

St Leonards School



Annual Report 2024

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Principals Report

During 2024, our teaching team, tamariki, whānau and wider community contributed to making St Leonards School a wonderful place to be and learn. Our community of learners are driven to learn about our various topics. They engaged with the outdoors with creativity and imagination, and some of the most magical moments were when all tamariki, from the youngest to the oldest, engaged in games together during break times. Our Quiz Night was a highlight for the parents and wider community, with the hall packed with neighbours and friends. The highlight for most, however, would have been our Polyfest performance. Our tamariki learned and practised four waiata Māori. All took the occasion very seriously and were over the moon with pride following their performance.

Other Highlights

- For me, a highlight this year has been Friday lunches with the year 6 learners. It has been an excellent opportunity to get a deeper insight into what is happening from the children's perspective, and it has empowered them to lead in many ways.
- Move it March has had a positive impact on children using active transport. Nearly all children bring their bikes or scooters to school, and they enjoy moving.
- We were privileged to have Marcela take the children for some dance sessions. Her approach to dance is community-oriented to make movement and expression accessible to all. Our young people were engaged throughout the sessions, and anything they had to offer was accepted, even/especially when it was out of the box.
- We had an outreach team from the Halo Project come in to set up traps and tell the children how they work and why they are essential. We caught two possums and one rat in the first week.
- We had our Keep NZ Beautiful event in week 9, and as always, we were surprised at how much rubbish is hiding along Te Ara Moana.
- Our court resurfacing project is complete, and we now have astro turf on half the court, which will be an asset in winter when the field is out of action for hockey and futsal. Many members of our community already use the courts regularly.
- The staff completed the Graduate Profile based on our ASPIRE values. Our tamariki used it as a tool for end-of-term reflections. We look forward to engaging more with this tool next year.
- Primary Drama and Literacy Project: Alice and I worked with Evelyn to plan some drama to accompany the class novel and topics. We attended a workshop with Viv Aitkin (known for developing Mantle of the Expert in New Zealand).
- Much of the language we use in the classroom using drama for learning has started to be heard in play - for example, children are talking about the learning pit and the difference between being in the "imagined world" and the "real world."

Kā mihi nui,
Sarah Thompson
Principal, Tumuaki

Board Members

Paul Turner (Presiding Member)

Sarah Thompson (Principal)

Lynne Senior (Staff Representative)

Ali Hill

Natalie Scott

Francene Scott

Analysis of Variance

Strategic Goal 1: Skills for learning

Empower and develop skills for learning, relationships and well-being, both now and in the future, with resilience, critical thinking and confidence.

Initiative	Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to Next?</i>
1a Primary Drama and Literacy Project	Mentorship for teachers implementing drama as a learning tool.	<p>Observation of children engaging in roleplay when they weren't previously. Imaginative play continuing into older children. We noticed a number of occurrences where the whole school were playing together in the playground, especially towards the end of the year.</p> <p>We also saw high motivation for writing when it was based on drama on the occasions that the majority of learners bought in to the imagined world. (E.g space project, news paper etc)</p>	<p>It is difficult to determine exactly why this was able to happen, but probably a combination of drama for learning being integrated throughout the teaching program and access to loose parts.</p> <p>The imagined world provided a meaningful context and purpose for writing.</p>	<p>We would like to protect and encourage this kind of play going forward as we can see the benefits for wellbeing and for developing a healthy culture in our school. We will continue integrating drama for learning, and allow access to loose parts.</p> <p>Continue to develop the way in which we access the imagined world through drama, making it easy for all to buy in.</p>
1b Development of St Leonards Graduate Profile	Build on our work on the "Learner Attributes" to develop a Graduate Profile.	This project has taken some time but needs to be - quality has taken a long time. We had positive feedback from the	We spent time talking with a range of people about the graduate profile - staff, tamariki, whanau, support staff. As the	In 2025, we will embed the Graduate Profile and utilise it for a range of purposes - create a rotation of topics to focus on at

