

## **2024 February Board Update**

Kia ora koutou

We had our first meeting for the year last week and it was great to connect again as a Board and hear how well the year has started for staff and students. We spent a bit of time discussing how we are going to organise ourselves around portfolios of responsibilities and electing a Presiding Member (which is a requirement at the beginning of each new year). While there is more for the Board to discuss regarding portfolios, the Board elected Jono Weir as the Presiding Member for 2024.

The meeting also marked the end of Moira Turley's tenure as a Board member. Moira has been a great support to Andrea and has made tangible contributions in her time on the school Board, notably Moira supported the school by stepping into the Presiding Member role last year at short notice. Thank you Moira for your service to the school community here.

The Board members are Jono Weir (Presiding member), Justin Parker, Nikki Hurst, Rose Simpson, Richard May, Jacqueline Phillips, Andrea Peetz and Judith Urry, the staff representative.

### **School picnic and team presentations**

The informal gathering prior to the first day of school and the school picnic was a great way to build our community spirit and provide information on the teaching and learning at Northland. The Board would like to thank the school Senior Leadership team and all teams for providing an overview of the key aspects for the year and this term. We are feeling well informed and excited about the energy for teaching and learning. The Board would also like to thank the members of the Home and School committee who helped coordinate on the evening and organised Mr Whippy to be present - which is always a welcome treat!

### **End of Year Student Achievement 2023 Summary**

Andrea provided a comprehensive report to the Board on the 2023 End of year student achievement data and students view of their learning. Overall, our children have maintained high levels of achievement and progress in Reading, Writing and Maths in 2023. Our results are very close to our target of at least 90% of children meeting or exceeding the expected curriculum level in Reading, Writing and Maths. We are seeing a positive shift for our Māori students across reading, writing and maths, with the majority meeting the expected curriculum levels. Children are developing more confidence in talking about themselves as learners and being able to identify what could help them improve too.

#### **Reading**

Reading achievement is being maintained at a high level of achievement across the school with 85% of children meeting or exceeding the curriculum level.

#### **Writing**

79% of children were meeting or exceeding the expected curriculum level at the end of 2022.

## **Maths**

86% of children were meeting or exceeding the expected curriculum level at the end of 2022.

## **Structured Literacy at Northland**

2023 was the first year the school had comparative data for spelling using a Structured Literacy approach. At the end of 2022 all classes were assessed on their spelling knowledge using The Code. This was a new programme for the school and gaps were identified and students were started on the programme at an earlier stage rather than their cohort age (as we had not taught this programme before). The Structured Literacy approach is cumulative and systematic. It is important to teach using a given scope and sequence, so all gaps are filled before new spelling patterns are taught. We look forward to further success for our students and professional development opportunities for staff.

Overall data shows shifts in alphabetical knowledge (phonemes and graphemes) and spelling patterns and rules.

- The data shows Year 2 - Year 3 started at the beginning of The code and moved a code level in one year.
- Many of the students in the Year 4 cohort started the year working at Year 1 of The Code. We could not presume they had all the spelling patterns in Year 1 of the Code. Most children moved a whole level in an academic year with 18% making accelerated progress.
- In the Year 5 cohort 77% of students progressed 2 levels of The Code in the academic year. In the Year 6 cohort all students made a year's progress with at least half of the students making 2 years progress.
- Many students at Year 7 / 8 covered 2 levels of The Code in one academic year. Some students completed the Year 7/8 programme and moved on to extension including morphology and etymology.

## **Strategic Plan 2024-2025**

The Board and Staff can now confirm the initiatives that will be implemented during the next two years. We have listened to community feedback to help inform our strategic plan for the next two years. Along with delivering the core curriculum, the goals for the next two years have a focus on science, physical activity, an increase in celebrations of success, and a safe and caring learning environment.

During this year there are a number of curriculum changes that are expected and our staff will be continuing to show their flexibility and adapt to the refresh of the curriculum particularly in English, Maths and Science. Further details will be shared in the next newsletter.

