



Houghton Valley School Mission Statement

INSPIRATION, CHALLENGE, ACHIEVEMENT
TE HIRINGA, TE WEROHIA, TE WHAKATUTUKITANGA

HOUGHTON VALLEY SCHOOL

ANNUAL REPORT

2010



Houghton Valley Year 6 'Now News' Team

The following Annual Report was prepared by Ross Pickard, Board of Trustees Chair, and Barry Schon, Principal, to summarise the year - 1 January 2010 to 31 December 2010. Included in this report is information related to curriculum achievement and Board of Trustees operations.

INTRODUCTION

2010 was another excellent year for Houghton Valley School. Beginning with the noho marae experience at Tapu Te Ranga Marae, Island Bay, the year was characterized by a huge range of learning experiences embedded in real-life and/or local contexts. Academic achievement continued to be high and a positive school culture remained a feature. The school's largest ever group of year 6 students were farewelled in December. Demand for places in the school continued to be strong.

The introduction of the new National Standards for reading, writing and mathematics ended up being the major curriculum development focus for the teaching staff during 2010. Due to the haste with which the standards were introduced and the fact that guidance and training were patchy at best, the school's teachers and principal were forced to largely work things out for themselves. This they did, spending the year making sense of the standards and devising, trialling and modifying benchmarking and reporting systems.

It is hoped that, with the National Standards now mostly understood, that in 2011 HVS can put energy back into 'Te Kaupapa o te Kura o Haewai' – Houghton Valley's local version of the (now not so new) curriculum.

The 2 year professional development in mathematics began in term 2 with assistance from Accent Learning. It featured training days in the school holidays, staff meetings and teacher observations. Achievement goals were set and mostly achieved. Mathematics training will continue in 2011.

With the exception of Brendan Collins' resignation, the Houghton Valley Teaching team remained stable during 2010. For the first time, a 9th class was established due to roll growth.

STRATEGIC GOALS

GOAL ONE

All students achieve success in their learning.

GOAL TWO

Curriculum programmes provide opportunities to develop key competencies of:

- Managing self
- Relating to others
- Thinking
- Participating and contributing

GOAL THREE

Tikanga Maori and Te Reo are integrated into school life.

GOAL FOUR

Our students have a diverse range of learning experiences.

GOAL FIVE

Our school has an active partnership with its community.

GOAL SIX

Staff members are themselves lifelong learners who inspire students.

GOAL SEVEN

The school actively reduces its impact upon the environment.

PERSONNEL

STAFF as at TERM ONE 2010

Full Time TEACHING STAFF 2009

BARRY SCHON - Principal

R1 (FIONA BROWN) – year one/new entrants

R7 (ADELE MURRAY) – year 1

R2 (LARA NEMET) – year 2

R3 (LIZ McLEAN) – year 2/year 3

R4 (BRENDAN COLLINS) – year 3

R5 (KATIE GRINSTED) – year 4

R6 (MONICA MERCURY) – year 5/6

R8 (PETER HOLMSTEAD) – year 5/6

Part Time - TEACHING and SUPPORT STAFF 2009

DAVE McARTHUR – Caretaker

DENISE FORRESTER – Office Administrator and After School Care Co-ordinator

JOS ABERNETHY – Reading Recovery, Learning Support and ICT Release

JOANNA LUDBROOK - Librarian

JULIA BROMLEY – Teacher Aide

JASMINE PRITCHARD – Teacher Aide

JO GRAHAM – Teacher Aide

ALEKSANDRA ALAGH – Teacher Aide

JENNY COSSEY – Release and Dance Teacher

BRIDGET BRIDGMAN – Release Teacher

GEORGE MOUTZOURIS- After School Care Supervisor and Teacher Aide

KATY TIJSEN - After School Care Supervisor

Personnel changes/points of note include:

- Brendan Collins resigned and moved to Christchurch early in term 3. Ed Trotter took his place as a fixed term reliever until the end of term 3. Matt Titcombe was employed as a permanent replacement for Brendan Collins, beginning term 4.
- Fiona Brown had 3 terms refreshment leave approved and Jill Holmstead worked in R1 for terms 2, 3, 4.
- Due to roll growth, Gillain Menaker joined Jill Holmstead to team teach during terms 3 and 4.

