

Annual Report 2024

Presiding Member/Principal's Report

Green Bay School is very pleased with our 2024 end of year high student achievement in Reading, Writing and Mathematics. Our students have once again done us proud. Our results have again showed an over 80% achievement of our students working within and above the National Curriculum levels. For Reading our student achievement was 90%, for Writing it was 85% and for Mathematics our student achievement was 92%. These are great achievements and congratulations to our dedicated students, staff, support staff, parents, and caregivers. We appreciate your commitment to our students learning.

As we move into 2025, as educationalists we face many challenges; first, staffing remains one of our primary concerns. We believe having highly qualified staff gives our students the best learning opportunities to succeed. We are experiencing extreme difficulty sourcing the right staff.

Staff professional development is a requirement for our team to keep abreast with current teaching and learning methodologies. For staff to participate in quality PD, we need relievers. Unfortunately, we have a limited pool of relievers to man our classrooms so that our teachers can be upskilled. Sometimes we must split classes and as a result, our students' learning is impacted.

In 2025 we will be implementing the New Zealand English Curriculum for Y0 – 6 and Mathematics and Statistics for Y7- 8. Our staff will be involved in Professional Development for both curriculum areas which are Ministry of Education funded initiatives.

Also, for 2025 we are using the following Mathematics resources: Y0 – 6 – Prime Maths and Y7-8 – Oxford University Press. Both sets of resources are funded by the Ministry of Education.

Although we enjoy a 90% average for daily school attendance, we are very concerned with the 10% who are irregular attendees. These students miss out on their learning. As a parent or caregiver, you, alongside our school, play a key role in building strong habits of regular school attendance. All students are legally required to attend school every day and it is a shared responsibility to make sure students attend and engage in learning from when they first start school. As we enter 2025, every day of school matters.

You must let the school know if your child is going to be absent for a day or intends to be absent for a portion of the school term for whatever reason, like a tangi or medical procedure. Family holidays or taking time off for extracurricular activities (not organised by school) are not acceptable reasons for being absent.

If you're struggling at home with getting your child to school, talk to us! Our school is committed to supporting your child to attend school and building a culture that fosters excellent attendance by having:

- School staff who have strong relationships with students and whānau.
- A school culture that recognises your child and your family for who they are, where they come from and who they want to be.
- A school community that does everything to make sure students are at school, that they are participating and progressing in their education.

List of all school board members

| Board member names | Date that the board member's term finishes |
|---------------------------|--|
| Amelia Day | September 2024 |
| Anand Muthoo | Principal ex Officio |
| Catherine Rochford | September 2024 |
| Glen Mitchell | November 2026 |
| Nicole Allington | November 2024 |
| Tim Rickards | September 2024 |

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| Cheryl McElroy | September 2024 |
| Neeraj Patel | November 2026 |

Kiwi Sport Note

Kiwisport is a government funding initiative aimed at supporting students' participation in organised sport. In 2024, the school received total Kiwisport funding of 10391.44 (excluding GST). The funds were allocated to organised sport. The percentage of students participating in organised sport increased from [99.% to 99.5%] of the school roll.

