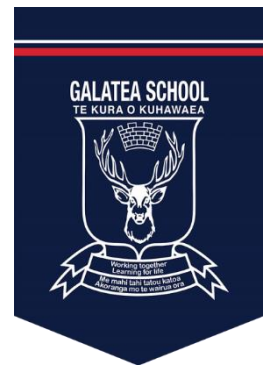


GALATEA SCHOOL

Working Together – Learning for Life

Me mahi tahi tatou katoa – Akoranga mo te wairua ora.



2018 Annual Report and Analysis of Variance



Through our annual report and analysis of variance we review outcomes of goals set in our 2018 annual plan, report on school achievement data, and review student achievement targets identified from the 2017 annual report.

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Staff

2018 saw our school open with five classrooms and two new teachers. We finished our year with a roll of 102 students and I look forward to again starting 2019 with five classrooms taught by current staff. We will be well supported by our dedicated support staff. The same support staff team remains in place for 2019.

School Culture

There is a positive tone at our school which extends throughout staff, students and support staff. There is a strong desire to provide our students with an education and climate that enables our learners to reach their full potential. Our teachers are extremely supportive and encouraging of one another. Relationships are paramount and teachers build strong relationships with students and their whanau. Our community are supportive and there has been a noticeable shift in 'pride' of our school throughout 2018.

Our positive school culture has been reflected strongly in my principal appraisal, student voice and community consultation collected and collated this year.

Our student leadership group grew in confidence this year and our head student was exemplary in role modelling our school values. Their contributions and ownership of our school continues to develop each and every year.

Our mission statement and school core values were strongly emphasised this year and underpinned everything we did. New signage and the beginning of some branding meant that our values were highly visible to our children, staff and community and set the tone for everything we do. I look forward to refining these in 2019 as we look to align our mission statement, vision and values so that we improve cohesion among all stake holders.

We had one stand-down this year. The child was welcomed back after a hui was held consisting of whanau, teachers and RTLB. The group collaboratively formed conditions to ensure that the frequency and intensity of undesirable behaviours were reduced significantly.

Our School core values and restorative practice are the two significant ingredients of our behaviour management. A restorative talk (on different levels) continues to have positive outcomes when dealing with conflict, stealing, bullying and disagreements. All teachers are confident and able in holding these discussions. I myself will conduct restorative chats that require more time and more investigation.

There were instances where children were removed from the playground for a duration of time for not demonstrating our school values while interacting, playing and learning alongside one another.

Professional Learning and Professional Development

Summary

The effective teaching/learning and assessing of Mathematics has been our prime focus during 2018. Our Key area of learning will set us up successfully in 2019. Our learnings that we have actioned and will continue to in 2019 from National Maths expert Bruce Moody are...

- ✚ Reduce and simplify our school learning progressions.
- ✚ Develop mathematical fluency just as we do in reading etc Don't move them on until they have shown you fluency!
- ✚ Use Bruce's diagnostic, formative questions to quickly assess level of learning/next steps.
- ✚ Use Bruce's short videos to continue our professional knowledge of the Mathematics in the NZCF.
- ✚ Keep learning contexts meaningful and the same throughout the lesson.
- ✚ Concrete, simple hands on resources.
- ✚ First and foremost focus on Addition and Subtraction and consolidate these areas.
- ✚ Element of choice in Maths programme using interests and 'open' activities that allow children to work at their own level.
- ✚ Pace and urgency.

Visible Learning

- ✚ We have created our learning progressions into visuals that are presented on the walls of our classroom. The desired outcome of doing this is developing student ownership and engagement. It is providing a clear visual for our learners, whanau and teachers to track their own learning pathway. Furthermore, in having learning progressions visible to our learners, we are noticing the same language of learning being used in each classroom. Students do not have their names displayed but rather a picture which represents them. The way we set them out too is grouped rather than linear. Teachers are beginning to use these visual walls of learning in their everyday planning and teaching. Our focus for 2019 will be to ensure that these are utilised in our group teaching, reporting and modelling books.

✚ Teaching as Inquiry

Alison Crooks has lead us through a journey this year of Teaching as Inquiry as an effective practice. In short, TAI ensures that we as educators and professionals are always looking and reflecting on the impact that we are having. We look at what the data and student voice tells us and set about adapting our teaching programmes. This may mean that we add, take away or adapt with the desire to bring about positive change. Sometimes that sees us seeking out new learning. Other times, it's a small adjustment. The greatest joy from this process is adapting your practice (big or small) and then seeing/noticing a positive impact which is then further evident in achievement, progress and engagement.

Our Next Steps for 2019 will include the above three areas developed and refined further with the addition of student engagement added.

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A year at a Glance! – Providing our tamariki with opportunities.