CURRICULUM and STUDENT ACHIEVEMENT

Analysis of Variance

MATHS TARGETS 2010

PURPOSE

- 1) To identify the areas of the maths curriculum in which HVS year 4, 5, and 6 students are experiencing the least success.
- 2) To set targets of intended improvement.
- 3) To put emphasis on the identified areas during teaching to address the identified needs.
- 4) To retest in term 4 to gauge improvement.

INTRO

The HVS year 4, 5 and 6 children completed Maths PAT testing early in term 1 2010. Their responses to questions were entered into the NZCER website. This website enables teachers to identify individual and class areas of strength and weakness.

Using this information, the types of questions that were answered with the least success were identified and recorded.

Similar questions were located on the Assessment Resource Bank website by the principal, who then made up tests for each year level. These tests were used to assemble baseline data so that targets could be set.

The major differences between the Maths PAT and the Assessment Resource Bank(ARB) questions for targets are:

- The PAT is entirely multiple choice while the ARBs have a mix of answer types.
- The PAT is done completely independently by each child, in silence – the ARBs testing included teachers reading out the questions (to ensure that maths and not reading was being tested).
- The PAT is done within strict time guidelines while the students are given more (but not unreasonable) time when completing the ARB questions.

Retesting using the same Assessment Resource Bank questions was carried out in November to gauge the extent of increased achievement (or not).

YEAR 6 TARGETS

- 1) For 50% of children (18 chn) to be scoring above 80% (baseline = 16% or 6 chn)
TARGET ACHIEVED – 50% (18 chn) scored above 80%
- 2) For 70% of children (25 chn) to be scoring above 70% (baseline = 22% or 8 chn)
TARGET ACHIEVED – 73% (26 chn) scored above 70%

CHANGES in achievement

- a. The number of children scoring above 80% tripled, from 6 to 18 children.
- b. Nearly $\frac{3}{4}$ scored above 70% increased from 8 to 25 children.

QUESTIONS answered successfully

- a. Predicting a pattern
- b. Use of measurement units
- c. Interpreting pie chart

QUESTIONS needing improvement

- a. Word problems involving money
- b. Algorithms

Overall, accuracy needed improving – many children showed that they knew how to answer questions but they failed to apply rules accurately to all questions of a similar type.

YEAR 5 TARGETS

- 1) For 50% of children (13 chn) to be scoring above 75% (baseline = 20% or 5 chn)
NOT ACHIEVED 36% of children (9 chn) scored above 75%
- 2) For 70% of children (18 chn) to be scoring above 60% (baseline = 40% or 10 chn)
ACHIEVED 76% (19 chn) scored above 60%

CHANGES in achievement

- a. The number of children scoring above 60% doubled from 10 to 19 children.
- b. The largest gains were made by the children originally in the lower end of achievement.

QUESTIONS answered successfully

- a. Predicting a pattern
- b. Use of measurement units
- c. Basic fractions

QUESTIONS needing improvement

- a. Word problems involving money
- b. Algorithms (all)

YEAR 4 TARGETS

- 1) For 50% of children (15 chn) to be scoring above 65% (baseline = 17% or 5 chn)
NOT ACHIEVED - 45% (13 chn) scored above 65%
- 2) For 75% (22 chn) of children to be scoring above 50% (baseline = 34% or 10 chn)
NOT ACHIEVED - 59% (17 chn) scored above 50%

CHANGES in achievement

- a. The number of children scoring above 65% increased from 5 to 13 children.
- b. The largest gains were made by the children originally in mid range of achievement.
- c. 10 children increased achievement by 20% or more.

