



Fraser Crescent School

Connecting today's children with tomorrow's learning.

2019 Annual Report

School Number: 2844

Principal's Report – Taken from the final newsletter of 2019

End of Year Reflection – 2019

As I always do at this time of the year, I stop and do a brief reflection for our last official newsletter of 2019. I will keep this brief, but below are my top five highlights for the year:

The Kids – I think this year has been a real highlight in terms of overall great behaviour from our students. Adding to this has been the numerous extra achievements that so many of our students have accomplished over the year. I have had endless proud children in my office sharing their work and Fraser Quests with me. Another highlight has been the number of children who have shared their goals with me this year, many of whom have worked really hard over the year to achieve them.

The Hub – This has been a fantastic initiative for the school, receiving praise from the Ministry of Education and fellow educators alike. More importantly, it is loved by our students and used in so many different ways. The Hub now runs more than 25 various programmes and initiatives in any given week. The Hub has played a big part in the positive change in our student behaviour, as well as providing countless extension and leadership opportunities for our children. Our awesome Hub team have been instrumental in its success.

The Hui – It was fabulous to have such a great turn out for this event, as well as receiving lots of highly valuable information that will be used to shape Fraser Crescent School in the future, with many of the changes occurring next year. It is also great knowing our community really endorses and affirms the work that we are currently doing as a school.

Money, Money, Money – This year we received confirmation from the Ministry of Education in regards to \$1.8 million dollars in property upgrades and improvements around the school. A further announcement from the Government has confirmed an additional \$150,000.00 in property funding for Fraser Crescent School. Much of the work is scheduled to be completed next year. The Board of Trustees opting into the Ministry of Education's \$150 per student donation scheme, will mean that we can offer our students more in 2020, while hugely reducing the costs our parents and whanau pay to support their children's education.

Manaakitanga – This term loosely translates into kindness, respect and caring for others, something which has been more notable than ever at school this year. A number of our students, families, whanau and staff have been impacted by some really serious issues in 2019. Ranging from concerning health issues, mental health, trauma, and financial problems to name a few. In so many ways, I have seen members of our school community show manaakitanga for others. This might be through help and support, donations, cards and messages, baking, gift baskets, etc. An example which epitomises this is the support shown for Robyn Stent over the year by the children, staff and parents at our school, as she had a year of dealing with some serious cancer issues. I know that the support meant a huge amount to Robyn and that she wasn't facing this journey alone.

Equal Opportunities Employer

Fraser Crescent School Board of Trustees is an Equal Opportunities Employer. Our Equal Employment Opportunities policy can be viewed online at <http://frasercrest.schooldocs.co.nz/>. The Equal Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes, without bias or discrimination. There were no issues relating to Equal Employment Opportunities reported in 2019.

Funding

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2019 the school received total Kiwisport funding of \$3637.00 (GST excl). We spent this funding on the following items (GST incl):

UHCC – UVPSSA fee	\$100.00
Active Adventurers Teacher Aide	\$640.00
Various sports equipment	\$1251.00
Roller Skating hire	\$174.00
Netball Tournament	\$157.00
Camp costs	\$1500.00
Total	\$3822.00

Fraser Crescent School Analysis of Variance against 2019 goals.

2019 Student Achievement Targets – Academic and Competency Based

The school developed a new approach with setting achievement targets for students in 2019. As we have often done in the past, a number of target students were identified in each classroom and given an academic goal for the year, to be measured at the end of the year. These students were also given a competency (life-skill/social) based goal, aimed at supporting the children's wider achievement in school (and beyond). In general, teachers felt that the achievement of the competency based goal, would support progress of the academic goal, as well impacting on other areas of learning.

The academic goal has been highlighted in either green (achieved) or red (not achieved) to indicate whether it was achieved or not. In terms of the competency based goal, this has been highlighted in green, red, and orange (if partly achieved and needs further development). Teachers have kept ongoing evidence throughout the year relating to the competency based goals. This has included videos, student self-assessments, observations, judgements against various rubrics etc. Teachers have used these various sources of evidence and have made an overall judgement as to whether they feel the goal has been achieved.

Rooms 2/3 Year 0/1

Name	Academic Goal – Start of Year	Academic Goal – End of Year	Competency Goal – End of year result
6 Students in Rooms 2 and 3 were targeted at the start of the year. 5 of these students were moved out of the classroom during the year. Other teachers have been responsible for assessing the progress on these children at the end of the year.			
Student 1	Phonics: SEA: LID - 2/1; WR - 0 /1-2; WV - 1 / 2; HSIW - 1 / 2	To be reading at Green: Level 12 (i.e. by the first anniversary) End of year level = Red 1	Managing Self: Ensure that the book bag is brought every day. Stay on task and not use the toilet as an opportunity to avoid working.

