

Cambridge East School

Principal and Chairman's Annual Report 2010



Our school vision:

“Learning together today, empowering citizens of tomorrow.”

Students who are:

- ***Creative***
- ***Effective communicators***
- ***Self motivated learners***
- ***Inventive thinkers***
- ***Respectful citizens,***

And have a “can do” attitude.

School Motto: “Always My Best”

At Cambridge East School we believe that:

- Learning will be a stimulating, challenging experience.
- Learning is a shared partnership - children, staff, parents/caregivers.
- All people will feel respected and valued.
- A positive, caring and safe environment is important to successful learning.
- All children can learn and find success.
- Teamwork is to be encouraged, as are individual strengths and talents.

In consultation with our school community, these values are priorities for our school:

Educational values:

- Cooperation
- Effective communication
- Independence
- Problem solving
- Creativity
- Confidence/self esteem
- Goal setting
- Taking responsibility

- **Virtues values:**
- Respect
- Excellence
- Responsibility
- Pride
- Caring
- Honesty

The roll of the school in 2010 was as follows:

- Year beginning 316 students
- 1 March 321
- 1 July 349
- Year end 373

A class was started in Term 2, and another in Term 4, which took in new entrants through to the end of the year.

Curriculum and Student Achievement

Two syndicates of 6 and 8 teachers respectively, delivered curriculum programmes to our school's students from the beginning of 2010. During Term 2 (May), the Junior Syndicate increased to 9 teachers, and again to 10 teachers when another new entrant class began in October. Within each syndicate, a group of 3 or 4 teachers worked together as a Development Group; planning, teaching and assessing students together, which provided for a good deal of consistency and continuity for student learning in those classes.

Part-time teacher hours were utilised in the school to complement classroom teaching, provide leadership and management release and also to provide teaching in specialist areas such as Special Education, Gifted and Talented Education, Literacy and Numeracy. Classroom Release Time enabled classroom teachers to be released from classroom duties to plan, assess and undertake tasks that would enhance teaching, and therefore the learning of students. The teaching of Te Reo Maori was implemented regularly throughout all classes by a specialist tutor, and complemented by classroom teachers. Instruction in Kapahaka was taught to a group of students who were enthusiastic about their involvement.

Teacher professional learning during 2010 focused on improving teacher practice in Numeracy and the implementation of National Standards. Our school was fortunate in being accepted for an indepth Numeracy professional learning contract, delivered by a School Support Services facilitator. Much time and effort was expended becoming familiar with the requirements of the National Standards. During 2010, regular Te Reo professional development took place for teaching staff.

The school's specific achievement targets were in literacy and Numeracy. (see Analysis of Variance).

A number of teaching staff undertook Leadership professional development during the year and other staff were involved in development for their individual needs.

Special Education programmes were implemented successfully for a significant number of students. The Board of Trustees continues to see the importance of Special Needs programmes and funded over and above the Special Education Grant that was already allocated. A change to the way special needs programmes were delivered occurred during 2010. Very specific, and targeted skill development for students within “Booster” groups was implemented with a good deal of achievement success. Five ORRS students in the school benefited from teacher aide time in and out of class, as well as specialist teacher time. The Resource Teacher of Learning and Behaviour (RTL B) was available and worked alongside teachers and students on request. Group Special Education personnel in a number of different roles worked with students with special needs throughout the year.

Other special education programmes available to our students were: Reading Recovery, HPP, ESOL, programmes for Gifted and Talented students and other teaching for specific needs, particularly in the Literacy and Numeracy areas.

The Perceptual Motor Programme (PMP) for Year 0/1 and identified students continued on a regular basis during 2010. This language based programme aims to assist children with gross and fine motor skills, as well as balance and coordination. The Board of Trustees sees the potential benefits for students and funded the required teacher aide time. Parental support for this programme has been evident, and is necessary to run the programme effectively. The Board of Trustees received anecdotal evidence that PMP is making a difference for students.

Education Outside the Classroom was again an important learning experience for our students. Two camps for senior students were successfully undertaken, as well as a number of day trips which formed part of the learning focus for classes of students.

Reporting to parents on student achievement during 2010 was implemented through parent/teacher discussions, (formally twice during the year), a student led conference, specific meetings, and through newsletters. A written report, on each student’s learning achievement in relation to the National Standards was submitted to each parent/caregiver at mid and end of year. The Student Learning Portfolio provided the basis for reporting of learning progress to parents and caregivers.

During the year, the Board of Trustees approved a purchasing plan for interactive technologies for classrooms. These are powerful teaching tools that will, when used effectively, enhance student learning. Several teaching stations and interactive whiteboards were installed in classrooms, and more are planned for 2011. Professional development sessions are planned for next year also.

An initiative that began at the end of 2009 continued and flourished in 2010. An online TV show run by a group of senior students, called Cam East TV, has quickly become an important part of our school. This is an excellent context for learning which integrates many areas of the curriculum, as well as all of the key competencies. The Board of Trustees has recognized the value of this initiative, and has resourced it appropriately.

Planning and Review

During the first half of the year, the Board of Trustees updated its new charter for 2010. It was subsequently submitted to the Ministry of Education for approval which duly occurred.

The school achievement targets set for 2010 were:

Numeracy - More than 80% of Year 3 students will be achieving at Stage 4 and above in their highest strategy stage by the end of 2010.

High Achievers- In excess of 30% of Year 4, 5, and 6 students will be achieving above their expected level by the end of 2010.

Literacy - By the end of 2010, 80% of Year 3 boys will be reading at or above their chronological age.