Ako - Learning	Whanaungatanga - Relationships	Oranga - Wellbeing
<b>Goals</b>		
<p><b>Our students are engaged in a curriculum that is responsive, personalised and promotes success in the core curriculum and an increase in science and physical activity.</b></p>	<p><b>All members of our community work effectively together to support one another to celebrate progress, success and engagement.</b></p>	<p><b>Our students and staff develop skills to be confident, life long learners who enjoy many opportunities in a safe and caring learning environment.</b></p>
<b>Initiatives</b>		
<p><b>1.1 Teaching</b> - Plan for, teach and assess, our learner dispositions and values through rich and varied learning experiences, so learners develop skills for life and are empowered to have success in many ways. (NELP 2 &amp; 7)</p>	<p><b>2.1 Honouring our Commitment</b> - Maintain our relationship with Wellington Tenth Trust as representatives of Te Ātiawa, mana whenua, to ensure our Māori achieve success as Māori, leading to equitable outcomes.(NELP 5)</p>	<p><b>3.1 Acceptance</b> - School will be a safe and positive place and free from discrimination and bullying. Students and whānau will have a sense of pride through the celebration and acknowledgement of individual and school successes. (NELP 1 &amp; NELP 2)</p>
<p><b>1.2 Best Practice</b>- Ensure we demonstrate best practice and invest in professional development so we can critically analyse research, pedagogies and upcoming changes in the education sector. ( NELP 4)</p>	<p><b>2.2 Sharing</b> - Hold high aspirations for every learner/akonga and support them by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and culture. (NELP 2)</p>	<p><b>3.2 Nurture</b> -Learning opportunities will be provided to support Physical wellbeing, strengthen friendships and to explicitly teach social skills and regulation. ( NELP 1)</p>
<p><b>1.3 Learning</b>- Follow inclusive education practices and personalise learning to ensure excellent outcomes are in reach of every learner. (NELP 3)</p>	<p><b>2.3 Expectations</b>- Develop with our community expectations for learning and behaviour to ensure every learner can achieve their best ( NELP 1, 2 &amp; 4)</p>	<p><b>3.3 Confidence</b>- Build confidence in our learners so they can take risks, build resilience and develop self independence and responsibility. (NELP 7)</p>
<b>Our Success</b>		
<p>Students are engaged in learning and are proud of their progress and achievements across the curriculum.</p> <p>Staff have high expectations for all children to succeed and are motivated to deliver authentic learning experiences and respond to all learners.</p> <p>Community has high expectations for all children and are well informed of challenges, progress and achievements.</p>	<p>Students contribute to the community and demonstrate the values in their interactions with others.</p> <p>Staff are approachable and build meaningful relationships with parents and children to ensure learning is nurtured.</p> <p>Community embraces opportunities for working together, values diversity and contributes to make a difference for everyone.</p>	<p>Students know they belong and are valued, and they have tools and strategies to develop resilience and a positive outlook.</p> <p>Staff know they work in a safe and inclusive environment and mirror this environment for the tamariki they teach.</p> <p>Community will support the school to be an inclusive and safe place for all to learn and develop.</p>
<b>Our Measures</b>		
<ul style="list-style-type: none"> <li>At least 90% of students will be meeting the expected curriculum level in Reading, Writing and Maths.</li> <li>Evidence of the teaching of Science in planning and team documentation.</li> <li>Teachers continue to be informed by best practice and internal evaluations are strengthened. (PGC, Release plans, HERO posts)</li> <li>The 2024 parent questionnaire will show an improvement in addressing learning difficulties when compared to 2021-2023.</li> </ul>	<ul style="list-style-type: none"> <li>Increased engagement from Māori and Pasifika whānau</li> <li>Actively tracking parent engagement through all of the platforms available.</li> <li>The 2024 parent questionnaire will show an improvement in parent engagement when compared to 2021-2023.</li> <li>Northland CHAMPs learner pathway documentation will show an increase in students reflecting on their confidence and achievements.</li> </ul>	<ul style="list-style-type: none"> <li>PB4L School evaluation tool (SET) summary will show an improvement in school wide systems, monitoring, and implementation.</li> <li>Student voice through the NZCER Wellbeing@school Survey data will show improvement against 2018, 2020, 2022 survey</li> <li>Physical activity and the teaching of social skills are increased, shown through planning and documentation.</li> </ul>

## **Community**

The school continues to rely on various types of parent support to ensure we can maintain a vibrant and engaged school community. We invite you to consider how you could contribute time, expertise or a willingness to get involved with the school or the following groups that are a combination of board members, parents and staff; Home and School, Playspace, Whānau Hui for our Māori families, and Fono for our pasifika families.

Please look out for the calendar updates when the first meeting of these groups are planned; We welcome other ideas to help build community and develop our environment at Northland.

Ngā mihi nui

Andrea Peetz, Principal

Jono Weir, Presiding Member