Statement of variance: progress against targets

| Annual Target/Goal: <i>As per the annual implementation plan</i> | | | | |
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| Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i> | What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i> | Evidence <i>This is the sources of information the board used to determine those outcomes.</i> | Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i> | Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i> |
| Action 1 Symphony Maths - 18 students who were selected through PAT and EasTTle tests. | These children met with Deputy Principal once a week and were expected to complete another 30 - 45 minutes in class. | Selected from PAT and EasTTle tests. | The Deputy Principal felt that they still had gaps especially when it came to addition and subtraction – this will be a major focus for 2024 | The Deputy Principal felt that they still had gaps especially when it came to addition and subtraction – this will be a major focus for 2024. |
| Action 2 School wide focus on number knowledge. Focusing on basic facts and timetables. Weekly basic facts testing. | Through the school progressions we placed an emphasis on basic facts and timetables knowledge. Used Prototec website for basic facts practise, Prodigy, and basic facts homework sheets. | When analysing the PAT data, number knowledge was identified as an area for development. | We are strengthening the use of basic facts and knowledge teaching and learning across the school. | To continue strengthening the use of basic facts and number knowledge teaching and learning across the school. |
| Action 3 Writer's Toolbox | All Y4 – 8 staff received quality professional development in the teaching of Writing | Our Writing results improved | This toolbox gave students the opportunity to be creative in their writing | Continue to purchase licences for staff who want to use this tool |
| Action 4 PAT and EasTTle – Better use of data from testing. | This year there was a concerted effort in analysing the data and then feeding this on to teachers. Data was analysed and then findings were taken to whānau meetings and discussed and planned for. | Data from PAT and EasTTle testing. | We found that there was a significant improvement in the areas that were discussed. This was then fed back to the teachers again. Discussion with lead teacher to ascertain next steps. | To continue with this process in 2024. Lead teacher in Math meeting with teams' Year 4-8 to talk about connecting ARBs to PAT results. |
| Action 5 Kip McGrath Tutoring | Kip McGrath provided targeted math lessons to 20 students in terms 1-4. One hour every Friday and with follow-up homework. | This was funded by the Ministry of Education for intermediate students who have been impacted by COVID. | Student achievement levels increased. | Identify students who need extra tuition and provide resources and staff to tutor these groups |
| Action 6 Better Start to Literacy Systematic teaching of critical phonological awareness skills. Explicit teaching of vocabulary skills. | Follows a structured phonic and sequence that is used in the class and small group reading programme. 5 x Year 1 teachers have successfully completed the University course. We have an in-school facilitator supporting teachers. Three of our teacher aides have completed the teacher aide university paper, helping to support our junior students in class. | Teachers approached Board for funding for books. They investigated structured literacy during lockdown and attended online PD. | Teachers found the students were more engaged in the learning. Small groups using the Ready to Read – Phonic Plus reading series and the explicit teacher helped students' improvement in reading and writing. | 2 more teachers enrolled in the university course. Continuing to use assessment, year 6 nets, BSLA testing and graphing progress, to analyse data to inform planning within the class and Teir 2. |
| Action 7 Writers Toolbox (for term one only) | Focus on sentence structure/skills. Getting used to the tools, using resources to create best practice. Identify different sentence structures, give real time feedback opportunities. | During lockdown teachers were given free access to writers' toolbox. They found it was a great tool. A proposal to senior management. and board was put forward for school to purchase programme for 2024. | Students were beginning to identify different sentence structures. It also helps to provide real time feedback opportunities. | Purchase a license for all Year 4-8 students to use starting term 2. |

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| Action 8 PB4L Positive reward system established to reinforce vision. Collaborative development of school expectations to achieve vision. Behaviour data analysed. | Creates an effective learning environment. A shared understanding across the whole school. Collecting and analysing behaviour data across the school. | Ministry funded Professional Development Teachers identify hot spots, behaviours and patterns of behaviour. | Improvement in learning environment. Change of practices, new programmes and providing students with lunchtime activities changed the behaviour of students. | Develop a schoolwide system to manage behaviour in class. |
| Action 9 Māori Achievement Collaborative | Focus on gaining insights into Te Ao Māori nuances and effectively implementing strategies to promote a bicultural partnership. | Teacher Professional Development. | Staff have grown their understanding of unconscious biases and Te Tiriti o Waitangi. | This is continuing into 2025. |
| Action 10 Te Reo Teacher | Teaching Te Reo and tikanga Māori in our classrooms every Wednesday. | Board funded Teacher. | Tikanga is integrated into daily activities, with active participation in powhiri, daily karakia, mihi and pepeha. Our Kapahaka group continues to be taught by our Te Reo teacher and perform at school, for our local community and at the Kotuitui Festival. | This is continuing into 2025. |
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Evaluation and analysis of the school's students' progress and achievement

Our students have performed extremely well in the core curriculum areas of Reading, Writing and Mathematics in 2024. End of year testing for our Year 4-8 students in Reading and Writing shows that Green Bay School students perform above the national norms when compared against other New Zealand students.

These are great achievements and congratulations to our dedicated students, staff, support staff, parents, and caregivers. We also acknowledge our Board for their commitment to student achievement, staff, and student wellbeing being at the forefront. We appreciate your commitment to our students learning.

Our Learning Support Coordinator (LSC) together with staff and teacher aides implement several support programmes for our additional needs' students. Staff effectively support students during transitions and make informed decisions regarding student support. The Peer Mediation Programme has been a positive step forward for our students and has been successful in supporting our students in the playground during break times.

We have a Te Reo teacher teaching Te Reo and tikanga Māori in our school every Wednesday. Tikanga is integrated into daily activities, with active participation in powhiri, daily karakia, mihi, and pepeha. These are integral aspects of classrooms and staff meetings. Our kapahaka group, continues to be taught by our Te Reo teacher and performs at school, for our local community and at the Kōtuitui Festival.

Our science programme is a strength of our school. Students have the opportunity of being taught once a week for an hour by a specialist science teacher.

