk management forms for a variety of activities. This number will grow each year as more emphasis on EOTC activities increase.
- PE goal 3: From work done last year almost 50% of Yr9 and 10 units have been reviewed and realigned with the new curriculum. However the goal for last year was to have them all completed meaning that there needs to be a dramatic improvement for this year. All standards need to be reviewed by the conclusion of 2009. In regards to the learning credits at the conclusion last year Mr Dean created an excel program to help teachers of Yr9-10 easily fill in their learning credits.

- PE goal 4: This goal was not done well last year and subsequently resulted in the Primary staff being unsure what to cover and when. This goal will be achieved by the end of term 2 in 2009.
- Sport goal 1: This area was extremely well done last year with the greatest student involvement in Sport ever seen at RNLS. There was a Senior Girls and Junior Girls Netball team, Senior boys soccer and 6 Touch teams competing weekly in the Wednesday Christchurch competition, with the Senior Netball team winning the Div 3 grade. This was aided by excellent results at Athletics, and the involvement of two boys at the South Island Cycling competition in Blenheim. 2009 will offer students even more quality sport and activity.
- Sport goal 2: After the absence of a sports coordinator for half of the year this goal was hard to achieve. Once Chris French came on board there was a notable increase in student involvement, although rain plague a large amount of the winter term. Over 50% of all secondary students were involved in a team training in 2008.
- Sport goal 3: It is extremely pleasing to comment on the fantastic achievement of our students at the CCHS and CASAFest tournament this year. These strong performances where linked to the extra training and competition secured by a number of our sports teams.
- Sport goal 4: Due to there only being a National Area School tournament this year in Whangarei it was not an applicable goal for 2008. This goal will be re-analysed for 2009.

Role increases for NCEA classes. Developments

Year	Level 1	Level 2	Level 3
2004	6	5	0
2005	15	5	0
2006	7	12	2
2007	24 (course A) 11 (course B)	10 (course A) 9 (course B)	8

Looking to the Future (goals/directions for the 2009)

With the growth in student numbers at secondary levels over previous years the Physical Education and Sport department's programmes are being seriously affected by not having full time access to a gymnasium. This was highlighted in a report submitted to the board and proprietors during 2006 (from Matt Barlow). As a department we are struggling to offer the quality programmes that we wish to, to all students. We feel it is paramount for our

school to have its own gymnasium / sports hall space in order for us to offer the best programmes we can for our students. A time frame for completion of such a facilities would be beneficial as a number of parents and friends to the school have indicated they would like to contribute financially.

Physical Education Goals 2009:

- Set up combined Yr7-8 and Yr9-10 camps running every second year.
- Increased professional development and coaching / refereeing opportunities for staff involved with sport. Particular focus for 2009 is Touch referee and coaching level 1 courses, Football coaching workshops (run by Football Canterbury), Rugby coaching and refereeing level 1, and Gymnastics skills for primary staff.
- Set up a sports exchange with another school. This will assist the CASAfest teams practice prior to the tournament.
- Have a minimum of 2 speakers present at the school in 2009 around sports leadership.
- Review all yr9-10 Physical Education units
- Begin planning for a Sports Studies course (Yr11-12) for 2010.

Sport Goals 2009:

- 1) To provide an avenue for high achieving athletes represent the school at, Area, Canterbury, South Island and National level, in a range of sports
- 2) To increase the number of teams competing in the Canterbury Wednesday sport programme.
- 3) To offer a diverse programme of sports activities at Lunchtime with the focus being 'getting girls active'
- 4) Develop a social sports competition in conjunction with Rangiora High School to be run on Wednesday afternoons.

HEALTH

Staffing 2008-9

Head of Curriculum: Shane Campbell
Primary Liaison Teacher: Wendy Rodgers
Other teaching staff: Sarah M^cClymont

Special Character Consideration

The World Health Organisation has defined health as "a state of complete physical, mental and social well-being", but it is God's counsel and His presence in our lives that determines the degree of that well-being. The Bible provides counsel that promotes good health. Please see PE/Health schemes for special character considerations.

