



Roseneath School Board of Trustees

Annual Report 2018

Tēnā koutou, tēnā koutou katoa

It has been a hugely successful year for Roseneath School. The focus of the year was embedding the values that were adopted following the Charter consultation in 2017, and taking action on each of our strategic priorities.

In this report we set out the key achievements during the year against the three strategic priorities we set ourselves for 2017 – 2020.

Goal 1: Enable all ākonga to know themselves as learners, and empower them to be actively involved in their learning.

At the heart of our Charter is our vision of “a vibrant and inclusive school community where children love to learn.” Supporting our vision are our values:

We are **Curious** and **Creative**

We **Strive** in our learning

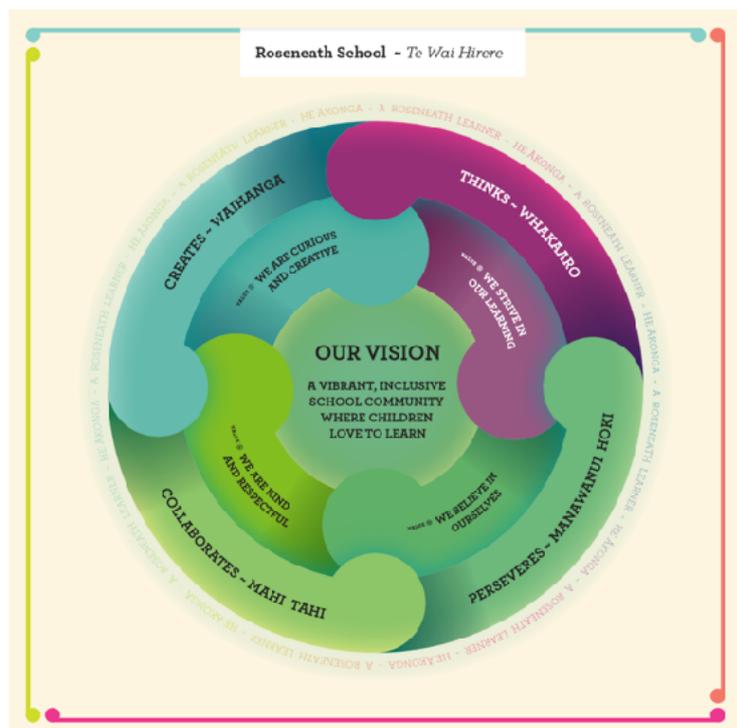
We **Believe** in ourselves

We are **Kind** and **Respectful**

In 2018 we began to weave these values through the fabric of our school: from the Board through teachers and to each of our students. By the end of the year, students were able to articulate the values and celebrate when they show them in action.

“A vibrant, inclusive school community where children love to learn”

-Our vision



Goal setting conferences with whānau sought to empower our ākonga, and teachers completed learning maps and surveys with students in their target groups. These allowed students to identify what helps them in their learning, who they go to for help and to share their learning, and ways that they can develop their own learning capabilities. This information was shared and displayed in classrooms, and teachers and students referred to it throughout the year. Teachers observed that students became more confident to articulate their learning strengths and needs throughout the year, and more able to identify what helped them the most in their learning.

Teachers set their teacher practice inquiry goals around active learning. They shared their thinking around active learning strategies with each other in regular staff meetings, and developed their practice around building learner agency and more flexible, responsive lesson structures, such as “Maths Café” where students select various workshops from the maths ‘menu’. Students developed more confidence and capability to select relevant and challenging activities, to self-identify what their next steps were, and were able to celebrate when they made progress on their goals.

“The school demonstrates strong progress toward achieving equity in educational outcomes”

-ERO 2017



Goal 2: Promote a responsive and inclusive environment to support quality teaching and learning

Developing responsive and inclusive environments is about ensuring that all students are happy, safe, and able to learn at our school.

We introduced Positive Behaviour for Learning (“PB4L”) practices across our School. These practices included identifying specific activities and spaces, making the expectations for these areas very clear and consistent, and building students’ capability to articulate and

demonstrate what appropriate behaviour looks like in these spaces. An example of this is assembly behaviour. Students are able to articulate what appropriate behaviour looks like as a host, a presenter, and an audience member.