Term 1	Term 2
Kapa Haka Electives Golf Lessons Swimming Events Summer Sports Day Kohutapu Lodge Hosting Top School Central Bay of Plenty Swimming Cheerleading competition. Squash Tournament	Kapa Haka Mini Marathon Fell Cup Cross Country events Movement Circus STEAM exhibition Electives Golf Lessons National Young Leaders Day Winter Sport Kohutapu Lodge Hosting
Term 3	Term 4
Kapa Haka Technology for senior students Whole school production Horomanga Planting Electives Golf Lessons Netball teams Kohutapu Lodge Hosting Positive Puberty Speech Extravaganza	Kapa Haka EOTC – Class Camps Prince and Princess of the Mountain Athletics events Electives Golf Lessons Kohutapu Lodge Hosting End of year prize giving. Agricultural Day.

Property

Our school environment (inside and outside) throughout 2018 has improved greatly. It is fantastic to hear on a daily basis, how much our whanau and community are appreciating and exciting to see our school looking fantastic!

-  Tidier and cleaner grounds/buildings
-  Re-surfaced courts
-  Newly painted school
-  Stained deck
-  Newly planted gardens
-  Signage that promotes our school and what we set out to achieve!

We worked alongside OPUS consultants to construct our next 10YP and 5YA. The front 5 years begins next year and will see modernisation occur in block A and repairs to our roof and admin block. We have added two buildings to the rationalisation list too. I will do everything in my power to have funds remaining from our modernisation project to utilise in block B.

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Finance

The finances of the school remain stable. It is well monitored by the Board of Trustees. I choose to work closely for Adrian to ensure that we are tracking well and receiving invaluable advice as the year progresses.

There has been a few minor overspends within some areas of the budget which have been offset by underspend in other areas.

The biggest overspend was spent in our relieving. However, this is an area which benefits the children greatly. Unlike other years, we have had a fantastic reliever available so when required, a reliever has been used in opposed to splitting classes.

Our 2017 financial audit was completed. – Only piece of feedback was to ensure that I was signing the SUE reports each pay period.

The Galatea School Support group continue to fundraise funds for the school. They are supporting our desire at the moment to build a covered and play area outside the junior block. Again they, with the support of the community, raised over \$35,000 through the slinky and calf donation scheme.

- ✓ We were successful in gaining \$2000.00 through the Fonterra Grass Roots for our shade house re-vamp.
- ✓ Galatea Vet Clinic donated \$2000.00 for the creation Station.
- ✓ Simon Mara donated 1000.00 to the creation station.
- ✓ Sport BOP donated 1500.00 to cover using the van to transport our touch and netball players into Rotorua.

I would personally like to thank the Board of Trustees for their tremendous ongoing support and dedication to our school.

2018 has been a successful year. There is certainly a positive tone and vibe around school which I look forward to building upon next year!

The Analysis of Variance for 2018 continues below.

Kelly Bicknell
Principal

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Strategic Aims and Annual Objectives

Raise the achievement of Galatea School students so that they are achieving to their full potential across a balanced curriculum.

- a.) Galatea School will provide learning support for a target group of year 2/3 learners that require accelerated progress in reading.
- b.) Galatea School will provide learning support for a target group of year 5/6 learners that require accelerated progress in Mathematics.
- c.) Equitable outcomes will be achieved between our maori and european learners.
- d.) Strategies will be put into place within ILP to ensure that we as educators are always striving to raise the achievement of our learners that are

Planned actions:

- Targeted groups will be established in term 1, 2018 for year 2 reading acceleration and year 5/6 Mathematics acceleration for targeted learners. The focus of these
- Student achievement data will measure equity of our Maori learner's achievement levels in literacy and numeracy when compared to that of all students.
- Collaborating with a Mathematics PLD facilitator will enable our leadership and teachers to refine and adapt their Mathematics teaching, learning and assessment t
- Maths extension will enrich the learning for our students showing consistent achievements and high order thinking within Mathematics in comparison to that of the
- School wide tracking document will be established and utilized frequently to monitor and document the progress, strategies and achievement of our students that ar
- Engage with a PLD facilitator to develop our teacher's ability and confidence in Teaching as Inquiry. In doing this teachers will bring about positive changes for or

Outcomes:

a)

<p style="text-align: center;">Reading Acceleration Group Data in relation to their age appropriate curriculum level.</p>	<p>7/7 students accelerated their progress within area. All students progressed 18months</p>
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Student	Reading level Jan 2018	Reading level Nov 2018	of reading within one year.
1	Well Below	Below	For 5/7 students, it means that this accelerated progress still sees them reading below the expected level for that of their age, however the gap is closing.
2	Well Below	Below	
3	Below	At	
4	Below	At	
5	Well Below	Below	
6	Well Below	Below	For 2/7 students, they are now reading at the expected level for that of their age.
7	Well below	Below	

b)

Maths Acceleration Group			
Student	Maths level Jan 2018	Maths level Nov 2018	
1	Below	At	5/7 students accelerated their progress. They progressed 18 months in 1 year. Two of these students are now achieving at the appropriate curriculum level. 3 of these students are now working below their expected curriculum level.
2	Below	At	
3	Well Below	Below	
4	Below	Below	
5	Well Below	Below	
6	Well Below	Below	2/7 students experience 1 years progress within 1 year, however this was not enough to close the gap.
7	Below	Below	

C) Our Maori learners are achieving equitable outcomes in Reading and Writing. Next year, one of our charter goals is to increase the percentage of our students achieving Mathematics. In 2109 one of our charter goals is to achieve equity of outcomes in Mathematics for all groups of learners.