QUESTIONS answered successfully

- a. Basic facts (although some needed to be more accurate)

- b. Word problems requiring use of basic add/sub

QUESTIONS needing improvement

- a. Word problems involving mult/div
 b. Add/sub problems using 2 digit numbers
 c. Algorithms (all)

YEAR 2, 3 Targets

Targets - BASIC FACTS

How does baseline and end of year data compare to end-of-year NUMP expectations?

BASIC FACTS							
	<i>expectation</i>	<i>% below Feb</i>	<i>% below Nov</i>	<i>% at Feb</i>	<i>% at Nov</i>	<i>% above Feb</i>	<i>% above Nov</i>
<i>End of Y1</i>	Stage 3	100	67*		22		11
<i>End of Y2</i>	Stage 4	97	34*	3	66		
<i>End of Y3</i>	Stage 4/5	53	17	43	76	3	3

Teachers report that most children in the 'below' category are there because their recall is not instant (3 seconds), even though they may understand addition and be able to use it.

	<i>Stage 0-1</i>	<i>Stage 2</i>	<i>Stage 3</i>	<i>Stage 4</i>	<i>Stage 5</i>	<i>Stage 6</i>
	<i>Unable to recall addition facts to five</i>	<i>Instantly recalls facts to five</i>	<i>Instantly recalls facts to ten</i>	<i>Recalls doubles and teen facts</i>	<i>Addition and multiplication facts using 2,5,10</i>	<i>Subtraction and multiplication facts</i>
		2+3 4+1 1+4 5+0	3+3 6+4 7+2 1+9	7+7 8+8 10+8 8+7 10+?=17	3x2 2x5 6x2 8x10 9x5	17-9 11-6 19-12 7x8 6x7
Year 2 March	58%	27%	12%	3%	3%	
Year 2 Nov	11%	14%	9%	66%		
Year 3 March	10%	27%	17%	40%	3%	3%
Year 3 Nov	3%	7%	7%	55%	21%	6%

YEAR 2 TARGETS

- 1) For 80% of children to be scoring at or above Stage 3 (baseline = 18%)
NOT ACHIEVED – 75% achieved stage 3 or above
- 2) For 40% of children to be scoring at or above Stage 4 (baseline = 6%)
ACHIEVED – 66% achieved stage 4 or above

YEAR 3 TARGETS

- 1) For 80% of children to be scoring at or above Stage 4 (baseline = 46%)
ACHIEVED – 80% achieved at or above stage 4
- 2) For 40% of children to be scoring at or above Stage 5 (baseline = 6%)
NOT ACHIEVED – 27% achieved at or above stage 5

Targets – ADD/SUB

How does baseline data and Nov data compare to end-of-year NUMP expectations?

ADD/SUB							
	<i>expectation</i>	<i>% below Feb</i>	<i>% below Nov</i>	<i>% at Feb</i>	<i>% at Nov</i>	<i>% above Feb</i>	<i>% above Nov</i>
<i>End of Y1</i>	Stage 3	100	32		32		37
<i>End of Y2</i>	Stage 4	70	17	27	49	3	31
<i>End of Y3</i>	Stage 4/5	17	7	80	86	3	8

	<i>Stage 0</i>	<i>Stage 1</i>	<i>Stage 2</i>	<i>Stage 3</i>	<i>Stage 4</i>	<i>Stage 5</i>	<i>Stage 6</i>
	<i>Emergent</i>	<i>Counts one-to-one</i>	<i>Counts from one on materials</i>	<i>Counts from one by imaging</i>	<i>Advanced counting</i>	<i>Early additive part-whole</i>	<i>Advanced additive – early multiplicative part whole</i>
	Does not count up to 10 objects				Counts on	Derives addition and subtraction facts	Uses at least two different advanced mental part-whole strategies
Year 2 March			45%	24%	27%	3%	
Year 2 Nov			3%	14%	49%	31%	
Year 3 March	3%		7%	7%	47%	33%	
Year 3 Nov				7%	36%	50%	8%