Room 1 Year 1/2

Name	Academic Goal – Start of Year	Academic Goal – End of Year	Competency Goal – End of year result
Student 2	Start of Year C.A = 6.00yrs Reading Age = 5.06yrs Reading Running Record L6 Yellow 1 94% Acc SC 1:3 Comprehension = 80% Six Year Net Results Letter ID - 46/54 (3) CAP - 12/24 (3) Word - 8/15 (5) Writing Vocab - 14 (4) Dictation - 13/37 (3) Burt Word - 7 (<5.10)	To be reading @ Turquoise Level 18 (RA of 7.05 - 8.00 years) T4 -Reading @ Gold L21	Key Competency - Managing Self, Making good choices for learning and behaviour Working in teams, learn from and contribute to the learning of others, social networking skill, empathy in working with diverse others. Collaboration is: <ul style="list-style-type: none"> • Working interdependently as a team • Interpersonal & team related skills • Social, emotional and intercultural skills

Student 3	Start of Year C.A = 6.05yrs Reading Age = 5.05yrs Reading Running Record L5 Red 3 88% Acc SC 1:8 Comprehension = 100% Maths - Add/Sub = Stage 2 PV = Stage 1	To be reading @ Turquoise Level 17 (RA of 7.00 - 7.05 years) T4 - Reading @ Green L13 To be @ Stage 4 in Add/Sub & PV	Essential Skill The 6C's - Collaboration Working in teams, learn from and contribute to the learning of others, social networking skill, empathy in working with diverse others.
Student 4	Start of Year C.A = 6.05yrs Reading Age =5.06yrs Reading Running Record L6 Y1 96% Acc SC 1:3 Comprehension = 100% Writing - 1b	To be reading @ Turquoise Level 18 (RA of 7.05 - 8.00 years) T4 - Reading @ Green L14 To be writing @ Early Level 2 (2b) End of year level 1a.	Working in teams, learn from and contribute to the learning of others, social networking skill, empathy in working with diverse others.
Student 5	Start of Year C.A = 6.01yrs Reading Age =5.03yrs Reading Running Record L3 Red 1 Acc 80% Sc 1:6 Comprehension = 100%	To be reading @ Turquoise Level 17 (RA of 7.00 - 7.05 years) T4 - Reading @ Red L5	Managing Self, Making good choices for learning and behaviour Working in teams, learn from and contribute to the learning of others, social networking skill, empathy in working with diverse others.
Student 6	Start of Year C.A = 5.10yrs Reading Age = 5.03yrs Reading Running Record L3 Red 1 Acc 74% Sc 1:3 Comprehension =50% Six Year Net Results Letter ID - 43/54 (3) CAP - 11/24 (2) Word - 1/15 (2) Writing Vocab - 9 (4) Dictation - 19/37 (4) Burt Word - 3 (<5.10)	To be reading @ Turquoise Level 17 (RA of 7.00 - 7.05 years) T4 - Reading @ Yellow L7	Working in teams, learn from and contribute to the learning of others, social networking skill, empathy in working with diverse others.
Student 7	Start of Year Chron age: 5y 6 m Running Record L3 Red 1 - 5 y 3 m 97% Acc & 100% comprehension Start of year phonics: SEA: WR = 1/ Stanine 3; WV = 5/Stanine 4; HSIW = 2/ Stanine 3 Phonics: 59 (8/2/19)	To be reading at Green: Level 12 (i.e. by the first anniversary) T4 - Reading @ Orange L16 Move to Stage 3 / 4 phonics	Following parent/teacher/child meeting wanted to be challenged in reading - "harder books". Has ability but not using it in writing.

Student 8	Start of Year Chron age: 5y 5m Running Record L3 Red 1 - 5 y 3 m 86% Acc & 100% comprehension Start of year phonics: SEA: WR = 1/Stanine 3; WV = 1/Stanine 2;HSIW 12/Stanine 5 Phonics:41 (8/2/19)	To be reading at Green: Level 12 (i.e. by the first anniversary) T4 - Reading @ Green L12 Move to Stage 3 / 4 phonics	Competency: Managing Self – Looking after belongings.
Student 9	Phonics: 16 (11/2/19) SEA: LID = 51/Stanine 6; CAP = 15/Stanine 6; WT 3/ Stanine 5; Writing = 2/Stanine 3; HSIW 11/ Stanine 4	To be reading at Green: Level 12 (i.e. by the first anniversary) T4 - Reading @ Blue L11 With greater interest in reading	Key competency: Managing Self Highly capable in maths, but need to develop interest in reading. Self-regulation in terms of appropriate behaviour during Wā noho tahi
Student 10	Stage 2 Phonics: 6 Date(7/2/19) As at 10/5/19 = 15	Increase phonics letter sound knowledge T4 - Stage 2 Phonics score = 37	To broaden circle of friends and resolve situations amicably - self-regulating Key competency: Managing Self with how he interacts with others.