By the end of 2010, more than 80% of Year 5 students will be writing at or above the expected benchmark.

Results:

Analysis of Variance

Target	Outcome	Analysis	Evaluation
Numeracy - More than 80% of Year 3 students will be achieving at Stage 4 and above in their highest strategy stage by the end of 2010.	85% of Year 3 students achieved at or above stage 4 in their highest strategy stage by year end 2010.	By mid-year, significant progress had been made towards the target set- over 80% of students were achieving at or above expectation.	Having Mathematics as a schoolwide focus, through indepth support from a maths adviser, has assisted not only our target group of students, but has helped to lift the achievement of all students. Teachers have set personal professional goals in maths, which has contributed to the improved results.
High Achievers- In excess of 30% of Year 4, 5, and 6 students will be achieving above their expected level by the end of 2010.	In the Year 6 group of students, the target was achieved quite comfortably, but the Year 4 and 5 groups just failed to achieve the target set.	36% of Year 6, 26% of Year 5, and 30% of Year 4 students were achieving above expectation.	
Literacy -By the end of 2010, 80% of Year 3 boys will be reading at or above their chronological age.	This target was not quite achieved to the level that had been set.	73% of Year 3 boys were reading at or above their expected level by year end.	Although not met, a number of students had made significant progress during the year and were close to expected levels by year end.

<p>By the end of 2010, more than 80% of Year 5 students will be writing at or above the expected benchmark.</p>	<p>This target was not achieved.</p>	<p>At mid-year 46% of Year 5 students were at or above expectation. By year end, 50% of students had achieved this.</p>	<p>A number of students were very close to their expected level by year end. However, the target of 80% at or above expectation was over optimistic.</p>
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During the year, the school's strategic plan was updated and ratified by the Board of Trustees. From this, an annual plan was set for 2011.

Student achievement data was reported to the Board of Trustees in aggregated form in November of 2010. Analysis and recommendations were included which allowed priority areas to be set for 2011. Progress reports on the school target areas were received by the Board of Trustees during the year. Other reports of student achievement occurred during the year, and were reported, which allowed for informed decision making by the Board of Trustees. Achievement information was also reported to the school community.

Student achievement data was also reported at a meeting of the school's Whanau committee in November. It was noted that achievement of Maori students generally paralleled that of all students in the school.

Policies developed and/or reviewed by the Board of Trustees during 2010: Cash Management, Health and Safety, Assessment and Evaluation, Attendance, Curriculum Delivery.

In October 2010, the Education Review Office evaluated Cambridge East School as it was almost 3 years since the previous evaluation. A positive process was undertaken, and a very positive outcome was achieved, as borne out by the report received. ERO will do the next evaluation in 4 to 5 years.

Human Resources:

New staff in 2010 were: Kim Budd, Ceri Parr, Caroline Joyce, Athalae Elliot, Annette Higgins, Veronica Macpherson.

Staff who finished employment in 2010: Hayley Shaw, Lizz Clarke, Marie Broughton, Ila Wehipeihana.

All staff were attested and/or appraised during 2010 according to school policy.

In 2010, some teachers at Cambridge East school chose to be associate teachers for student teachers on a teaching practicum.

During 2010 a Board of Trustees election was held. From the 12 nominations received, 6 trustees were appointed. 3 of those were new trustees and 3 were trustees that were reelected. A staff trustee was also elected. Peter Russell was reelected as

chairperson for the 2010 year. An initial training session was held for the new Board members, which most attended.

Financial and Property Management

Building/maintenance projects undertaken in 2010: All classroom toilet blocks were upgraded, a landscaping plan was established, the electrical switchboard was upgraded, a new computer server was installed, decking outdoor carpet was laid adjacent to 4 classrooms, a kicking wall was built, and maintenance was carried out on the large oak trees.

Continued testing was carried out on the hall and adjacent buildings to establish the extent of the moisture getting inside the walls. A final solution to this issue had not been reached at the end of 2010.

Cambridge East school operated a budget that provided for a small surplus. Again through careful spending, a positive result was achieved. Budget targets were met through accessing funding from other sources, and implementing sound financial practices and systems.

During the year, the Board received a donation of \$5000 from the Frances Skeet Charitable Trust.

The school's PTA raised a significant amount of funding which benefited the students through the provision of resources that the operational funding did not allow.

Health and Safety

The school's enrolment scheme to manage roll growth continued during 2010. The Board of Trustees reviewed the scheme and made no subsequent changes. In November, a ballot was held for out of zone students to apply for enrolment in 2011. 5 students were successful through this ballot.

The continued access to a free counseling service, through the Cambridge Lifeskills Trust, is of significant benefit to the emotional well-being of a number of our students. During 2010, a number of students were referred to this service.

Another support service our "at risk" students had access to in 2010 was the Cambridge Pupils at Risk Group. This group represents schools, police and social services which identifies pupils at risk, networks possible solutions, and provides some financial assistance to ensure educational opportunities are able to be accessed.

Conclusion

2010 has been another successful year for Cambridge East School. This is illustrated in the recent ERO report which states: "Achievement information shows that all students, including Maori, are achieving well in reading, writing and numeracy. Thorough systems are in place to identify and address the needs of students requiring support with their learning." Challenges going forward involve fully integrating the

National Standards into best practice for teaching and learning at Cambridge East School; and continuing to develop and improve teaching and learning strategies that utilize inquiry, ICT tools and processes, as well as encouraging the learner to be involved in every aspect of their learning.

CHAIRMAN:



PRINCIPAL:

