



Annual Report and Analysis of Variance Cannons Creek School (2818) for 2017

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Kiwisport Funding Report

In 2017 the Kiwisport Funding of \$2,282 was used for:

- Paying the shortfall so that children could play in local after school tournaments. The children pay \$5 to play in an after school sport tournament then we use kiwisport funding to cover the rest of the cost to enter the team. This included both Junior and Senior teams.
- Subsidising of fees for children to attend sporting events and tournaments
- Transport cost so that children can take part in interschool and regional sports events
- Buying equipment and gear so that children can play sport and we can host family/whanau sports time
- Buying equipment for the school playground to encourage sport and physical activity at lunch time.

Analysis of Variance Reporting



School Name	Cannons Creek	School Number	2818																																								
Report	Analysis of Variance Report for 2017																																										
Learning Area	Reading																																										
Strategic Aim	An increasing number of students working at or above the National Standards for Reading																																										
Annual Aim	To raise student achievement through setting Reading targets which enable all students to progress and achieve																																										
Target	<p>Target for 40 weeks at school: 60% 'at' or 'above' the National Standard (43% in 2016)</p> <p>Target for 120 weeks at school: 75% 'at' or 'above' the National Standard (75% in 2016)</p> <p>Target for End of Year 5: 65% 'at' or 'above' the National Standard (50% in 2016)</p> <p>Target for Maori Students: 70% 'at' or 'above' the National Standard (54% in 2016)</p> <p>NB: Targets are in line with the Porirua East CoL achievement challenge</p>																																										
Baseline Data:	<p>Our baseline data is the end of year OTJ's for 2016</p> <table border="1"> <thead> <tr> <th>By Gender</th> <th>Well Below</th> <th>Below</th> <th>At</th> <th>Above</th> <th>By Ethnicity</th> <th>Well Below</th> <th>Below</th> <th>At</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Male (75)</td> <td>16</td> <td>25</td> <td>30</td> <td>4</td> <td>Pasifika (80)</td> <td>12</td> <td>19</td> <td>41</td> <td>8</td> </tr> <tr> <td>Female (80)</td> <td>9</td> <td>20</td> <td>43</td> <td>8</td> <td>Maori (59)</td> <td>9</td> <td>18</td> <td>28</td> <td>4</td> </tr> <tr> <td>Total (155)</td> <td>25</td> <td>45</td> <td>73</td> <td>12</td> <td>Other (11)</td> <td>3</td> <td>5</td> <td>3</td> <td>0</td> </tr> </tbody> </table>			By Gender	Well Below	Below	At	Above	By Ethnicity	Well Below	Below	At	Above	Male (75)	16	25	30	4	Pasifika (80)	12	19	41	8	Female (80)	9	20	43	8	Maori (59)	9	18	28	4	Total (155)	25	45	73	12	Other (11)	3	5	3	0
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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>
<ul style="list-style-type: none"> All children Below and Well Below were identified and tracked. Some of these students were part of target groups. Teachers met at both syndicate and full staff meetings to discuss the individual progress of their target students and groups. All Year 1-4 students are monitored on a 5 weekly basis using wedge graphs. Individual student progress is discussed. Year 4-6 Literacy programmes have continued to follow the PD given in 2016 following our Literacy review Year 1-3 teachers continue to have LLL teacher PD on a regular basis Daily instructional Reading programmes for all students 	<ul style="list-style-type: none"> After 40 weeks at school the number of students at or above was 48%. This is an increase from 43% at the end of 2016 but is short of the CoL targets After 120 weeks at school 57% of the students were at or above the standard. Of these children students 30% were above the standard. This is a slight drop from 60% at and above the standard in 2016. At the end of Year 5 33% of the students were at or above the standard this is a big drop from 50% at the end of 2016 Maori students had 54% of students reading at or above the standard. This is the same as 2016 	<ul style="list-style-type: none"> Some teachers are still training in LLL and so this effects the level of expertise in the Year 1-3 classes. There has been a small improvement as teacher capacity increases Reading progress continues to improve as children are in the junior school longer. Decoding is well embedded but the children need more comprehension skills Comparing the 2016 (18 students) results with the 2017 (33 students) is not very accurate as there is double the number of students and this can alter the percentages. More investigation is needed into senior reading 	<ul style="list-style-type: none"> We still need to continue to build teacher capability in both teaching the reading process and comprehension skills. Targeted professional development for teachers is key to increase in achievement. Tracking and Monitoring of student progress and addressing the issues promptly to help accelerate learning at a quicker pace Choose authentic contexts for the students learning so they are able to bring more prior knowledge to the task Continue the parents 'Reading Together' Workshops so that parents are more confident about helping with reading at home
<p>Planning for next year</p>			
<ul style="list-style-type: none"> Reading Comprehension continues to be a focus this is for all teachers in year 2-6 to support students in their learning of the reading process, reading comprehension and vocabulary development Teachers in Years 1-3 will have continuing PD with the Child Literacy Foundation Teachers will have target students based on 3 milestones – Level 12 after 40 weeks, Level 22 – after 120 weeks, Reading Comprehension/Burt Matrix Dedicated teacher aides to support 'Talk to Learn' and 'Time to Talk' and 'Reading to' as well as comprehension and vocabulary building Ensure that all children receive support from outside agencies where appropriate – RLLit, RTLb, SLT etc Dedicated first language tutors for Syrian, Vietnamese, and Columbian refugee students The BOT will support 0.1 FTE along with 0.2FTE from the MOE to provide a Reading Recovery Programme 			