Our Y7 and 8 students go to the high school for an hour twice a week for technology. This is a bonus for our students seamless transitioning to high school in Y9.

Our English Speakers of Other Language programme (ESOL) provides tutoring to our students who need it to assist them to transition into their classrooms.

Our international student programmes give our students the opportunity to meet with students of different cultures and learning environments.

The Better Start Literacy Approach (BSLA) programme has met with great success in our junior school. It provided our teachers with another way of teaching students with great success.

We were fortunate to have received a grant from the Ministry of Education (MoE) to provide specialist tuition to a few students who needed support with their learning. We engaged Kip McGrath to tutor the students in Mathematics for one term every Friday for an hour. At the end of the programme all students involved made significant progress in their mathematical knowledge.

New Zealand Curriculum Refresh – We have had extensive professional development in Mathematics during our Teacher only Day.

Our school assemblies are another way of bringing our community together to validate our students' achievements. We currently hold 3 assemblies over alternate weeks as follows: Y1 – 3, Y4 – 6, and Y7 -8.

Significant contributions in implementing learning progressions in Reading, Writing and Mathematics by all staff have been made. These progressions are central to the planning, teaching, and assessment, guiding teachers in their instruction, goal setting for students and refining their teaching practices.

Our educators remain committed to analysing both qualitative and quantitative data to identify areas of improvement and address the specific needs of students, including those requiring additional support. The emphasis on collaboration resulted in everyone working together to moderate writing, consolidate mathematics progressions, and fulfil leadership roles, which also contributed to our effective professional development.

The commitment to differentiated instruction, tailored to the diverse needs of students, has been consistent in daily planning and term overview. Students are actively participating in their learning journey by setting goals and tracking their progress, fostering a sense of ownership over their learning.

The use of assistive technology for writing support and the development of resources to facilitate structured literacy approaches and pedagogical methods are ongoing practices.

In summary the contributions of our staff collectively demonstrate a focus on data-driven decision making, collaboration, personalised learning and the holistic development of students. Teachers are actively aligning their instructional practices and learning progressions and addressing the unique needs of their students.

Staff have been committed to enhancing adaptive and localised curriculum development with a primary focus of strengthening the connections between home and school and nurturing student well-being.

Staff email communications to actively involve parents in their children's education, share student progress and foster collaboration between home and school.

Teachers recognise the paramount importance of establishing connections with whānau to cultivate a supportive and inclusive educational environment.

The Māori Achievement Collaborative (MAC) has played a significant role in gaining insights into Te Ao Māori nuances and effectively implementing strategies to promote a bi-cultural partnership. Teaching staff have grown their understanding of unconscious biases, racism and Te Tiriti o Waitangi.

Establishing classroom treaties to promote a positive and inclusive learning environment is a shared strategy.

A well-planned implementation of the Health and P.E. curriculum has ensured students actively participate in these programmes.

How we have given effect to Te Tiriti o Waitangi.

The BoT has continued to fund a Te Reo Māori teacher. Each child in our school has 10 weeks of instruction in Te Reo, tikanga and te ao Māori.

The concept of te ao Māori is woven into many things that we do here at Green Bay Primary School. This includes our karakia (non-denominational), mihi o te ata, pōwhiri, mihi whakatau, hakawatea, waiata. Our Te Reo teacher helps us with Kapa Haka group, opening spaces, blessing taonga, blessing spaces etc. He also provides guidance if we are unsure of tikanga at our school or going to other spaces where we may need help. The process is always explained to those who do not understand so that participants understand what is expected of them and the purpose of why we do them.

Teaching staff have been actively participating in modules of 'Unteach Racism' through the Māori Collaborative and ongoing professional development to deepen their understanding of Te Tiriti o Waitangi and their commitment to a bi-cultural partnership. The Māori Achievement Collaborative (MAC) has also played a significant role in gaining insights into Te Ao Māori nuances and effectively implementing strategies in the classroom.

In 2023, Green Bay Primary School has made a formal connection with our local iwi/hapu Te Kāwarau a Maki. This means that in 2024 - 2026, that we will work together to provide professional development to empower our staff to teach the history of Te Kāwarau a Maki and their rohe.