		parent community regarding the “respectful” value. Tamariki were able to use the full graduate profile for end of year self evaluations.	year has gone on and we reflected on the various contexts in which we could apply the graduate profile, we generated more ideas and clarity.	our morning meetings; to base interventions for our acceleration students;
1c Develop Talk for Writing Toolboxes	Create toolboxes based on e-asTTle that we will draw on for each Talk for Writing text.	At one assembly, a year 6 student was able to stand up and share with our community the ways in which their writing utilises tools from the toolbox. In narrative writing, tamariki as young as 5 are utilising tools	We consistently used the tools during the “Read as a Writer” stage of the Talk for Writing process, then referring back to them during the Invention stage.	Once we have completed the “Read as a Writer” stage, we can use the toolbox to self evaluate the Cold Task. Once we have clarity around standardised testing required for writing, we will ensure the toolboxes align. We will continue to use the Toolboxes in their current state in the meantime.
1d Develop and implement Reading Skills Record	Adapt the Reading Skills Record tool available through Learning Matters to reflect our Scope and Sequence and replace PROBE. Implement a routine of weekly engaging with a range of comprehension questions in line with the assessment.	We did this work and have implemented the Reading Skills Record for reading assessment twice now. It has provided more detail for reporting and planning next steps. We have decided to commit to both fiction and nonfiction samples to ensure a well informed OTJ.	This approach is based on research, and aligns closely with our reading pedagogy.	Continue to implement. Should other reading assessments be mandated, we will consider whether we can align them with this approach to avoid extra assessments.

Strategic Goal 2: Community

1. To embed a healthy sense of community, by engaging Whānau and the wider West Harbour community, promoting roll growth.

Initiative	Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to Next?</i>
2a Dare to Lead Read	Work through the Dare to Lead book at staff meetings	We discussed this in an educational context. There were some aspects we were able to apply. It is difficult to evaluate success, however, the discussions contributed towards the development of the Graduate Profile.	It was difficult to maintain momentum with this as there are many other competing projects for staff meetings.	Next year, all staff will read "When the adults change, everything changes" by Paul Dix. This probably aligns best with Strategic Goal 1 as it will support our implementation of the Graduate Profile.
2b Parent community engagement	Minimum one evening assembly or other gathering per term	High attendance - all parents at least one event	Parents are generally interested in what is happening at school, and supportive of projects.	We have planned a schedule of events for 2025, taking into consideration the workload for both staff and families.
2c Wider West Harbour Community	Minimum one event per term to invite the wider community to our school.	The Quiz Night was particularly well attended and had a positive atmosphere. Market Day and Art Show were not attended as well as in the past.	Perhaps those who have regularly attended these events in the past are ready for something different.	We are adding two Open Days to our plan for this year, which will take place on Sunday Mornings to make accessible for families with preschool children.
2d Early Childhood Outreach Visits	Twice yearly visits to Early Childhood Centres in West Harbour and University area - Principal and possibly students where appropriate.	We took groups of children to the Port Chalmers ECE's and had positive conversations with staff there which have helped to inform the way we frame our advertising.	Didn't visit North Dunedin ECE's due to limits on time.	Ensure I visit all these ECE's with news posters. Look at taking a book with stories the children have written to ECE's as well.

Strategic Goal 3: Inclusion

1. To create an inclusive environment that values diversity and gives effect to TeTiriti o Waitangi.

Initiative	Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to Next?</i>
3a Inclusivity Education	Identify and utilise a resource that spans across age groups for age appropriate sexuality and identity education.	We selected Navigating the Journey. Upon review, we realised that we have taught many aspects that the program covers in a number of ways throughout the the year, and covered the sexual reproduction topics over a week,	-	We think that it would be beneficial to teach other relationship topics using the Navigating the Journey resources as it means that the groundwork has been done before we teach the reproductive content. Furthermore, much of it will support our Graduate Profile.
3b Spotted Students	Year 6 students notice and acknowledge a student demonstrating school values daily.	This has continued to happen automatically throughout the year. It no longer relies on adults to facilitate.	This is student lead.	Continue this initiative next year.
3.c Whānau additions to the Graduate Profile	Whānau have the opportunity to share cultural values they aspire to see their tamariki grow in as they progress through our school. These values will be in addition to our ASPIRE values for that particular individual.	This hasn't happened formally yet, but we continue to consider what we know about whānau aspirations for their children as we interact and teach.	The graduate profile was ready to use at the end of the year, so did not have the opportunity to formalise this.	We will include this in our beginning of the year whānau hui.

Evaluation and Analysis of progress and achievement

Reading

	Term 1-2		Term 3-4	
All				
At or above	17	77.27%	15	78.95%
No. in cohort	22		19	
Māori				
At or above	0		0	
No. in cohort	0		0	
Pacific				
At or above	1	100.00%	1	100.00%
No. in cohort	1		1	
Asian				
At or above	2	100.00%	2	100.00%
No. in cohort	2		2	
NZ European				
At or above	11	64.71%	12	75.00%
No. in cohort	17		16	
Girls				
At or above	9	69.23%	7	58.33%
No. in cohort	13		12	
Boys				
At or above	7	87.50%	8	100.00%
No. in cohort	8		8	

End-of-Year Writing Assessment:

Above: 1

At: 10

Below: 7

Moved up (below to at or at to above): 0

Moved down (above to at or at to below): 5 (all from above to at)

What is the data telling us?