Room 4 Year 1/2

Name	Academic Goal – Start of Year	Academic Goal – End of Year	Competency Goal – End of year result
Student 11	C.A = 6.07yrs Reading Age =5.03yrs Reading Running Record L3 Red 1	To be reading @ Turquoise Level 18 (RA of 7.05 - 8.00 years) To be writing @ Level 1 (1a) End of year = Red 1 and Level (1b)	Work on using kinder words and working harmoniously with others, being respectful, sharing and negotiating.
Student 12	C.A = 6.06yrs Reading Age =5.03yrs Reading Running Record L3 Red 1	To be reading @ Turquoise Level 17 (RA of 7.00 - 7.05 years) To be writing @ Level 1 (1a) End of year = Red 1 and (1b)	Work on intrinsic motivation Attempt more work and working independently.
Student 13	C.A = 6.03yrs Reading Age =5.05yrs Reading Running Record L5 Red 3	To be reading @ Turquoise Level 17 (RA of 7.00 - 7.05 years) To be writing @ Level 1 (1a) End of year = Red 1 and (1p)	Work on making own choices and not letting others distract or influence in a negative direction.
Student 14	C.A = 6.07yrs Reading Age =5.07yrs Reading Running Record L7 Yellow 2	To be reading @ Turquoise Level 17 (RA of 7.00 - 7.05 years) To be writing @ Level 1 (1a) End of year = Red 1 and (1b)	Work on being independent in his learning, avoiding being distracted by others and making the right choices.
Student 15	Phonics: SEA: LID - 33/4; WR - 1 / 3; WV - 4 / 4	No academic goal set.	Communicate orally in class and take part. Take risks in the classroom and learning programme.

Rooms 5/6

Year 2/3

Name	Academic Goal – Start of Year	Academic Goal – End of Year	Competency Goal – End of year result
Student 16	<ul style="list-style-type: none"> STAR: <ul style="list-style-type: none"> Stanine 4 Scale Score 47.6 Running Record: Green 3	STAR <ul style="list-style-type: none"> Scale Score: 72.6 Running Record: Purple 1	Being flexible and resilient - letting go. Accepting criticism.
Student 17	<ul style="list-style-type: none"> STAR: <ul style="list-style-type: none"> Stanine: 2 Scale Score: 29.3 Running Record: Yellow 2	STAR <ul style="list-style-type: none"> Scale Score: 44.3 Running Record: Turquoise 2	Make friends. Confidence in the classroom. Use voice more in class.
Student 18	<ul style="list-style-type: none"> STAR: <ul style="list-style-type: none"> Stanine: 2 Scale Score: 29.3 Running Record: Blue 2	STAR <ul style="list-style-type: none"> Scale Score: 44.3 Running Record: Turquoise 2	Make positive decisions and think for himself, instead of getting dragged into negative behaviours.
Student 19	<ul style="list-style-type: none"> STAR: 12/45 <ul style="list-style-type: none"> Stanine 3 Scale Score 37 Running Record: Green 3	STAR <ul style="list-style-type: none"> Scale Score: 52 Running Record: Purple 1	Take risks. Leadership and encouraging others instead of just doing the right thing by herself. Believing in herself
Student 20	<ul style="list-style-type: none"> STAR: <ul style="list-style-type: none"> Stanine: 3 Scale Score: 32.7 Running Record: Blue 1	STAR <ul style="list-style-type: none"> Scale Score: 47.7 Running Record: Turquoise 2	Self-confidence and expression. Ignoring distractions and sustaining focus.
Student 21	<ul style="list-style-type: none"> STAR: 15/45 <ul style="list-style-type: none"> Stanine 4 Scale Score 40.8 Running Record: Green 3	STAR <ul style="list-style-type: none"> Scale Score: 65.8 Running Record: Purple 1	Accepting criticism. Developing leadership skills. Increase problem solving skills

NB. Star stanine progress

Average year 3-4 progress is 27.6. Target year 3 students are not “average” students with regards to STAR data, all start year well below average, therefore average acceleration will be different to that specified in the STAR analysis doc. Have decided that students who start year with scale score above 40 will aim for a progress of 25; students who start year with a scale score less than 40 will aim for a progress of 15.