Statement of compliance with employment policy

| Reporting on the principles of being a Good Employer | |
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| How have you met your obligations to provide good and safe working conditions? | <p>Green Bay School Board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The Board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020 and complies with legislation on employment and personnel matters. The Board complies with the conditions contained in employment contracts for teaching and non-teaching staff.</p> <p>The Board ensures strong leadership by recognising the principal as the school's educational leader, the chief executive, and an employee of the Board. The Board appoints the principal, through the appointment committee, appraises the principal. Works transparently and positively with the principal and ensures delegations to the principal are robust and regularly reviewed. The Board meets reporting and administrative requirements by referring to the school's Equal Employment Opportunities policy in its annual report on the extent of its compliance as a good employer, ensuring that systems are in place for keeping employee files safe and secure.</p> |
| What is in your equal employment opportunities programme? How have you been fulfilling this programme? | <p>The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are required by the Public Service Act to be "good employers", that is, to maintain, and comply with their school's Equal Employment Opportunities policy, and to include in the annual report a summary of the year's compliance. Also to achieve this, the board, appoints a member to be the EEO officer – this role is taken by the principal and shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development, selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude and recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups. It also ensures that employment and personnel practices are fair and free of any bias. The principal assures the board that the school complies with the Equal Employment Opportunities (EEO) policy and that a statement on EEO is included in the annual report (including any issues from the previous year).</p> |
| How do you practise impartial selection of suitably qualified persons for appointment? | <p>We have an Appointment Committee and the committee's responsibilities include, creating a timeframe for advertising and filling the position and creating the advertisement for the Education Gazette (and local newspapers, depending on the position). We also compile an application package that contains a detailed job description, a person specification and an application form. We then select candidates to interview. We conduct interviews and undertake referee and other checks to verify the candidate's qualifications, identity, and suitability to work with students. We then advise the board of the preferred candidate for their confirmation. Then notifying the successful and unsuccessful applicants within the agreed timeframe.</p> <p>When appointing a principal, the board employs the services of an independent advisor to assist with the process where possible. <u>NZSTA</u> provides advice that the board considers carefully. If the appointment is for a new principal, the board manages the recruitment and appointment process and may choose to review the job description and person specification for the role, which may include surveying the views of the school staff and community.</p> <p>Each member of the appointment committee is expected to consider and declare any conflict of interest that might affect, or be seen to affect, the impartiality of their contribution to the process.</p> |
| How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? | <p>Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. Green Bay School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi. Green Bay School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life. Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure ākonga Māori experience educational success as Māori (NELP Priority 2) working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori achieving equitable outcomes for Māori students. We support our teachers to build their teaching</p> |

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| | capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts (NELP Priority 6). We employ a te reo Māori language teacher to instruct in te reo Māori and tikanga Māori. Green Bay School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with Ka Hikitia Ka Hikitia. |
| How have you enhanced the abilities of individual employees? | The growth cycle takes a holistic approach to performance management that looks for how the Standards for Teaching Profession Nga Paerewa mot e Umanga (the standards) are reflected in everyday teaching. It is a model based on professional judgement and trust. The principal, as professional leader of the school, facilitates a common understanding of the standards, and staff at Green Bay School and engage in professional learning aligned with the standards. Our professional growth cycle enforces professional learning and development to ensure teaching is future-focused and supports student learning. The principal is responsible for designing and implementing an annual professional growth cycle for teaching staff, and support staff which includes, professional conversations, lesson observations, reflective practice, professional learning and target professional development. Teachers have opportunities to discuss and receive feedback on their practice, and documentation may be kept of any elements related to the above. We also offer targeted professional development. |
| How are you recognising the employment requirements of women? | Our commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development. The board ensures that the school complies with the Equal Employment Opportunities (EEO) policy and that a statement on EEO is included in the annual report (including any issues from the previous year). |
| How are you recognising the employment requirements of persons with disabilities? | Our commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development. The board ensures that the school complies with the Equal Employment Opportunities (EEO) policy and that a statement on EEO is included in the annual report (including any issues from the previous year). We also have a disability toilet facility. |

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

| Reporting on Equal Employment Opportunities (EEO) Programme/Policy | YES | NO |
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| Do you operate an EEO programme/policy? | √ | |
| Has this policy or programme been made available to staff? | √ | |
| Does your EEO programme/policy include training to raise awareness of issues which may impact EEO? | √ | |
| Has your EEO programme/policy appointed someone to coordinate compliance with its requirements? | √ | |
| Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy? | √ | |
| Does your EEO programme/policy set priorities and objectives? | √ | |

Report on other special and contestable funding.

We were fortunate to have received a grant from MoE to provide specialist tuition to a few students who needed support with their learning. We engaged Kip McGrath to tutor the students in Mathematics for an hour every Friday in 2024. At the end of the programme all students involved were assessed and their data showed that they made significant progress in their mathematical knowledge. An excellent outcome for our students needing extra targeted support in their learning.