Analysis of Variance Reporting



School Name	Cannons Creek	School Number	2818																																								
Report	Analysis of Variance Report for 2017																																										
Learning Area	Writing																																										
Strategic Aim	To create meaning for themselves and others through writing that is in relation to the National Standard for Writing																																										
Annual Aim	Raise student achievement through setting Writing targets which enable all students to progress and achieve																																										
Target:	<p>Target for 40 weeks at school: 70% 'at' or 'above' the National Standard (54% in 2016) Target for End of Year 5: 65% 'at' or 'above' the National Standard (35% in 2016) Target for Maori Students: 70% 'at' or 'above' the National Standard (48% in 2016) Target for Pasifika Students: 65% 'at' or 'above' the National Standard (53% in 2016) NB: Targets are in line with the Porirua East CoL achievement challenge with the addition of Pasifika target</p>																																										
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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>
<ul style="list-style-type: none"> All children Below and Well Below were identified and tracked. Some of these students were part of target groups. Teachers met at both syndicate and full staff meetings to discuss the individual progress of their target students and groups. All Year 1-4 students are monitored on a 5 weekly basis using wedge graphs. Individual student progress is discussed. All students did EASttle writing samples in Term 1 and Term 4 that were moderated Year 1-3 teachers continue to have LLL teacher PD on a regular basis Daily instructional Writing programmes for all students 	<ul style="list-style-type: none"> After 40 weeks at school the number of students at or above was 44%. This is a decrease from 48% at the end of 2016 and is short of the CoL targets At the end of Year 5 24% of the students were at or above the standard this is a big drop from 33% at the end of 2016 and 50% at the end of 2015 Maori students had 45% of students reading at or above the standard. This is a drop from 54% in 2016 Pasifika students had 42% of the students 'at' or 'above' the standard. This is an increase from 27% at the end of 2016 	<ul style="list-style-type: none"> Some teachers are still training in LLL and so this effects the level of expertise in the Year 1-3 classes. There needs to be further investigation into why the progress has dropped The percentage of children in Year 5 'at' or 'above' is very low. This has declined steadily over the last few years. Investigation into this is the next step Comparing the 2016 (18 students) results with the 2017 (33 students) is not very accurate as there is double the number of students and this can alter the percentages. More investigation is needed into senior writing Maori student progress has drop slightly. Pasifika Students progress has improved. We need to continue to identify our Maori and Pasifika students for better focussed learning 	<ul style="list-style-type: none"> We still need to continue to build teacher capability in teaching the writing. Targeted professional development for teachers is key to increase in achievement. Tracking and Monitoring of student progress and addressing the issues promptly to help accelerate learning at a quicker pace Choose authentic contexts for the students learning so they are able to bring more prior knowledge to the task Continue work on moderating writing at a syndicate and full school level to ensure consistency in marking and making judgements
Planning for next year			
<ul style="list-style-type: none"> Teachers in Years 1-3 will have continuing PD with the Child Literacy Foundation Teachers will have target students that they will report progress on to syndicate and staff meetings. Continue to moderate writing samples from EASttle to ensure consistency of marking and judgements Teacher aides to support writing programmes where it is seen to be the best use of ESOL Teacher Aide time 			