YEAR 2 TARGETS

- 1) For 80% of children to be scoring at or above Stage 4 (baseline = 27%)
ACHIEVED – 80% achieved stage 4 or above

YEAR 3 TARGETS

- 1) For 90% of children to be scoring at or above Stage 4 (baseline = 80%)
ACHIEVED – 94% achieved stage 4 or above
- 2) For 60% of children to be scoring at or above Stage 5 (baseline = 33%)
NOT ACHIEVED – 58% achieved stage 5 or above

SUMMARY TABLE

YEAR GROUP	Baseline %	Target %	% achieving target Nov	Target Reached?	Difference between target % and achieved %
2	18	80	75	no	-5
2	6	40	66	yes	+26
2	27	80	80	yes	0
3	46	80	80	yes	0
3	6	40	27	no	-13
3	80	90	94	yes	+4
3	33	60	58	no	-2
4	17	50	45	no	-5
4	34	75	59	no	-16
5	20	50	36	no	-14
5	40	70	76	yes	+6
6	16	50	50	yes	0
6	22	70	73	yes	+3

CONCLUSION

This report gives us reason to celebrate maths achievement across the school, while also taking note of areas that need to be further developed. It provides useful information to help guide us in 2011. I would like to express my appreciation for the work done by the whole teaching team at HVS.

BARRY S Nov 2010

FULL STOP End of Year DATA HVS TARGETS

BACKGROUND

- Feedback from teachers suggested that surface feature use needed improvement, particularly the use of full stops.
- Teachers from across the school reported that significant numbers of children could not use full stops correctly.
- Data was gathered from the school-wide writing samples, completed in April 2010.
- It was gathered again from November 2010 writing samples.

MANY IMPROVEMENTS to celebrate

- In April, only 2 of the ten class groups had an accuracy of 80% or more. In November, 8 of the 10 groups had an accuracy of 80% or more.
- In April, none of the class groups had an average accuracy above 90%. In November, 4 class groups had an average accuracy above 90%.
- In 5 of the 10 groups, at least half of all children in the group used full stops with 100% accuracy (median).
- In all groups over half of all children used full stops with an accuracy of 80% or more (median).
- In nearly every group the most common level of accuracy was 100% (mode).
- The R3, 6 children used no full stops in the April sample. This had decreased to 1 child by November.

THE CHALLENGE

- While there was definite improvement overall and this should be celebrated (well done everybody!!) there remains a challenge:
 - There are still a handful of children in the school who should be able to use full stops, but still cannot do so. Our challenge is to raise their achievement in this area.
 - We expect 100% accuracy with full stop use by the time children leave our school. We're not there yet.
 - We sometimes notice that children can do things well when doing a test/sample but then this does not transfer to everyday writing. The challenge is to make sure it does.

FINANCE

The annual accounts show a net surplus for the year of \$2345.00 against budgeted deficit of \$33,291.00.

PROPERTY

- After redrafting the design of the hall kitchen, in response to community suggestions and financial constraints, the hall kitchen was constructed.
- A donation from the Home and School Team contributed to the construction of the kitchen, along with BOT reserves. Stu Birch (BOT) and Vanya Schoeler (Home and School) cut ribbons to officially open the kitchen. Senior children baked enough chocolate chip biscuits to feed the children, staff and visitors.