Refer to 2018 PAT - Average Scale Score progress

Rooms 8/9 Year 4/5

Name	Academic Goal – Start of Year	Academic Goal – End of Year	Competency Goal – End of year result
Student 22	PAT Maths term 1 Stanine 4 Scale score 26.9	PAT Test term 4 Scale score 38.9 or above	Perseverance and independence. Self reliance.
Student 23	PAT Maths term 1 Stanine 4 Scale score 21	PAT Test term 4 Scale score 33 or above	Learning stamina and focus.
Student 24	PAT Maths term 1 Stanine 5 Scale score 32.4	PAT Test term 4 Scale score 44.4 or above	Build confidence as an independent learner.
Student 25	<u>PAT Maths term 1</u> • Stanine 4 Scale Score 26.9	<u>PAT Maths term 4</u> Scale score 38.9 or above	Build self-confidence and critical thinking. Being an active learner and seeking feedback.
Student 26	<u>PAT Maths term 1</u> • Stanine 4 Scale Score 21	<u>PAT Maths term 4</u> Scale score 33 or above	Build critical thinking and leadership skills - encouraging others.
Student 27	<u>PAT Maths term 1</u> • Stanine 3 Scale Score: 19.3	<u>PAT Maths term 4</u> Scale score 31.3 or above	Build confidence for sharing ideas and critical thinking. Being an active learner and seeking feedback.
Student 28	<u>E-asttle Writing Term 3 2018</u> • 2B_ <u>E-asttle Writing Term 1 2019</u> 1P	<u>E-asttle Writing Term 4</u> 3B or above	Managing Self - ignoring distractions and following instructions. Making good choices for his learning and behaviour.

Rooms 10/11/12 Year 5/6

Name	Academic Goal – Start of Year	Academic Goal – End of Year	Competency Goal – End of year result
Student 29	Star: stanine 5 Easttle: 2B	Star: movement on vocab,sentence and para comprehension (6 to 8; 13 to 16; 5 to 7) Easttle: 3B(OTJ 3B, Easttle 2A)	Work more independently (without peers), show more confidence in her own abilities.
Student 30	Star: Stanine 1 Easttle: 1A	Star: movement on vocab and sentence comprehension (Vocab 1 move to 4; Sentence comp 0 to 5) Easttle: 2A	To feel comfortable asking for help, develop strategies to feel more relaxed with taking risks in learning.

Student 31	Star: 3 Easttle: 2B	Star: movement on sentence and paragraph comprehension (4 to 8; 5 to 12) Easttle: 2A	To become more resilient/thoughtful about/towards frustrations caused by others.
Student 32	Star: Stanine 3 Easttle: 1P/1264	Star: Move from stanine 3 to 4 by the end of 2019. Easttle: Move from 1P/1264 to 3B/1502 by the end of 2019. <u>End of year results:</u> T3 Easttle: Moved from 1A to 2A 1462 T4 Star: Moved from stanine 3 to 4	To develop confidence.
Student 33	Star: Stanine 1 Easttle: 1B	Star: Move from stanine 1 to 4 by the end of 2019. Easttle: Move from 1B/1092 to 3A/1558 by the end of 2019. <u>End of year results:</u> T3 Easttle: Moved from 1B to 2A T4 Star: Stayed at stanine 1	To be ready for lessons and to stop avoiding work by distracting others.
Student 34	Star: Stanine 2 Easttle: 1P/1264	Star: Move from stanine 2 to 4 by the end of 2019. Easttle: Move from 1P/1264 to 3A/1558 by the end of 2019. <u>End of year results:</u> T3 Easttle: Moved from 1P to 2A T4 Star: Moved from stanine 2 to 3	To have less aggressive outbursts and stop hiding in cupboards.
Student 35	Star: Stanine 3 Easttle: 2B/1371	Star: Move from stanine 3 to 4 by the end of 2019. Easttle: Move from 2B/1371 to 3B/1502 by the end of 2019. <u>End of year results:</u> T3 Easttle: Moved to 3B/1502 T4 Star: Stayed at stanine 3	To develop confidence.
Student 36	Star: Stanine 3 Easttle 1A:	Star: Move from stanine 3 to 4 by the end of 2019. Easttle: Move from 1A to 3A: moved to 2A	To develop confidence and leadership skills

