

# Annual Report for 2010

Developments in 2010 related to our Strategic (Development) Plan

The Board of trustees prepared an 'Annual Plan' based on its 2008 - 2010 Strategic Plan. The outcomes are reported below.

## **Curriculum Professional Development**

- We continued with the Implementation of the NZ Curriculum through a review of our own Omanu School Implementation Plan for teaching and learning. The teaching of the 'Learning Areas' was addressed through developing strategies focused on approaches to Inquiry Learning and Integrating elements of the Curriculum. This has resulted in a more flexible approach to planning across the curriculum and children having a role in establishing goals for their own learning.
- The last year of a 3 Year Information and Technology Contract (MOE Funded) was completed. This successfully focused on integrating ICT teaching and learning across the curriculum as well as sharing skills and teaching strategies among the Cluster schools. A process for sustaining this contract among the five participating schools has been established.
- Many teachers have participated in a range of personal professional development programmes to further enhance their teaching skills and to enhance the learning opportunities for children.
- Support staff have all been provided with opportunities to further develop their skills in working with children - especially those with special needs. Application of ICT skills has also been part of this programme.

## **Assessment and Expectations for Learning**

The school has an 'annual programme' to collect, collate and report information about student achievement. This information is used to establish further learning goals for children, track progress and contribute teaching resources too address learning needs. Our data (reported regularly to the Board of Trustees and parents) shows that the large majority of children at Omanu achieve at or above the norms for their age - based on the literacy and numeracy progressions established by the Ministry of Education. The achievement of Maori children, who make up 20% of students at Omanu, shows no major differences to the general cohort of students.

The government initiative to introduce 'National Standards' into schools has demanded much time and generated a lot of debate among professionals and in our community. We have addressed these through our assessment and reporting practices. As for all other schools, the process of reporting schoolwide outcomes in reading, writing and mathematics based on the standards, is scheduled to begin in 2012 - for the 2011 school year. The jury is still out as to whether this policy initiative as stated, will in fact improve student achievement levels - especially for those with ongoing learning needs.

## **School Self-Review**

School policies and management guidelines were reviewed as per the Strategic Plan Schedule.

- Personnel
  - the resourcing 'specialisation' teaching programmes
  - Individual Employment Contracts
  
- Property
  - Emergency Response
  - Property Access
  
- Health and Safety
  - Safety to and from School
  
- Communication and Consultation
  - BOT Election Process
  
- Finance
  - Finance Policy
  - Sponsorship Policy
  - School Donation and Fundraising (Community Funding)
  
- Reporting
  - Student Reports (Mid-Year/End of Year) - National Standards compliance

## **Performance Management**

All teachers have been appraised against the 'professional standards' as determined by the Ministry of Education. This year, a new format was developed to address all of the standards, annually. This has been documented and all teachers met these standards. Appraisal criteria included reference to the schools annual targets for student achievement and the related professional development programmes undertaken.

All teachers were attested against the Teacher's Council 'satisfactory teacher dimensions'. The Principal's 2010 appraisal was completed by the Board Chairperson and included a 'Peer Review' component - and reported to the Board of Trustees. All Support Staff participated in review of their Job Descriptions for 2010.

## **Special Needs Programmes**

The Special Needs co-ordinator (SENCO) monitored a wide range of programmes, supported by Senior Management. Ministry of Education funding sources included the Special Education Grant (SEG); Targeted Funding for Educational Achievement (TFEA); Learning Support Funding (LSF); and ESOL Funding (English for speakers of other languages). 2010 funding for these programmes was \$80,000. An additional \$20,000 was allocated for children with 'ongoing resourcing needs'.

Included in these Government funded programmes were Reading Recovery, Teacher Aide support, Talk To Learn oral language programmes, literacy tuition for second language learners, literacy assessment support (Lucid Cops). In addition, the Board of Trustees funded additional programmes for ICT skill development and Literacy support teaching including Reading Recovery. Funding amounted to \$84,000.

Further programmes supported by Board funds included Special Abilities programmes (\$6,000) and Curriculum Specialist support (\$16,000).

### **Maori Dimension in School Programmes (Reflecting NZ Cultural Diversity)**

The Te Reo Curriculum Guidelines have been used as a basis for implementing classroom programmes. Te Reo Teacher Aide Tutors have supported and facilitated these on a regular basis and Operation Grant funding allocated for this purpose (\$4,000) as well as Resource expenditure funding (\$600). Fifty children participated in the Kapahaka Group culminating in the end of year Ra Whakangahau performance, hosted by Merivale School. A small group of parents formed the Whanau Support Group, attempting to reach out to whanau of our Maori children and engage them in the education of their children and to become engaged in their school where they can. Fundraising undertaken through the Matariki Disco raised \$1,600 and this contributed to the Waharoa project planned for the hall - and to funding further kapahaka costume items. Mount College students again contributed many hours of voluntary time to work with the children.

### **Property and Asset Purchases**

The cyclical maintenance programme included the painting of the library roof, B Block roof and the exterior of the hall. The Board funded (\$190,000) Visual Arts Centre was completed and opened in May.