ADMINISTRATION and BOARD OF TRUSTEES

Roll Numbers

	FEBRUARY	DECEMBER
2000	136	154
2001	136	146
2002	127	146
2003	129	156
2004	144	180
2005	175	194
2006	171	195
2007	171	195
2008	173	192
2009	173	197
2010	179	204

- The Board met monthly in its 'governance' role, lead by Chairperson, Juliet Mollan.
- New board members were elected in the March elections. Retiring members Stu Birch, Paul Millin and Tim Clearly were replaced by Ross Pickard, Sarah Fussell-Quarmby and Oliver Valins. At the end of 2010 Juliet Mollan stepped down as chairperson.
- Management and day-to-day leadership of the school were conducted by the principal and the Senior Management Team.
- The enrolment zone, established in 2005, continued to operate.
- For the first time, the roll exceeded 200 children. We started our 9th class in term 3, using the hall foyer adjacent to R1 as an annex to R1, with Jill Holmstead and Gillian Menaker team teaching.

- During October flyers were dropped in all letter boxes within the HVS zone, requesting parents of prospective students contact the school. The Board intends to liaise with the Ministry of Education to establish the actual reasons for the current shortage of classroom space.

HEALTH and SAFETY

- RAMS forms were compiled to assess risk before trips outside the school and for the Year 6 camp.
- An 'Emergency Conditions Register' was compiled by staff– this lists details of any health conditions considered serious and required treatments/actions.
- Classes learnt about various health topics during the year.

DOCUMENTATION and SELF REVIEW

- The Board reviewed policies and procedures.
- Reports related to the school's strategic goals were presented to the Board.
- Reports related to the school's levels of achievement were presented to the Board.

COMMUNITY PARTNERSHIP

The school continued to enjoy a high level of support from its community. Whanau connections with the school are strong and reflected in:

- attendance at school events and assemblies
- assistance in classrooms and on trips
- the organisation of parent led events such as afternoon teas, fairs, discos
- an active and involved Board of Trustees
- our Home and School Team, which includes a teacher, a BOT member and the Principal
- working bees to improve the school grounds

The school itself informs and involves its community through:

- The school website
- Sports events
- Trips that have an educational focus
- Links to the Home and School Team – with the Principal, a teacher and a BOT member attending each meeting
- Trips that help build community (e.g. whole school trip to Lyall Bay in term 1)
- Assemblies, including termly 'performance assemblies'
- Teacher and parent conferences in terms one and three
- Written reports in term 4
- Performances
- 'Open door' policy – teachers and principal make themselves available
- Individual Education Plans for children and families who require these
- Direct contact between our Reading Recovery teacher and families
- Homework
- Weekly newsletters
- Curriculum evenings for parents
- A carefully managed transition to school for 5 year olds
- Teachers visiting island bay Kindergarten
- Attendance at local playcentre's poroporoaki
- Making our school grounds available for Saturday sport (soccer and cricket) and associated practices during the week
- Making a classroom available for holiday art classes

The introduction of the National Standards lead to specific information in the newsletters (divided into 6 weekly instalments), revised formats for face-to-face reporting to parents and a pamphlet explaining the HVS approach to the National Standards.

In response to parent requests, the BOT also surveyed the community about homework.

When thinking about homework this year, how satisfied are you about the following..

The amount of homework				
		Not satisfied		Very satisfied
		1	2	3
Junior		4.2%	14.6%	39.6%
Senior		3.2%	11.3%	33.9%
Whole school		3.6%	12.7%	36.4%

The homework tasks				
		Not satisfied		Very satisfied
		1	2	3
Junior responses		2.1%	12.8%	44.7%
Senior responses		4.8%	16.1%	30.6%
Whole School		3.7%	14.7%	36.7%

THEMES

- Over 80% satisfied or very satisfied by the amount of homework and the homework tasks.
- Expectations need to be clear but flexible—especially for families who lead very busy lives.
- Parents can ‘make an arrangement’ with teachers to do no homework or only part of it, and this is appreciated.
- Children need plenty of time to do the homework.
- Parents should not have to do homework for their children.
- Many children enjoy practical activities so it’s good to include them.
- Homework should be linked to what children are doing at school.
- While most comments indicated the amount of homework was ‘about right’, some said there should be no homework and others said there should be less.

