

Chairperson's and Principal's Annual Report 2010

To be read in conjunction with the review of the following 2010 Plans:

Annual Plan, the Professional Development Plan, the Annual I.C.T. Goals, the EEO Plan, Management Achievements, the Major Focus in literacy and numeracy, 10 year Property Plan Review, the Annual Curriculum Goals review with the area of variance.

Chairperson: D. Garbett/ Principal: A.M. Biggs

The roll reached 663 this year which is greater than the 2009 roll of 639.

The Board of Trustees continued to focus on improving teaching and learning and have significantly supported the PYP programme in terms of professional development for the staff and the purchasing of resources to support the programme. This support has included a staffing component for the PYP coordinators, support for additional planning days, and generous PYP budget. The goals from the IB Evaluation plan have formed the PYP annual plan and these objectives have been achieved to a high standard. The PYP Professional Development budget spending of \$25,800 has supported the teachers in the delivery of this programme.

The school learning programmes have been well supported by the Senior Management Team of the Principal, Deputy Principal, Assistant Principal, Senior Teachers and PYP Co-ordinators who have led their teams of teachers in classroom planning and assessment. This year the classroom teachers were supported by a year level leader for each year group and by 7 literacy leaders. These were paramount in helping to raise the learning levels of the students who were below the NZ curriculum expectation level in written language.

Our school learning culture continued with professional development support for numeracy, and literacy. This year we focussed on understanding the National Standards, aligning them to the NZ Curriculum and our school expectations, and then reporting to our parent community on students progress and achievement in relation to the National Standards. The student data will then form the historical data that we can report on and against in our 2011 annual report.

The school implemented a literacy action plan in written language which followed on from a two year external literacy contract. The way the teachers embedded previous learning and then improved the teaching and learning was highly successful. Data was collected on improved learning outcomes for students and improved content and pedagogical knowledge for teachers. An Inquiry Project by the Principal as part of the Experienced Principal's Programme with the University of Auckland reported on these successes.

These successes were further evidenced in our annual review of our Annual Curriculum Goal (A.C.G.) students who were below national expectations in written language as evidenced by their Asttle testing at the beginning of 2010. The results showed the percentage of students who had made accelerated progress in one year i.e. defined as twice as much progress as a normal year's progress with deliberate teaching interventions.

Our table below shows the effect this focussed approach on student learning had on these ACG students.

ACG Children progress in Written Language (Children who were below or well below National Expectations)				
Year level	Accelerated Progress (2 years progress or more)	Percentage of students who made 1 years progress	Percentage of students who didn't achieve 1 years progress	Students who left the school
1	58%	42%		
2	83%	6%	6% = 1 child	5%
3	57%	39%	4% = 1 child	
4	54%	46%		
5	21%	79%		
6		29%	71% = 12 children	
7		92%	8% = 1 child	
8		69%	31% = 4 students	

Our review of our PAT results in the February 2010 assessments showed in Reading Comprehension, that there is a high percentage in nearly all levels above the national distribution in stanine 9, which is the superior category, and all year levels had considerably less percentage than the National Norm in the below average category

PAT RESULTS MARCH 2010 Reading Comprehension				
National Norm Stanine 9 (Superior) percentage	Year	Glendowie Stanine 9 (Superior)	National Norm stanine 1-3 (Below Average %)	Glendowie Stanine 1-3 (Below average)
4%	4	12%	23%	13%
4%	5	8%	23%	5%
4%	6	4%	23%	4%
4%	7	5%	23%	5%
4%	8	7%	23%	7%

The PAT Maths results compared with the National Norm of 4% being the superior category showed most year levels well above the national norm, and all year levels had considerably less percentage than the National Norm in the below average category

PAT RESULTS MARCH 2010 Maths				
National Norm Stanine 9 (Superior) percentage	Year	Glendowie Stanine 9 (Superior)	National Norm %	Glendowie Stanine 1-3 (Below average)
4%	4	2%	23%	16%
4%	5	15%	23%	13%
4%	6	11%	23%	7%
4%	7	25%	23%	5%
4%	8	14%	23%	8%

Maori Students PAT Reading Comprehension 2010					
	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8
Stanine 1-3	2	1	1	0	1
Stanine 7-9	3	0	1	1	2

Maori Students Maths 2010					
	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8
Stanine 1-3	3	3	2	1	0
Stanine 7-9	1	1	1	1	2

This year our students were assessed in relation to the expectations of the National Standards. This then will become our historical data which we will review against in our 2011 annual report. The results showed that we have achieved our strategic expectation of 80% to 85% of our students achieving at or above the National Standard