Ministry of Education funded projects this year have included the upgrade of the Staffroom and Admin areas, re-roofing of the Dental Clinic (which has become part of the school property portfolio) and the Speech Clinic.

Enviro School projects have included the construction of a seed propagating area and improved signage featuring the 'Omanu Kid' logo.

Minor Capital works funded by the Board of Trustees included the replacement of curtains in Rms 6-8 and Rms 16,17. The Board committed \$75,000 towards the replacement and purchase of assets this year. These included library books (\$5,000), computers (\$43,000), furniture (\$8,000), Visual Arts room furniture (\$5,000), Hall Staging (\$8,000). \$65,000 was spent on classroom teaching resources to support teachers in implementing learning programmes and a further \$6,000 on teachers classroom consumable items.

### **Finance**

The Board of Trustees financial reporting met all external Audit requirements. The Ministry of Education 'Operation Grant' for all of 2010 of \$510,000 (GST inclusive) was supplemented by the following funding: Parent donations (fees) \$13,000, School Support Group fundraising \$20,000, Community Grants \$11,000, interest on investments \$35,000. Strong capital reserves have enabled the Board of Trustees to meet any contingencies as they have occurred and for planned expenditure relating to the provision of:

- additional staffing to support learning
- curriculum resourcing
- asset replacement
- professional development programmes
- major school development projects.

The Boards finances are very well managed and the use of the process of 'Banked Staffing' has again resulted in significant savings in the salaries component of the annual budget which in turn has been used to support additional staffing for the 2011 year.

### **Personnel**

Roll growth resulted in the employment of additional Junior class teachers at the beginning of Term 2 and Term 3. Staffing remains stable throughout the year with one teacher resigning at the end of the year to take up another position in 2011.

The Office Manager resigned after 29 years service at the school. The occasion was suitably acknowledged.

## **School Roll**

The Enrolment Scheme, introduced in 2001 to prevent overcrowding - or the likelihood of overcrowding - has been kept in place by the Board of Trustees. We continue to monitor school roll growth as best we can, given levels of transience - and growth of the region.

In 2010 -       : 82 5 year old new entrants enrolled during the year  
                  : 57 'other' children enrolled during the year  
                  : 34 children left to go to other schools  
                  : 73 children left at the end of the year to attend Intermediate

We completed the year with a role of 525 (521 - 2009). Approximately 29% were classified as 'out of zone' (155) children) and 20% (95) identified as being of Maori ethnicity.

## **Home-School Partnership**

The Board has worked with Omanu School Support Group to plan fundraising projects and other activities. Funds raised this year (\$20,000) contributed to upgrading our hall facility (staging, lighting, tables, data projector) and AV Teaching Station units for the Junior classrooms. Support Group newsletters have kept parents informed about school activities and events and The Board of Trustees newsletters have done likewise. 'New parents' have provided with 'induction' meetings on a regular basis to explain school programmes, policies and expectations. Once a term the Board has met with the Whanau Support Group to share information about student achievement and foster ways in which parents can engage with the school and support the education of their children. 'Open Days' and Community Forums have taken place to discuss the introduction of 'National Standards', how ICT operates within the school - and the writing process.

## **School Management**

The Board of Trustees met twice a Term (8 times) - and as necessary at other times to meet the formal governance requirements of the school - and consulted and communicated with the school community. Staff have also been consulted when reviewing school policies/guidelines and when projects have been undertaken. Staff have also been included in reporting to the Board about student achievement and Curriculum development.

The Principal and Chairperson have met regularly to ensure the needs of the day to day management of the school have been met efficiently and effectively. Health and Safety procedures have been monitored through regular scheduled checks of buildings, grounds, assets - by staff and contracted MOE providers.

Emergency evacuation procedures were practiced regularly and compliance with pandemic planning requirements met.

Personnel, Finance and Property Sub-committees have operated to facilitate decision making and to meet compliance requirements. Board members have facilitated their Trustee role by keeping up to date with education issues through School Trustee publications and training and Ministry of Education web-based training and information. The Board is conscious of keeping abreast with the changing education environment and responding in a measured way to these to ensure education at this school is maintained to a high standard.

## **Acknowledgements**

Children at Omanu are friendly, happy and respectful. Our 'Omanu Kid' logo - focusing on children being - learners, thinkers, communicators, contributors, team players - lays a strong foundation for a well balanced education in which the requirements of the NZ

Curriculum are addressed. These are positive attitudes to learning and children achieve extremely well.

The staff is to be commended for maintaining quality learning programmes and for their commitment to ongoing professional development and changes to professional practices to meet the learning needs of children today and into the future.

The Board would like to acknowledge the excellent role the School Support Group plays in fostering a strong community spirit. Positive relationships exist between parents and the school exemplified by excellent responses to parent/teacher/student interviews and the eagerly supported community based initiatives run by the school.

Ady van der Beek

Chairperson - for the Omanu School Board of Trustees

Dean Wearne (Parent Rep)

Sally Cox (Parent Rep)

Harley Balsom (Parent Rep)

Jimi Grant (Parent Rep)

Celia Ward (Staff Rep)

Rex Allott - Principal