Attainment of Departmental/Annual Goals

Health 2008 goals

- Continued development of units of work to compliment the revised programmes for years 9 and 10 Health Education
- Establishment of a Year 13 Health course via Correspondence with tutor support
- Offer students quality units of work in the areas of self esteem, self management and mental health.
- To review the programme of sexuality education, its effectiveness etc, and to consult and apply any necessary changes.

Goal Attainment

- Goal 1: This is an ongoing development with several units from Year9 to Year11 having been reviewed and aligned with the new curriculum. This process is on track to be completed by the end of 2009 for the Year9 and Year10 courses. This has been complicated by having the number of hours that Health is taught across Year 9 & 10 reduced from 2 to 1¹/₂ periods per week. This has meant a major review and overhaul of all units and has impacted on the delivery of some content. As a result some units have been combined, e.g. units on Alcohol, Drugs and Smoking have been condensed into one unit called "Hardwired."
- Goal 2: The Year 13 Health course was unable to be established via correspondence with tutor support. At the request of a parent, with the risk of losing the student to another school, I undertook the task of tutoring two students at Level 3. As a result one student obtained all 14 credits they were seeking, while the other obtained 9 of the 14 credits.
- Goal 3: The offering of quality units of work in the areas of self-esteem, self-management and mental health is an ongoing process, especially in light of the review and alignment of units with the new curriculum and the reduction contact time to teach the content. For Year 10 there is a strong emphasis on self-esteem with the "Body Image" unit and with the "Attitude" unit for Year 9. It is kept to the fore in several other units also. Self-management has a strong thread through many of the units. Some of the approaches to teaching self-management in units include:
- study and organisational skills
 - goal setting, planning, achieving, and evaluating

- self-care and personal responsibility
- developing problem-solving skills.
- developing strategies for handling grief and loss.

Goal 4: The sexuality programme for Year 9 and Year 10 is taught across a two-day workshop toward the end of term 4. The program was reviewed and as a result had some content included, relevant to student needs. For Year 10, content on relationships, the 12 steps of intimacy, and the five languages of love were either included or updated. For Year 9 all content was reviewed and updated according to the latest findings. A new powerpoint was put together on puberty, with feedback from students very positive.

Looking to the future (goals/direction for 2009)

The goal for 2009 was to establish a senior Health course at level 1. This was achieved but unfortunately, numbers are low which has caused a reduction from five contact periods a week with the students down to three. I expect, with the establishment of the course and the chance to promote its benefits that numbers will pick up in 2010. This, along with the growth in student numbers should see Health at NCEA level continue to grow. It is my goal to have a Level 2 Health course established so that Level 1 Health students can continue their studies in Health.

Science

Report compiled by:

Erica Abelen-Freeman: Head of Science.

Staffing

Erica Abelen-Freeman (HoC) 12 Chemistry, 11 Science, 10 Science, 9 Science

Hans Berends 13 Physics

Sarah McClymont 12 Biology, 9 Science

Special Character Considerations

Each unit (especially at year 9 and 10) is written with a special character emphasis. This is being revisited this year in order to align with the new curriculum. The special character emphasis will become a far greater integrating strand throughout the units.

Attainment of Departmental / Annual Goals

Primary

- Designing and implementing of units at primary (especially with the new Inquiry Based Learning model) – *a start was made on this goal, but ongoing as time permits the rewriting of units.*
- Look at making up Unit kits with relevant resources. – *Primary staff still working out what is needed.*

Secondary: Year 9-10

- Include, into units, teaching time on essential skills such as – time management, research, poster and report production, computer skills, investigations – *made a start on this goal, more work being put into it this year with the re-writing of units to align with the new curriculum. I am wanting make the units of work more contextual and integrated so that students learn these skills as part of the topic rather than them being taught as separate and individual skills.*
- Continue to improve and modify units to cater for a wide range of learning styles and abilities - *this is also continuing as I re-write units of work .*
- Continue to promote the Learning Credits – *also ongoing.*