Analysis of Variance Reporting



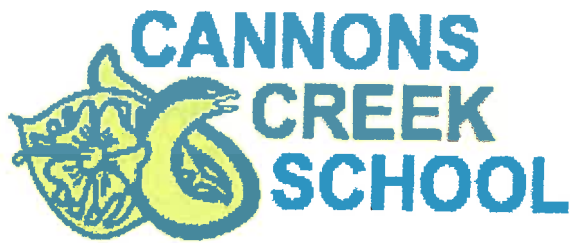
School Name	Cannons Creek School	School Number	2818						
Report	Analysis of Variance Report for 2017								
Learning Area	Mathematics								
Strategic Aim	An increasing number of students working at or above the National Standards for Mathematics								
Annual Aim	To raise student achievement through setting Numeracy targets which enable all students to progress and achieve								
Target	<p>Target for 40 weeks at school: 85% 'at' or 'above' the National Standard (65% in 2016) Target for 120 weeks at school: 65% 'at' or 'above' the national Standard (60% in 2016) Target for End of Year 5: 65% 'at' or 'above' the National Standard (50% in 2016) Target for Maori Students: 70% 'at' or 'above' the National Standard (53% in 2016) NB: Targets are in line with the Porirua East CoL achievement challenge</p>								
Baseline Data	Our baseline data is the end of year OTJ's for 2016								
By Gender	Well Below	Below	At	Above	Well Below	Below	At	Above	
Male (75)	11	26	37	1	9	19	51	1	
Female (80)	9	18	52	1	8	20	30	1	
Total (155)	20	44	89	2	3	2	6	0	
By Ethnicity									
	Pasifika (80)			Maori (59)			Other (11)		

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>
<ul style="list-style-type: none"> We started DMIC PD as part of our CoL cluster. Most schools were already receiving PD in Mathematics (DMIC). We joined at the beginning of Term 2 2016 and was our major PD focus for the year. All children Below and Well below were tracked. Some of these students were part of target groups. Teachers met at both syndicate and full staff meetings to discuss the individual progress of their target students and groups Daily Maths programmes for all students using the DMIC model with an emphasis on Problem Solving All children are monitored using NUMPA Good resourcing of Maths to make sure children have the equipment they need to learn 	<ul style="list-style-type: none"> At 40 Weeks the number of students 'at' or 'above' was 70% this was an increase of 5% from 2016 results but was short of our target At 120 weeks the number of students 'at' or 'above' was 39% this is well below our 2016 result of 60% and well below our target of 65% End of Year 5 the number of students 'at' or 'above' was 36% this is well below our 2016 result of 50% and our target of 65% Maori students 'at' or 'above' was 52%. This was similar to the 53% in 2016 but below our target of 70% 	<ul style="list-style-type: none"> The level of achievement is still high at the end of 40 weeks at school. We did not make the CoL target but we did have an increase of 5% from the end of 2016 results The introduction of new programmes and methods across the school has meant that this needs time to embed and for teachers to introduce and reflect on their new learning The older children did not score as highly as the junior students. Part of this can be attributed to more interruptions to their programmes and a show in Term 4 that took time. There is a greater reading component in senior maths work and this can impact on the students ability to understand and therefore process written problems 	<ul style="list-style-type: none"> Learning conversations to enable teachers to reflect on student progress and teaching practice. Conversations with colleagues, syndicate, and full staff Using good data to better inform teachers for better outcomes. Review the data we are collecting and how we use it. Quality classroom programmes that meet the needs of children and have minimal disruptions so that instruction happens on a daily basis Using the DMIC model provide more authentic contexts for the children's learning
Planning for next year			
<p>Continue with the 3 year DMIC PD that was started in 2017 to improve teacher capabilities and knowledge</p> <p>Teacher Inquiry in 2018 will be focussed on Mathematics and the DMIC process</p> <p>Individual students are clearly identified with teachers having appropriate data to show progress throughout the year</p> <p>Parent/Whanau/Aiga events to help them become more confident in helping their children</p>			