- We haven't seen the acceleration in progress we have had in the past few years.
- Two students have a "deeper features" grade lower than surface features. We have identified that these individuals have difficulty articulating the information needed to explain what they assume their listeners and readers know.
- Four students have "surface features" grade lower than deeper features. These students are all in the junior school, but one senior whose second language is English.
- Deeper features are generally our strength, which confirms our evaluation of the effectiveness of Talk for Writing in developing content.
- Spelling remains a sticking point for some students and is the most significant factor in surface features for those below.

How is this data informing teaching (next steps) for individual children?

- Below in Deeper Features: we are continually working with these students to develop theory of mind - consider the information their listeners and readers need to understand their ideas.
- We must strengthen our spelling teaching and interventions for these students next year.

What assessment practices (tools and judgements) support this data?

- e-asTTle

How does this data and analysis drive your strategic planning, and what are your goals for student achievement and progress going forward?

- Our 2025 implementation plan will include deliberate steps to improve spelling interventions for students below in surface features.

Writing

	Term 1-2		Term 3-4	
All				
At or above	16	76.19%	11	61.11%
No. in cohort	21		18	
Māori				
At or above	0		0	
No. in cohort	0		0	
Pacific				
At or above	1	100.00%	1	100.00%
No. in cohort	1		1	
Asain				
At or above	2	100.00%	2	100.00%
No. in cohort	2		2	
NZ European				
At or above	13	72.22%	8	53.33%
No. in cohort	18		15	
Girls				
At or above	0	0.00%	4	44.44%
No. in cohort	12		9	
Boys				
At or above	6	75.00%	6	75.00%
No. in cohort	8		8	

End of Year Reading Assessment:

Above: 7

At: 9

Below:3

Moved up (below to at or at to above):1

Moved down (above to at or at to below):0

What is the data telling us?

Several students have moved up in the comprehension aspect of reading assessments. This indicates that our emphasis on comprehension has been successful. One of the students below is an English language learner; the other two are progressing at expected rates but require acceleration.

How is this data informing teaching (next steps) for individual children?

The rate of forward progress for all ākongasupports the effectiveness of our structured literacy programme. Our next steps for the children achieving below is to ensure they have additional time to practise the knowledge and skills they are learning. We are doing this by having Alice work with them for additional sessions 3 times weekly.

What assessment practices (tools and judgements) support this data?

We have used the Reading Skills Record to gather this information. It measures accuracy, reading rate, fluency, and comprehension and equates results to a reading age. We also use the Phonemic Awareness assessment for our younger learners.

How does this data and analysis drive your strategic planning, and what are your goals for student achievement and progress going forward?

Our goal is to accelerate the ākongawho are currently below. We also aim to maintain comprehension achievement.

Mathematics

	Term 1-2		Term 3-4	
All				
At or above	17	80.95%	16	84.21%
No. in cohort	21		19	
Māori				
At or above	0		0	
No. in cohort	0		0	
Pacific				
At or above	1	100.00%	1	100.00%
No. in cohort	1		1	
Asain				
At or above	2	100.00%	2	100.00%
No. in cohort	2		2	
NZ European				
At or above	11	68.75%	12	75.00%
No. in cohort	16		16	
Girls				
At or above	9	75.00%	8	80.00%
No. in cohort	12		10	
Boys				
At or above	7	87.50%	7	87.50%
No. in cohort	8		8	

End of Year Mathematics Assessment:

Above: 6

At: 9

Below: 6

Moved up (below to at or at to above): 2

Moved down (above to at or at to below): 0

What is the data telling us?

All students have either progressed at a steady rate or have accelerated. This supports the continuation of our current mathematics curriculum for most students. Those below are no more than one year below, all in only one domain (strategy or knowledge), never both.

How is this data informing teaching (next steps) for individual children?

We have identified that the below students gain from additional teacher time to ensure that new learning is consolidated. This happens for 5 minutes before or after a group session to support the transition from group to independent work. Many of our students are behind in fractions compared to all other areas of their stage. We will firmly push fractions in PR1ME groups and integrate fractions into Number Squad problems.

What assessment practices (tools and judgements) support this data?

We have continued Basic Facts assessments, Junior Assessment of Mathematics (JAM) to early stage 5, IKAN and Gloss for seniors.

How does this data and analysis drive your strategic planning, and what are your goals for student achievement and progress going forward?