Secondary: Year 11-13

- Continue to improve the delivery of science with teachers becoming more proficient in the language and style of NCEA so as to improve the success at Merit and Excellence levels. - *at a quick glance, this appears to be successful but will need to analyse the data in greater detail, in regards to student achievement.*

Other School Wide action

- Promote Professional Development where possible to increase teacher proficiency in NCEA (Secondary) or in the teaching of general science (Primary) - *where possible I pass on and encourage attendance at any Professional Development, but unfortunately there is often not much that comes through that is relevant to science.*

Notable Developments

1. Ceiling mounted projector in science lab, frequently utilised at all levels. Made teaching and learning more interesting as able to access video clips, powerpoints etc.
2. Continuing the trend with specialist science classes at senior level
3. Being asked to contribute ideas for the new science labs (able to go out and look at other school).

Looking to the Future (goals/directions for the next year)

Goals for 2009:

Development of science fairs across the whole school

RNLS Science Fair

Entries into regional science fair

Rewriting yr 9-10 units of work to align with new curriculum

One unit trialled by April

Two units written by July

Report on how new units are working by October

Putting the WOW back into science

Book of ideas produced

Check on progress and meet with advisors

Possible conference

Review in November

Year 13 Chemistry established as a Correspondence School course with onsite tutoring

Social Sciences

Report compiled by:

Katrina de Roo: Head of Social Sciences

Staffing:

Y0-8 Social Studies

Primary Teachers were responsible for delivering the Social Studies curriculum to their respective classes within the Interact curriculum framework.

Y9 Social Studies

Katrina de Roo

Y10 Social Studies

Katrina de Roo (term one) and Amy Paulussen (terms two – four)

Y11 Social Science

Katrina de Roo

Y12 History

Adrian Bell

Review of Goals for 2008

1. To provide dynamic, innovative learning programmes that engage students and cater for diverse learning needs.

- The incorporation of Te Reo and Maori culture was continued through the Yr 9 unit Te Mano o Te Tiriti: The Living Treaty and a clear emphasis in another Yr9 unit on Kiwi Identity. The Yr 10 unit on Migration also incorporated the migration of early Maori to Aotearoa.
- ICT continued to be effectively integrated into the Social Sciences programmes. This was done primarily through the inquiry process. In the secondary school the primary focus was on effective research of electronic sources. Students also used MS Word and PowerPoint for summarising and presenting information.
- Secondary Social Sciences unit plans have continued to be formatted using the online scheme. This has assisted with the effective implementation of programmes of learning.
- Two Yr 10 students were given the opportunity of extension and successfully completed an NCEA Level One History Research Project gaining themselves eight credits.
- Through the inquiry process Yr 9 and 10 students were given the opportunity to choose the focus of their research. This allowed for a differentiated approach and also, increased student interests and attainment.

2. To improve academic achievement, especially in externally assessed NCEA standards.

- Exemplars of student work were beneficial in allowing students to track their progress. They were also valuable in discussions with parents about student attainment.
- Focussing on the inquiry process in different units of work has been beneficial. Particularly in Yr 9 there was a notable improvement in student's ability to source information and present it in their own words.
- Having a smaller class number in Yr11 Social Sciences allowed for an increase in one-on-one attention, which in turn led to a concentration on skills development and pleasing results in NCEA achievement standards assessed.
- **To promote Social Science within the school and within the community.**
- Two groups of secondary students attended inter-school competitions. Four students from yr 10 and 11 attended the Model United Nations Assembly. Another four students took part in the Press Newspapers in Education Quiz.

- To recognise days of social importance the Yr 9 social studies classes covered a unit on the ANZACs and ANZAC day. There was also recognition of other significant days such as Waitangi Day and Race Relations Day.