Reading	Achieving At or Above the age appropriate bench mark
All students	75%
Boys	62%
Girls	92%
Maori	80%
Year 8 Graduates	100%

Writing	Achieving the age appropriate bench mark
All students	55%
Boys	31%
Girls	70.2%
Maori	58%
Year 8 Graduates	75%

✚ Bruce Moody was contracted through PLD funding. He began with us late in term 2. His visits to school have combined a mixture of modelling, team teaching, 1:1 work and in-classroom support. His learning contexts have been.....

- ❖ The effective teaching/learning and assessment of Mathematics has been our prime focus during 2018. Our Key area of learning will set us up successfully in 2019 but also can be used in 2018.
- ❖ Reduce and simplify our school learning progressions.
- ❖ Use Bruce's diagnostic, formative questions to quickly assess level of learning/next steps.
- ❖ Use Bruce's short videos to continue our professional knowledge of the Mathematics in the NZCF.
- ❖ Keep learning contexts meaningful and the same throughout the lesson.
- ❖ Concrete, simple hands on resources.
- ❖ First and foremost focus on Addition and Subtraction and consolidate these areas.
- ❖ Element of choice in Maths programme using interests and 'open' activities that allow children to work at their own level.
- ❖ Pace
- ❖ Start with end goal with support and resources.....slowly remove support.
- ❖ Maths Extension operated throughout 2018 with Mrs Stephanie de Haan. We had two groups. Group 1 consisted of year 4 students and Group 2 consisted of year 5-8 students. I

✚ A Google Doc was set up to track our at risk students. This document has been worked on throughout the year and clearly documents which students were below and well-below and has their ILP attached. This will provide their 2019 teacher with a great place to start.

✚ Alison Crooks from University of Waikato was contracted through our PLD Funding. Alison has lead our teaching staff and leadership through the TAI process using the spiral TAI aspect of their learning. Every teacher utilised student voice rather than personal assumptions as a starting point for their TAI. They read and research, trialed and adapted strategies

Evaluation:

Raising achievement of our students and taking responsibility as educators has been a prime focus. There has been a focus from our teachers to ensure that this is at the forefront of our PLD facilitators that area sharing their expertise with us to improve our practice. Teachers are feeling more confident in the planning, teaching and assessing of effective learning experiences. It is pleasing and satisfying to see that our Maori learners are achieving equity, we are committed to raising achievement data in Mathematics and Writing while closing the equity gap. Having a teacher leave in term 1 was challenging for us as far as setting learners up for success as they had a variety of relievers during the first term before a permanent replacement.

Next Steps:

- Complete two more terms with our PLD facilitators. (This will see are continue along the path of effective teaching, planning and assessment in maths and computing)
- Student engagement across the board will be a whole school focus among staff and students. Active engagement brings about higher levels of learning, enjoyment and achievement to full potential. Kelly to lead.
- Target groups for closer monitoring of achievement will be set up for the below groups.
- Our tracking document will continue during 2019.
- Equity within our school data will be closely monitored and tracked for Maori learners and gender.

- Maths Etn for year 7/8 students will continue during 2019.

Providing a range of opportunities for our learners

b) Galatea School will provide its students with a range of learning and extra-curricular opportunities during 2018. We will provide our cohort group of Year 7 and 8 new, unique and special experiences.

Planned Actions:

- A Technology programme will be investigated by Kelly for our year 7 and 8 students.
- Our year 7 and 8 cohort group are a unique and special group of learners at Galatea School. Reflecting this appreciation, Kelly will plan for one ‘special’ opportunity for our cohort group.
- Our school is ‘remote’. Our teachers and leadership team are aware and will strive to provide our students with a range of opportunities that a range of learning and extra-curricular opportunities.

Outcomes:

- ✚ A technology programme was organised in conjunction with Whakatane Intermediate. It ran for 16 weeks on a Friday, crossing over between term two and three. The programme included a range of learning and extra-curricular opportunities, materials, Enviro Science and Hard Materials.

- ✚ Our year 7 and 8 Cohort group also got to have a fun day out in Whakatane at the pools, watched the Whakatane Intermediate school production and had a picnic.