Teachers met regularly to discuss potentially challenging behaviours, and plan interventions for them. They have worked hard to build consistent behaviour expectations for all our students; and to ensure consistent and fair responses to behaviours that are outside of expectations.

Our support staff work alongside teachers to support our students who are developing more positive behaviour. Throughout the year they have provided programmes both inside and outside of the classroom that that are responsive to our learners (and what helps them to learn).

Student learning and achievement

End of year student achievement data shows that we have maintained our excellent academic performance in 2018: 96% percent of our students are 'at or above' the expected curriculum level for reading; 84% are 'at or above' the expected curriculum level for writing; and 89% are 'at or above' the expected curriculum level for maths.

The extra effort in our target students has been successful in accelerating their progress. We have been really pleased with the increase in the number of our boys achieving above their expected reading level (31% in 2018 compared to 18% in 2017).

Credit to our students and teachers for the work that they have put in.

Our school curriculum focus for 2019 is developing our learners to be more actively involved in mathematics. Staff are participating in professional development, and supporting children to set relevant goals, take more ownership over their learning and to develop an "open, creative mindset for mathematics."

The big theme for the year is "Think Bigger!" Our topics include Big Histories: Ancient Civilisations, Big Universe: Space, Make it Big: Wearable Arts, and Big World on our Doorstep: healthy communities, Education Outside the Classroom and school camps.

Personnel

The success of the initiatives in achieving an inclusive environment and strong student achievement reflects the effort of our teaching and support staff. In 2018 we welcomed Jenny Foote as our new Deputy Principal and welcomed back our Principal, Adelle Broadmore, from maternity leave.

Results from a workplace survey commissioned by the Board showed high levels of engagement among our teachers; and their passion and dedication to our students. The survey also highlighted a number of opportunities for improvement including: the school environment, and teacher well-being. Initiatives to address these areas are in progress.

We are fortunate to have a conscientious and talented staff, who through their commitment to their own Professional Development in 2018 modelled what it means to be a life-long learner!

“Children achieve well at Roseneath School”

-ERO 2017 staff.”



Governance

Professional development for Trustees remained a focus in 2018, and the Board has continued to strengthen its governance practices.

Earlier in the year the Board reviewed its performance using the New Zealand School Trustees Association’s (“NZSTA”) Internal Evaluation Tool. The results showed a further improvement across each of the core areas of Trusteeship: Leadership; Accountability; Representation; and Employer role.

Trustees have continued to actively participate in NZSTA training and conferences. The Board was well represented at a Ministry of Education-led seminar on Boards of Trustees’ property related responsibilities.

Finance

Our finances remained strong this year.

A net operating surplus of \$37,849 was recorded for the year ended 31 December 2018, compared to a surplus of \$88,369 for the previous year. Including Teacher Salaries and grants for the use of land buildings that are managed by the Ministry of Education, total revenue for the year was \$1,295,317 and School expenditure was \$1,257,486.

The Board receives an operational grant from the Ministry of Education, which along with parent donations, we are able to allocate to support our strategic goals. In 2018 we prioritised programmes to support cultural responsiveness; support programmes for our target students; and professional development for our teachers.

We continued to strengthen financial management. During the year responsibility for managing expenditure under allocated curriculum budget lines passed to teachers in charge. The change further strengthened the link between expenditure decisions and achieving the best outcomes for our ākongā.

Operating surpluses have enabled us to update classroom furniture and IT equipment that had suffered from some under-investment in previous years. Further funds to the future maintenance program and fixed asset requirements of the school to ensure that our learning environment supports our vision of a vibrant school.

As a Decile 10 school we receive the minimum amount of funding from the Government to run our school and we greatly value the Friends' efforts and the generosity of our School community at fundraising events. The new playground is amazing and would not have occurred without all their hard work.

Property

After a lot of major work in 2017 it was a quieter year for building in 2018.

Renovations to the School Hall in 2017 highlighted some rot in the windows on the western side of the building. This was removed early in the year. Work was also completed on sections of our roofing and spouting in the main block, with corroded sheets replaced and the spouting upgraded to coloursteel. Rot in the windows in the classroom in Lower Bridge was also repaired.