This data supports our view that the PR1ME curriculum supports ākongā's continued progress in their mathematics learning. Teachers will continue to streamline other areas of our mathematics programme (especially basic facts and independent and group games) to align with the progressions in PR1ME. This will give extra opportunities to consolidate the learning they have done with their group and review concepts they have learned in the past.

Attendance

Term 1: 68% regular attendance

Term 2: 52% regular attendance

Term 3: 74% regular attendance

Term 4: 89% regular attendance

- Many absences were due to overseas trips to visit family. These tamariki continued with PR1ME and Structured literacy work while they were away.
- Attendance Services referrals are very effective for those with chronic absences.

We are adding two more steps to address absences:

- Teacher aides will be responsible for contacting parents at 9:30 for unexplained absences- this will ensure consistent practice as classroom teachers are to be focused on teaching at that point of the day.
- Along with informing parents of attendance percentage each term (along with ASPIRE reflection), we will also put the list of attendance categories (regular, irregular, moderate and chronic)

Grants successfully applied for

- Port Otago continues to cover the costs of swimming instruction, pool entry, and the West Harbour Sports Day.

Grants for refreshing the adventure playground (project to be undertaken in 2025)

- Otago Community Trust: \$7,500
- New Zealand Community Trust: \$2,000
- Port Otago: up to \$5,000

Giving Effect to Te Tiriti o

Waitangi

- The inclusion of whānau voice in the graduate profile, which we are developing, values the cultural diversity in our school community. We had some insightful conversations with families during our parent-teacher meetings about aspects of cultural identity that they would like to have included in their child's graduate profile. While the Whānau Voice section of the Graduate Profile isn't formalised yet, the conversations we had with whānau at the start of the year have shaped how we think about their children.
- We continue to be dedicated to integrating te Reo, matauranga me te tikaka Māori in our daily routines (waiata, karakia, korero Māori during the morning roll, and relevant integration in topics).
- Our Polyfest performance included four waiata Māori. Our tamariki took this very seriously.
- Celebrated Te Wiki o Te Reo Māori with waiata and daily kiwaha.

Statement of Compliance with Employment Policy

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Health and Safety Policies and procedures in use for example ensured workspaces, classrooms, toilets and staffroom are regularly cleaned daily for hygiene; Building Warrant of Fitness routinely completed.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Policy and procedure that complies with Union and MoE guidelines
How do you practise impartial selection of suitably qualified persons for appointment?	Not applicable in 2024
How are you recognising, - The aims and aspirations of Māori, - The employment requirements of Māori and - Greater involvement of Maori in the Education service?	As we currently have no Māori staff or students, we do not have the opportunity to implement these aspects.
How have you enhanced the abilities of individual employees?	Professional development opportunities that align with the school's target areas and also employee aspirations.
How are you recognising the employment requirements of women?	All but one staff member in 2024 were women.
How are you recognising the employment requirements of persons with disabilities?	All rooms are accessible via ramps; staff toilets are accessible.

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

St Leonards EEO form. Please return to Chris. Thank you.	yes	no
Do the St Leonards School Board and Principal:		
Support development and training for all women employees.	✓	
School offers appropriate support for employees with disabilities.	✓	
Encourage employees from ethnic groups to look for and to take up opportunities for leadership and promotion.	✓	
Recognise and reward (where appropriate) specialised skill of Māori employees, including fluency in te reo, interpreting skills, and knowledge of Māori culture.	✓	
Make a range of school responsibilities, such as timetabling, taking assemblies, and organising outdoor education, available to all teachers on an equal basis.	✓	
Encourage all employees to undertake training and development.	✓	
Encourage all employees to seek promotion and to take advantage of career development opportunities.	✓	
Recognise, in recruitment and selection procedures, skills and knowledge acquired in paid employment, in the home, and in the community.	✓	
Discourage sexual harassment in the school.	✓	

Kiwi Sport Funding

Our Kiwisport funding of \$384.92 contributed towards the Kelly Sport programme.

- Kelly Sports continues every 2 weeks. They covered team building, cricket, rippa rugby, volleyball, athletics and skipping.
- One of our reading groups read a School Journal article about Arthur Lidiyard, describing his method for coaching runners. The group used this information to plan to prepare all our children for the upcoming Fun Run.
- Our first fun run in 3 years was successful. The course was a little longer than in previous years, but it is clear that we have some excellent runners emerging.
- We have completed 16 swimming sessions with JC Swim School during Terms 1 and 4.
- We had a session from Diving Otago, which introduced the children to the sport of diving and got them moving.
- We also had the Cycle School for all seniors.