Where to next

Goals for 2009:

1. Development Goals for whole school

1. To ensure that all programmes (current and new units being developed) contain a clear Christian perspective.
2. To ensure all units are taught with reference to the schools term themes and core values foci, where appropriate.
3. To ensure that students at all levels gain skills in the inquiry process (ie the sourcing, collating, synthesising and presentation of information).
 - a. Initially the curriculum team will investigate and decide on an appropriate inquiry model that will be sustainable and meet the needs of all year levels
 - b. Professional Development for staff (primary and secondary) to ensure they have the necessary skills to develop student understanding and completion of the inquiry process
 - c. Students will be given time to develop these skills through group inquiries at the junior level and then leading into a combination of group and individual research for senior students or dependent on ability level.
 - d. Students to have sessions on research skills and referencing, through the assistance of Denise Kennedy
4. To increase students' knowledge of geography through a focus on mapping skills and potentially a quiz competition.
5. To promote Social Sciences within the school and community. This will be through:
 - a. A Social Action group that encompasses the whole school and is primarily student run with a teacher to oversee
 - b. A school wide focus for significant days such as Waitangi Day. Race Relations Day, Anzac Day, World AIDs Day, World Refugee Day, International Human Rights Day
 - c. Visits organised from groups in the community that can support our learning programmes and are done with consultation with other subjects to ensure it does not cause a conflict of interest.

2. Development Goals for the Primary School

1. To increase students' awareness of current events and develop their skills in synthesising information all primary class will be subscribed to The Press NIE (Newspapers in Education) tabloids.

3. Development Goals Year 9 &10 Social Studies

1. To continue the alignment of programmes to meet the requirements of the new curriculum, particularly in regards to developing units focussed on conceptual understanding with a Christian perspective.
2. To ensure that programmes incorporate differentiated learning approaches and opportunities
3. To integrate Social Studies and English topics where the opportunity exists
4. Incorporate more Te Reo and Tikanga
5. To create and maintain portfolios of student assessment and other suitable work.

4. Development Goals Year 9 &10 Business Studies

1. To develop new elective courses that align with the new curriculum, with a particular focus on Christian perspectives and values in economics.
2. To create a foundation for the future development of economics and accounting courses in the senior secondary school.

5. Development Goals Senior Social Sciences

1. To further develop the Year 11 and 12 Social Sciences courses, through the incorporation of achievement standards from history, social studies, geography and economics.
2. To create a foundation (through the promotion of Social Science in the junior secondary) to separate Social Sciences back into their individual disciplines or to group them where appropriate.
3. To ensure (as information becomes available) that all staff affected are aware of the alignment of the Achievement Standards to the new curriculum and make the necessary changes, when appropriate.

Technology

Report Compiled by:

Leigh Page: Head of Technology

Staffing and Curriculum Delivery

The Technology teaching staff at RNLS included all Primary School Teachers of Y0-6 pupils. Primary staff delivered the Technology curriculum to their respective classes utilizing the Interact Curriculum framework which facilitates an integrated approach to learning studies. Y1-8 have ICT computer lab times.

The Technology curriculum was delivered to secondary pupils through the work of four Secondary School Teachers whose specialist roles included teaching Y7-13 Workshop technology, Y9-10 Graphics, Y7-12 Home Economics (including Fabric technology, Food Technology, Food & Nutrition), Y11-13 ICT, and Y12 Electronics.

Special Character Considerations

Underpinning our delivery is the awareness of how our *'Head, Hands & Heart'* (a restating of the three curriculum strands) approach encapsulates the potential for the outworking of Kingdom principles into practical service within the community as pupils learn to *'Plan, Make, Impact'* and in the process fulfill aspects of our School's motto *'Seek, Serve, Soar'*. A continued emphasis has been given to developing programmes that would facilitate projects with real, tangible and beneficial outcomes for pupil's learning, the School's environment, and experience in working and serving together to make

Attainment of Departmental Goals for 2008

1 Plant and Equipment

Some of our development projects in the Ward Block have been completed during the year. We have drawn inspiration from a visit to a technology centre and will modify our plans for bench fittings as a result and carry this development aspect over into the 2009 year plan. Mr Lamb has been instrumental in obtaining and installing equipment especially suited for our senior classes. More work is required to complete some projects.

The art and techno storage areas have been successfully redeveloped. Storage remains an

ongoing challenge with interdepartmental cooperation ensuring best outcomes. This area is able to support longer term project work by our senior students.

The Garden of Grace project is developing with a senior student designing and constructing a combined garden tool storage and potting shed. (This development is a great outworking of the vision to see students engaged with real projects within the community). Finishing work is required and will be carried over into the 2009 plan.

2 Resources

Our Secondary resources, especially the range of machine tools, available for students have been well developed. Work is needed to complete aspects of installation of air and gas lines to enable further equipment to be used.

The computer pod system has potential to work well, however improved access to the internet is needed and the installation of a router will be completed in the New Year.

Primary School resources have been enhanced with the acquisition of equipment suited to class levels and useful for teachers to provide hands on gear experiences for their pupils. a difference.

3 Planning and Development

A major part of our School wide Professional Development has been aimed at preparing for the introduction of the New Curriculum and the Key Competencies. We have sought to develop and use a range of tools to enhance *Thinking* skills in our class work with students to encourage their engagement and participation in learning activities in our programmes of work. Feedback from class teachers has indicated that positive activity based learning experiences and opportunities are being provided for pupils.

Dialogue has continued with HoC's (heads of curriculum) to explore and develop pathways for a School wide integrated learning area approach to developing Bio-technology, Science and horticulture learning activities and opportunities based on the Garden of Grace project. Avenues are evident within the New Curriculum and proposals have been made for inclusion in the 2009 plan.

The Y9-10 Graphics classes have developed very well this year and there are students who have requested a Y11 graphics course for 2009. Planning has begun for this course.

Our Y7-12 Technology programme design has benefited from staff professional development inputs and visits. Adjustments have been made and trials based on themes will be implemented in 2009.

The inclusion and practice of ICT and electronics components and programmes in Y7-10 classes has continued to be a focus. The goal is to stimulate interest in this field of study and provide informed and practical links to our senior school programmes in ICT and electronics.

Maintaining awareness of Technology as a valuable learning area that is accessible to all students has led to the inclusion of technology challenges in our inter House programme of events. Students have access to the techno workshop and art room at lunchtimes. This has encouraged student participation in positive workshop experiences and the development of individualized projects.

Looking to the Future

Developments include ...

- adjustment of programmes to reflect theme values and key competencies each term
- development of the Y9-11 Graphics course
- development of the Y11 Textiles course
- development of Y7-11 programmes with new staff at each level
- development of plant and resources
- implement the Garden of Grace plan in stages engaging student participation in development

Acknowledgement

The TCT team would like to thank our BoT and our School Managers for their support and encouragement in developing technology in our School.

Special Reports

Special Education

Personnel

Report Compiled by:

Ross Nicholson: Special Educational Needs Coordinator (SENCO)

For Special Needs Team

Karyn Ward, Judy Evans, Emma Chilvers, Fred Branson and Caro Isaacs (Joined us mid-stream)

Review of Goals for 2008

- Track progress of Special Education pupils in Literacy and Numeracy using asTTle, PAT, Schonell, STAR, Running Records, Pre and Post test results, anecdotal evidence etc. *Two months spent analysing data for special needs and special abilities. Running Records from Years 0 to 12. BURT for those at risk. Look at specific intervention programmes. SEA and JOST at five year, 6 year nett plus JOST.*
- Update Special Needs, Special Abilities and ESOL registers (ESOL fits under several jurisdictions i.e. International Pupil Manager, ESL tuition, HOS and HOP, Special Education) *Used data gathered to update special needs and special abilities registers. (ESOL now part of Second Languages committee)*
- Coordinate concerns from staff regarding pupils in either Special Needs or Special Abilities areas *Fielded concerns from staff and adjusted timetables where necessary.*
- Monitor progress and address concerns from weekly Teacher aide meetings *Weekly Special Education meetings reviewed progress of pupils on timetables and those from observations or teacher referrals.*
- Coordinate parental concerns and initiate IEP's or referrals where appropriate *Direct intervention and integration back into classes by Special Education staff has minimised the need for IEP's, however as the March data comes to light, we will be planning IEP's*
- Coordinate referrals to outside agencies e.g., RTLB, SLT, OT, GSE, CHB, Seabrook, Hammersley etc *Looking carefully at external referrals as there is money to be made by some external agencies, and we want to ensure that parents are getting value for money, and only paying for tests that are relevant. Using government agencies wherever possible, but a great deal of time is needed to access these as repeated requests and form filling needed.*
- Monitor Reading Recovery pupil progress *'Ex pupils' monitored and register on MOE Reading Recovery site updated. Plan is for discontinued pupils to be considered for MultiLit.*
- Maintain IEP meetings and provide IEP's for pupils showing concern at either end of the learning curve *Working with RTLB and GSE to plan intervention programmes or*

strategies for targeted pupils – the first time consuming hurdle is to have pupils placed on the books – easier with RTLB.

- Monitor Successmaker pupil progress and adjust programmes *Computer has caused problems and size of room has meant that it is very difficult to squash in two adults and three pupils. Some special education staff have no office and have to use the foyer.*
- Progressively work through special education pupil folders in the filing cabinet and delete dated material no longer pertinent, create more space and files for increasing intake, and move pupils who have left school to a 'leavers' section *Filing cabinet updated. Will need to be reviewed in March when new pupils arrive and are diagnosed as at risk.*
- Ensure all material housed in Special Education centre is circulating around classrooms *This needs to be reviewed. Materials are being circulated but not being returned. Search parties proving to be effective!*
- Purchase new materials to support programmes *Purchased the Springboard resource, further MultiLit materials, timers and MP3 recorder to record 'talking books' for High School pupils who cannot read the class novel.*
- Discuss progress of Special Education with Area School Principal and Head of Secondary *Ongoing – a 'need to know' basis*
- Coordinate staff PD in Special Education using Gifted and Talented Advisors *Jeanette Christensen from Advisory ran a workshop on Inquiry Learning for teaching staff, but the time did not suit the Special Education staff.*

Highlights for 2008

- Multilit (Making Up for Lost Time in Literacy) was the 'big' drive instigated by our astute Resource Teacher of Literacy, Mr. Chuck Marriott. Chuck ran two seminars – an introductory course, followed by practical work for the Special Education team and then a follow-up session where members could ask questions, talk about the successes and snags and seek clarification. We also attended a day course in town run by Macquarrie University on Multilit.
- Some of us learned from Karyn how to administer and analyse Running Records – we are now proficient with MSV!
- We spent weeks learning to analyse aTTle, STAR and running record data and identify special needs and special abilities and can now do this efficiently.
- Being able to provide un-official reading recovery programmes is very beneficial – we want to 'grab' pupils before they become older and more entrenched with learning behaviours which are not helpful.
- We moved away from moving through classes to becoming 'specific interventioners.'
- We processed the new reading material, catalogued and housed these.

- We celebrated successes across the school with targeted pupils showing shift from Years 0 to 11. (For some of the older pupils they were delighted to see themselves actually move.)
- There has been better communication between teaching staff and ourselves, and our conversations in our weekly meetings now focuses on pupil problems and what we can do to support them.
- The collegial support between us is much stronger, and we regularly 'sound off' each other for tips to help pupils progress.

Where to next

We are totally committed to specific intervention programmes using resources such as Multilit and Fast Forward. Our Reading Recovery programme has extended to include 'un-official' pupils and we are committed to early intervention programmes for the youngest pupils. We also need to employ Yolanda Soryl to upskill some teachers and special education staff with her phonics programme. Numeracy is an area that also needs attention, and several special education staff will be attending a seminar in 2009. The special education team are able to test pupils for reading difficulties, and are now working on the next step discussing intervention strategies that can transfer to the classroom. We also need to meet with our Resource Teacher of Literacy, Chuck Marriott to discuss findings and strategies and receive guidance. Having room to work with 1:1 is important and we are looking forward to having a dedicated special education centre on the new plans, with computers which actually function! Working in close proximity is important so we can utilise the collegial 'think tank!'