Drains remain a perennial issue. In 2018 both our own drains and pipes from neighbouring properties caused us challenges. Our drains have long suffered from encroachment of pohutukawa roots, and investigations showed more extensive work is required. We expect this work to be completed in 2019.

We have engaged Catalyst Consultants to develop a new 5 Year Property Agreement. They have some great ideas for improvements to the school property and to upgrading our teaching spaces.

As part of our 10 Year Property Plan we are also intending to paint the exterior of the buildings in the coming year.

Playground improvements

We engaged Aspen Landscapes for design and implementation of our playground upgrade. Great fundraising through events organised by the Friends of Roseneath and an amazing donation from within the school community meant that by the end of the year we were in a position to start building.

Construction on Area A (new decking and a double width slide in the Old Adventure Playground) and Area C (Crow's nest viewing platforms on the northeastern bank) was completed during Term 1: 2019.

Goal 3: Empower ākonga, whānau, teachers and the wider community to participate in collaborative partnerships for learning

We have worked hard to strengthen communication with our School Community.

We broadened our communication pathways to include “Skoolloop”. Skoolloop provides parents with up to date, easy to access information around calendar dates, notices, and permissions for trips and events. We also increased use of our Facebook page to share learning and to celebrate our students; and the Board has continued to add meeting agendas and minutes to our website, along with the School policies.

Open Afternoons have strengthened connections between school and home. Parents and whānau are invited into the classrooms for our children to share their learning. Our learning inquiry in Term 1 focused on “Our stories” and encouraged students to learn about their heritage and share this with others. We were thrilled to have family coming to school to share their stories from the past.

Cultural responsiveness

Following the review of our Charter last year, we have been working on strengthening "cultural responsiveness" at Roseneath School with the aim of promoting student achievement and a sense of well-being for our students.

Maria Malone has lead this work, developing our understanding and use of pōwhiri and mihi whakatau within our school, and extending the use of Te Reo Māori in the classroom. In September we welcomed the Kāhui Ako leaders to our school with a community pōwhiri. Our student leaders performed the karanga and kōrero, and other students led our visitors for a tour around the school.

We developed a new tradition around celebrating Matariki as a community. Our Matariki evening was a chance to connect, celebrate and share kai together. Our children performed some of the waiata they had been learning through their Kapa Haka lessons with Matua Henare, played games and made arts and crafts with their families.

The Board has taken a keen interest in progress and sought feedback from our Māori & Pasifika whānau on how we are doing. We look forward to extending this engagement in the coming year, and to working with others in our Kāhui Ako to progress our understanding of Te Ao Māori.

Performing Arts

No annual report would be complete without mention of the performing arts.

At the end of Term 2 our students participated in a two week block of dance lessons with Dances for Schools. We used this as the inspiration for our Variety Show in Term 3: “Just Dance”. This year we held our variety show at Evans Bay Intermediate School. We loved having a bigger stage space and being able to perform to a larger audience.

Later in Term 3 we had 63 students perform their visually stunning “Out of the Box” show in Wellington Dance Splash at the Michael Fowler Centre. Upper Bridge created artworks and showcased them in the Wearable Arts performance, and three classes displayed their art as part of the visual arts gallery.

At the end of the year we rounded out the year with a family and whānau singalong in our amphitheatre.

“He aha te mea nui o te ao? He tangata, he tangata, he tangata.”

-What is the most important thing in the world? It is the people, it is the people, it is the people



Community partnerships

The ‘Friends of Roseneath School’ had another successful year of fundraising. The Friends events make an enormous contribution both in terms of raising money and building the relationships that connect the School to its community.

Special thanks this year go to our regular volunteers; Nicola Dunne, Rochelle Moore, Justine Gilligan, Maire Smith, Ashley Stanford, Roni Saul, Kate Harrison, Mandy Zukerman, Kristin Lohe, Philly Rillstone, Joanne Lyall, Emma Needham, Tristan Fluerty, Victoria Stace, Sarah Rowe and G.G.. Thank you!

Finally, thank you for your support in making Roseneath a vibrant and inclusive school community where children love to learn.

Ngā mihi nui,

Adelle, Andrew, Anne, David, Kate, Pat and Simon