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- ✚ Our Electives programme ran throughout the year and allowed children to elect and option each and every term that was of interest to them.
- ✚ Our Kapa haka group grew from strength to strength this year. We have been extremely lucky to ‘find’ a dedicated and enthusiastic tutor to lead this group. Their
- ✚ See above on Annual Report the list of opportunities that we provided our learners this year!

Evaluation:

We have succeeded in providing all of our children a range of extra learning curricular experiences. In a recent community survey, it was strongly supported that our child

Next Steps:

- Continue with the pride and enthusiasm of our Kapa haka group.
- Organise technology for our year 7 and 8 students at Whakatane Intermediate during 2019.
- Continue with our Galatea favourite events but continue to explore other opportunities as they present.
- A triathlon will take place during term 1 of 2019.
- An overnight camp and tramp will be provided for our year 7/8 students exploring our Whirinaki forest.

Encourage all teachers to include an EOTC venture that links with their learning each and every term. This will assist in making learning connections.

Developing shared leadership among students and staff.

c) Galatea School will develop the philosophy of shared leadership and responsibility among staff and students during 2018 to ensure that leadership reflects individual passion and know

Planned actions:

- Our student leaders will take on an area of leadership which is based upon personal strength an interests.
- Our student leaders will work alongside various teachers to strengthen relationships
- Our teachers will begin to become Leaders of Learning with clear goals and aims.

Outcomes:

- ✚ Our student leaders become leaders of...
 - Peer Support
 - Fun Activities
 - Core Values
 - Reading
 - Arts and Crafts
 - Sports
- ✚ Each and every student led at least one activity throughout the year.
- ✚ Our student leaders had two Leadership training days – one held by the principal and one held by our senior teacher.

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- ✚ Our staff took upon the organization of various extra-curricular activities as well as leading a variety of learning areas.....(LOL – Leader of Learning)
 - Kerry – LOL ICT
 - Christine – LOL Mathematics, Senior Teacher
 - Jessica – LOL Enviro
 - Angela – SENCO, ORS
 - Stephanie - Library

Evaluation:

Our student leaders enjoyed having choice over their leadership roles. They enjoyed and learnt more about leadership at the NYLD in Hamilton and at the Escape Room in Hamilton who are closely linked to their area of leadership eg enviro/Jess.

I need to have more regular meetings with my LOL to ensure that momentum continues within curriculum areas of learning. More time is required by teachers to assist in

Next Steps:

- Continue with our student leadership team leading an area that they are passionate about.
- Have monthly meetings with our student leadership team so student voice is collected more frequently and their input to school life is greater.
- Each student to run a school activity/initiative once a term which fosters their area of leadership.
- Leadership trips for our student leaders to be run by Andrea, Kerry, Christine and Jess.
- Student leaders on duty each and every lunch time – Making others feel safe and happy. One per term.
- Teachers to have clear intentions associated with their LOL role.
- Teachers to have regular time slots to work towards their LOL strategic goals. – Every second Tuesday – alternating with whole school staff meetings.

Improving infrastructure

d) Galatea School will improve the school environment during 2018 (inside and outside) to ensure that it is inviting, engaging, organised, efficient

Planned actions:

- ✚ Budget will reflect funds available to make repairs and complete maintenance to our school property.
- ✚ Draft and sign off our next 10YP and 5YA property plans to bring about modernization to our classrooms.
- ✚ A great level of hygiene and tidiness will be expected and encouraged by management.
- ✚ School painting will be completed during term 1.
- ✚ Our courts will be resurfaced during term 1.

Outcomes:

- Repairs and maintenance to our school property was completed such gardens, new water fountains, renovating decks and trellis etc

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- OPUS was contracted to draft our 10YP and 5YA property plans based upon assessment. Modernisation to block A in our 5YA is a major feature.
- Hygiene, tidiness and organization has improved greatly throughout 2018.
- School painting was completed week 10 during term 1.
- Our courts were resurfaced during the 2017 Christmas holidays.
- Major fundraising and grant applications have been completed to assist in building a covered eating and play area outside block B.
- Fonterra, Simon Marra and Galata Vets have donated \$5000.00 in total to help create a construction and enviro space.
- New concrete pad was laid for our mobile dental clinic.
- Old concrete foundation by school house was removed.

Evaluation:

The school is looking absolutely fantastic due to planning, hard work and budget allocations.

We look forward to adding more to our school environment during 2019 and also getting under-way with our 5YA.

Next steps:

- Lots of signage of our school logo, values and playground rules as we begin integrating our Building Blocks.
- Area in which is by school house will be renovated into a play space to be utilized by our tamariki.
- Our Enviro space will be repaired and receive a fact lift so that it provides our learners with more opportunities to explore their Environmental learning.
- New furniture to be allocated funds in our 2019 budget so we can begin to create modern and flexible learning spaces.

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