Board Committee Reports

Curriculum NAG 1

Members of the Committee: Gregg Weaver (Chair & Principal), Stuart Masterton (Head of Secondary), Ross Nicholson (Head of Primary), and Leigh Page (Coordinator of Heads of curriculum).

One policy in Curriculum resources was reviewed early in the year.
Two major ELA Curriculum Reviews were undertaken in Science and Technology.

The main focus of the committee was the developments associated with the New Zealand Curriculum developments. Gregg had three sessions with the Board exploring the curriculum, especially in terms of Vision and values.

Operations and Legislation NAG 2 & 6

Members of the Committee: Dirk Pons (chair), Tim Miller and Gregg Weaver.

The Operations & Legislation Committee had a straight-forward year as there were no major operational issues to deal with, only routine matters. Examples of the work done by the Committee were review of the policies regarding privacy and community consultation.

Personnel & Discipline NAG 3

Members of the Committee: Jo Bisseker (Chair), Peter Driscoll (Proprietor Rep) and Gregg Weaver. Dirk Pons was a seconded member of the committee for occasional interviews and disciplinary processes.

Work covered included: Appointment procedures, ensuring the principal's appraisal was undertaken with input from a mentor principal, working with some Board level discipline issues, and appointments of teachers to positions.

Finance & Property NAG 4

Members of the Committee: Martin Ethrington (Chair & Treasurer), John Ward (Proprietor's Rep) and Ruth Russell (Office Administrator).

Review and Development:

The committee undertook the review and development of the following:

- Finance NAG A & B review
- Property management policy review
- Routine maintenance/development reports
- Hazard check reports

Finance:

At the time of writing the draft accounts show a surplus of \$12481. This is expected to reduce following adjustments, and result in a small deficit.

In the 2008 year we felt the impact of the first half of the reduction in income due to the decile change, but this has been offset by roll increase, and the international students. On average there were approximately three overseas students over the year.

We are now at our maximum roll. Further increases in income are dependent on the roll increase application, currently with the ministry. This means the 2009 budget is very tight, based on no roll increase.

Property:

Property expenses worth noting during the year include:

- exterior painting Donaldson and admin blocks
- Extension of the Old Andrews block

The 10 year maintenance plan was reviewed in 2007 and due for review again in 2009.

Overall the property continues to remain in good condition with ongoing targeted maintenance ensuring that the school is presented as an attractive environment for both staff and pupils.

The Finance and property committee will continue to review all its policies and procedures in order to comply with the national Administration Guidelines.

Martin Etherington
Treasurer and Chair – Finance & Property Committee
Board of Trustees

Health & Safety NAG 5

Committee: Mary Travaille, Chris Johnson, Niamh Visscher, Lynda McLaughlan

Procedures reviewed:

1. Nutrition

- New procedure
- Written on 5 March 2008.
- Review Format report form completed

2. Child Abuse and Protection

- This was originally Policy 5.4 but was withdrawn as a policy during the review of the Health and Safety policy on 11 August 2005.
- The procedure was checked, changes made and the Review Format report form completed on 2 April 2008

3. Emergency Response

- The procedure was checked, changes made and the Review Format report form completed on 2 April 2008
- Further additions were made on 10 September 2008 relating to **Emergencies out of School Hours**
- Further changes were made on 6 November 2008 when the Crisis Management Procedure was merged with the Emergency Response Procedure

4. Cyber Safety

- This has been an ongoing review because of the difficulty of contacting Hans Berens at that particular time
- Review was finished and the Review Report format form completed on 10 September 2008
- The main changes were:
 1. Changes to the Cybersafety team
 2. Student laptop protocol
 3. Staff and student internet usage to be randomly audited once a month

5. Crisis Management

- This was originally Policy 5.7 but was withdrawn (see above)
- The procedure was substantially simplified and the Review Format report form completed on 10 September 2008

6. Pandemic Planning

- This procedure was begun on 11 June 2008 using the information available on The MOE's website. It will be completed early in 2009

7. Reported/ Disclosed Student Misbehaviour

- The committee received a copy of this procedure from Greg Weaver to include in the Health and safety folder, in November 2008