Other Significant School Activities 2017

Focus Area	Task as per Annual Plan	Outcomes	Evaluation
Personnel	<p>Staff the school in a manner that reflects the priorities stated in the Annual Plan.</p> <p>Ensure that a Professional Development Plan is in place that equips the staff to deliver quality teaching and learning.</p> <p>Ensure the Board of Trustees fulfils its role as a 'good employer'</p>	<p>Appraisal procedures for all staff including job descriptions</p> <p>Continue to develop Teaching as Inquiry and recording of actions against the RTC</p> <p>Support programmes for PRT</p> <p>Monitor staff usage and avoid overuse while ensuring the school is fully staffed each day</p> <p>Provide Professional Development in line with strategic priorities</p> <p>Comply with the laws relating to employer responsibilities</p>	<p>No new teacher appointments in 2017</p> <p>Appraisal for staff complete and all teachers record their progress against the RTC, along with PD record and Teacher Inquiry</p> <p>All police vetting and ID completed</p> <p>PD Focus – Junior Literacy (LLL) and DMIC Maths</p> <p>Independent Appraisal of the Principal, DP and teaching staff</p> <p>Banking Staffing was 0 at the end of the year</p>
Finances	<p>Allocate funds to reflect the school's Strategic and Annual Plans.</p> <p>Maintain internal procedures for monitoring finance and expenditure.</p> <p>Approve a budget that reflects the school's priorities (February)</p>	<p>Ensure funding is allocated appropriately in the budget</p> <p>Monitor monthly spending and report to the Board of Trustees</p> <p>Have the accounts prepared for audit in a timely manner</p> <p>Following recommendation from the CES procedures for petty cash were tightened and staff purchase procedures reviewed</p> <p>Wage bills were high in the second half of the year and this impacted on the school's cash flow at the end of the year</p>	<p>The accounts were audited and all requirements met.</p> <p>Budget was approved in February</p> <p>We changed our financial management to CES</p> <p>New procedures have been put in place for using petty cash – this was a recommendation from the CES</p> <p>Due to the Principal's absence the cash flow situation worsened and the school will be working with a LSM in 2018</p>
Health & Safety	<p>To provide a safe physical and emotional environment for students and staff and ensure that the school is compliant with all aspects of health and safety legislation</p>	<p>Regularly review health and safety policies and procedures</p> <p>Make sure all staff are aware of the content of the Health and Safety Manual</p>	<p>18 Staff are still trained in First Aid this year</p> <p>The school has maintained a Health and Safety Officer as per the new Health and Safety</p>

	Upskill ourselves with the new Health and Safety Regulations	<p>Review and maintain the hazards register</p> <p>Meet building Warrant of Fitness requirements</p> <p>Make sure that enough staff have first aid certificates</p> <p>Keep accurate student records (contacts and medical)</p> <p>Provide a caring and medically appropriate Medical Room</p>	<p>act. She has received training during the year</p> <p>A Health and Safety Action Team has worked on the annual plan goals</p> <p>Work needs to continue on reviewing the Health and Safety Manual in 2018</p>
Property	Develop school facilities which reflect the priorities stated in the school charter.	<p>Continue to develop an efficient programme of maintenance for school building and facilities</p> <p>Strategically use the new 5YA to develop 'Modern Learning Environments' and upgrade classrooms</p> <p>Upgrade classroom and office furniture as required</p> <p>Ongoing repair and maintenance of buildings</p> <p>Address vandalism damage in a timely manner</p>	<p>The 5YA was completed in July</p> <p>Vandalism was higher this year and funded by the MOE</p> <p>New shade areas were built on B and C block</p> <p>New wooden security fencing was placed around the garden dome</p> <p>Talks have started to improve the safety at the school gate using 5YA funds</p>
Charter	To update the school Charter annually	<p>Annual review of the charter to reflect the changing needs of the school</p> <p>Complete the Strategic and Annual Plan in a timely fashion</p> <p>Consult with stakeholders as needed</p>	<p>The strategic plan that was reviewed in 2017 and has had no change to it</p> <p>The 2017 Annual Plan is a working document with evaluation updates each Term and a 'What did we do well?' evaluation in Term 4</p>
Analysis of Variance	To analyse student achievement outcomes against goals set and report variance to the Ministry of Education	<p>Set goals and targets for student achievement and school direction</p> <p>Measure outcomes at the end of the year and report any variance</p>	<p>The analysis of progress in Reading, Writing, and Maths shows progress in achievement in most curriculum, stages, gender. And ethnic comparisons.</p>



CANNONS CREEK SCHOOL BOARD OF TRUSTEES Board Members for the year 2018

The following are members of the Cannons Creek School Board of Trustees as parent representatives -

Fereni Manase Re-elected 3 June 2016 Elected 30 May 2013	1 Esk Place	021-253-6759
Margaret Schwalger Elected 26 October 2016 (Chairperson)	5 Cheshire Street	021-025-75452
Casandra Meredith Elected 26 October 2016	194 Sievers Grove	022-191-0778
Willie Te'o Co-opted 17 May 2017	13 Doon Grove	027-778-8019

Other Board Members

Ruth O'Neill Appointed January 2003	<i>Principal</i>	237-7426 (W)
Faliu Aitogi Elected 3 June 2016	<i>Staff Representative</i>	237-7426(W)

Ph: 237 7426

office@cannonscreek.school.nz

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Cannons Creek
PORIRUA 5024