SUGGESTIONS

- * Keep the homework tasks varied—not too repetitive
- * Give a mix of activities to keep children engaged
- * Written feedback is appreciated
- * More ‘projects’ please
- * A ‘little bit of everything’
- * More maths please
- * Spelling activities would be good
- * Don’t want homework just for the sake of it
- * Creative tasks are worthwhile
- * Examples of maths strategies would help
- * Frequency of homework must be consistent

AFTER SCHOOL CARE

Denise Forrester continued as co-ordinator.

George Moutzouris and Katy Tijssen worked hard to provide an excellent After School Care service. They received very positive feedback from the visiting OSCAR representative.

The Board would like to thank Denise and her team for providing such an excellent service.

HIGHLIGHTS of 2010 included:

- Kapahaka
- School picnic at Wainui Pool
- Cross Country
- Friday assemblies
- Noho Marae at Tapu te Ranga, Island Bay
- Performance assemblies
- Saturday netball
- Miniball
- Home and School picnic
- Piano /Guitar/Drum teaching
- Inter school sport
- 'Bangers and Maths' mathematics info hour and story night
- Zone soccer tourney
- Zone netball tourney
- Year 6 Camp to Mt Holdsworth
- Year 6 leavers' function
- Now News
- The Year 6 leadership teams
- Coin Trail for Haiti earthquake
- Hot chocolate sales for Unicef
- Junior disco (organised by Y6 leaders) for Pike River Miners' Fund
- Working in the HVS forest with the 'Bush Builders'
- Athletic Sports
- Artsplash choir
- Wheels day
- School band
- Whole school walk and picnic, Lyall Bay
- ICAS competitions
- 'Storylines' performance
- Healthy Friday burgers
- Sushi lunches
- KC cards
- Whanau Group activities
- Junior and Senior Wearable Arts performances
- Lunchtime sport
- Lunchtime chess
- The ceidligh dance
- Football World Cup Day
- Senior 'World Expo'
- HVS Rogaine
- Fiji sevens team visit
- School website blogs
- School Fair

- Snorkelling in Island Bay (Experiencing Marine Reserves)
- Co-operative learning
- Home and School Disco
- Car boot sale
- Skateboards and scooters on Tuesdays

IN CONCLUSION (by Ross Pickard, Chair)

Houghton Valley School continues to be an excellent place for our children to grow and learn. We are lucky to have innovative and dedicated teaching staff, which is reflected in the achievements of this year.

In 2010 this was more than evident with the implementation of the contentious National Standards. It is to the credit of Barry and his team that the additional testing and reporting regimes demanded by National Standards were incorporated into the curriculum with what appeared, to the parents, to be minimal impact. On behalf of the Board of Trustees, I would like to thank Barry the teaching team for their pragmatic attitude to the implementation of the standards and our appreciation for the extra effort required to implement them.

This year saw a major teaching focus on mathematics. The aspirational targets set were hard goals for our teaching staff to implement and achieve. The inclusion of parent involvement through “Bangers and Maths” sessions went a long way to removing the feeling that many parents have that maths is too hard – an attitude that surely rubs off on our children, or maybe given the results of the teaching effort, the positive attitude of our children is rubbing off onto us. We are lucky as a school to have large parental support for initiatives like this.

Our Home and School group were busy as always. Not only raising funds to allow the school to employ a part-time librarian, but also providing a social focus for the school community with a dance and picnic events to name a few. I’d like to thank Vanya Schoeler and the organising group for all their hard work planning and to all our parents who worked tirelessly to make our Houghton Valley School events the success they were.

This year Juliet Mollan stood down as chair of BOT after three years of service. On behalf of the Board of Trustees I would like to thank her for her incredible efforts in keeping the board on track and focused and in supporting our amazing staff.

ROSS PICKARD
Chairperson
Houghton Valley School Board of Trustees

BARRY SCHON
Principal
Houghton Valley School