**2010 Student Data showing students Below and Well below the National Standards
(excluding the ELLP Students)**

Reading			Writing			Maths Include the ELLP students for maths			
Year level	Student Numbers	Student numbers below/well below	Percentage of students Below and well below	Student Numbers	Student numbers below/well below	Percentage of students Below and well below	Student Numbers	Student numbers below/well below	Percentage of students Below and well below
Yr 8	60	9	15%	60	11	18%	64	16	25%
Yr 7	71	9	13%	71	15	21%	71	11	16%
Yr 6	87	18	21%	87	19	22%	90	25	28%
Yr 5	86	15	17%	86	16	19%	90	17	19%
Yr 4	84	8	9%	84	9	10%	89	15	17%
120 weeks	67	10	15%	67	10	14%	75	23	30%
80 weeks	61	5	8%	61	12	20%	62	8	13%
40 weeks	79	10	13%	79	8	10%	82	6	7%
Total students below and well below the National Standard		84	14%		100	16%		121	19%
Total students At or Above the National Standard		511	86%		495	84%		502	81%

The major focus report was presented at our Board meeting in February 2011. The review focussed on language and maths.

It is evident that the children are receiving quality teaching and learning programmes within a very well resourced school. The Board, Staff and Management have worked strenuously to complete the many objectives from the annual plans set for 2010 as shown in our annual reviews. The school has been fully staffed with committed and highly competent personnel who have catered so professionally and caringly for our Glendowie Primary School students.

Numerous opportunities were given to parents to attend information meetings at the school including, meet the teacher evening, parent interviews, student led conferences, meetings regarding camp information, keeping ourself safe programme, life education programme, Intermediate programme, the Junior information morning, and the Year 8 exhibition.

The Board has continued its support for Information and Communication Technology in terms of personnel, programmes and hardware. The capital budget for ICT spent in 2010 mainly focussed on purchasing 16 computer work stations.

The school has continued a focus on environmental education with an active enviro group, recycling initiatives, planting programmes, trees for survival programme and the planting within our glass house. The Board is continuing to look at opportunities to improve our environment especially around landscaping our southern bush area.

Our Senior Adventure Playground was reopened in September after having been a casualty to adverse weather in 2008. The Board worked with the Ministry of Education on slip remediation especially around the building of a significant retaining wall. The new playground area also contains an outdoor mini basketball court.

The school won a PENZ (Physical Education New Zealand) Outstanding Physical Education Award. It was presented to our school for demonstrating excellence in physical education and enhancing the educational opportunities for children within the school community. Our school was the only primary school to receive this award in 2010.

Our commitment to maintaining the school's property and improving the physical resources continued to be a focus for the Board. This has included the funding of a property manager to manage the property portfolio and ensure the health and safety provisions are being addressed for students and employees.

Our major improvements to our school property this year were the resealing of our courts, painting our school and modernising the foyer area of our hall/gymnasium.

The voluntary donation and the funds from our International students greatly supports the additional learning programmes that we provide as well as the salaries for over 2 additional teachers and teacher aides funded by the Board. We are appreciative of the money raised through the voluntary donations. Although \$132,000 was raised to assist the school's resourcing, this amounted to only 72% of possible contributions.

The funding received through having International Students greatly assists the school resourcing. In 2010 we received approximately \$133,000

The Parents Association have worked tirelessly to fundraise for the school and to provide community events that have supported and strengthened the school community. In 2010 the Parents Association gave the school \$40,000 from their school gala and an additional \$10,000 to assist the Board with funding their major items on their annual plan, including our new senior adventure playground. The school fair was a tremendous effort and was a great community event. Our parents also supported the walking school bus, the uniform shop, community functions and fun events for our children such as the school disco.

The Board's confidence in the Principal's leadership of the school together with a very positive working relationship has meant that the school is being governed and managed very effectively. The teachers and support staff are diligent, professional and caring. They are our strongest resource in supporting our students and we value their huge commitment to our school and its community.

The Board received the confidence of the community in their re-election to the Board. Two new Board members were elected who bring new strengths while the continuing Board maintain stability and continuity.

The Board of Trustees energy, experience and skills in governance have continued to ensure that our community is well served by our quality community school. Their focus continues to be visionary and their strategic planning and thinking continue to bring benefits to the school. They continue to be creative in their thinking and diligent in their endeavours to maximise Ministry of Education funding and property, and passionate about ensuring the very best education and resources are provided for Glendowie Primary School students.

Dr Dawn Garbett
Chairperson

Anne-Marie Biggs
Principal