Student 37	Star: Stanine 5 Easttle: 1A	Star: Move to a higher stanine in reading so that he balances with his writing. Easttle: Move from a 1A Move from 1A/1346 to 3A/1558 by the end of 2019 moved to 2P.	Develop confidence Develop resilience
Student 38	Star: Stanine 4 Easttle: 2B	Star: Move to a higher stanine in reading so that she balances with her writing. Easttle: Move from a 2B/1346 to a 3A/1558 by the end of 2019	Develop confidence in group and class situations Manage temper/control emotions

Summary of results

38 students across the school were identified and targeted for improvement in 2019. Across the 38 students, 66 academic goals were set and 55 competency based goals.

Academic Goals (66)	Goal Not Achieved = 37		Goal Achieved = 29
Competency Goals (55)	Goal Not Achieved = 8	Significant progress made = 15	Goal Achieved = 32

Goals in 2019 Annual Plan.

Embed our new curriculum and bring our principles to life within our school		
<p>Action/Goal:</p> <ul style="list-style-type: none"> • Prepare a curriculum development plan • Provide ongoing opportunities for teachers to share effective practice in relation to key aspects of our curriculum principles. • Termly curriculum reports to be developed to inform next steps • Teachers begin to explore some of the NPDL competency rubrics • Alter assessment methods to allow for increased monitoring and measurement of learner dispositions/competencies. <p>Outcomes:</p> <ul style="list-style-type: none"> • Accelerated achievement for students identified in the target register. This includes both academic and learning disposition/competency goals. • Clear evidence of our curriculum principles being infused into learning programmes. Evidence will include teacher curriculum principle reflection data. • Students who have an increasing awareness of themselves and make positive choices, enjoy school and learning, are engaging with learning competencies, are empowered to make a difference with their learning, and are engaging in Ako teaching and learning approaches. 		
<p>Actions Taken:</p> <p>An ongoing curriculum development plan was developed, which contains links to other related documents.</p> <p>There were some opportunities for teachers to share their effective practice in relation to our curriculum principles.</p> <p>Termly curriculum reports were prepared in Terms 1,2 and 3.</p> <p>2019 was a 'soft-launch' into NPDL, with the focus being on introducing the basics to teachers and upskilling those leading the project. Actions over the year included participation in a number of PD webinars, changing our topic planning templates, completing the school conditions rubric, attending the Deep Learning Lab and other local NPDL days.</p>	<p>Analysis – reasons for variance:</p> <p>This was achieved.</p> <p>This was partially achieved. Most of the sharing occurred through the presentation of the termly curriculum reports.</p> <p>Achieved. See Termly Curriculum Reports for further information/evidence.</p> <p>We largely achieved what we set out to do with NPDL over the year. 2019 was a busy year with a number of competing priorities. This resulted in most of the teaching staff having only moderate exposure to NPDL over the year.</p>	<p>Evaluation – further development:</p> <p>This document will continue to be used and updated in 2020.</p> <p>One key area for teachers to share effective practice in 2020 are the ways in which they monitored their competency targets. Termly curriculum reports will also be shared with the teaching staff.</p> <p>The termly curriculum reports captured the ongoing development of our school curriculum. In Term four, teachers completed a reflection on their teaching/promotion of the principles, which shows significant growth in all areas from the same reflection at the start of 2019.</p> <p>NPDL will be more of a focus for 2020. It will also link in with our curriculum principle about competency rich learning. We will have more staff on the NPDL leadership team, and send most of the staff to the Deep Learning Lab.</p>

<p>Competency goals (and academic goals) were established at the start of the year for about 4/5 target students in each class. Over the year, teachers captured evidence and monitored the progress of these competency goals. At the end of the year teachers indicated whether they felt the goal was achieved or not. This information was shared with the Board.</p>	<p>This goal was achieved. There were a wide range of methods used to capture progress against the competency goals. The success that the children had achieving their goals was highly variable. Out of the 55 competency goals set, 32 were achieved and 15 made significant progress. 8 goals were not achieved. In terms of the academic goals, 37 were not achieved, while 29 were achieved. Further information/evidence can be found on the Competency Goal Tracking Sheet.</p>	<p>In 2020 we will set a competency goal for every student, likely linked to our FRASER Values. At least one piece of evidence per term will be collected to show progress with the goal. At the end of the year judgements will be made about the achievement of each goal. There is a need for teachers to share their methods of data collection and student self-reflection, as well as school-wide PLD in this area.</p>
---	--	---

<p>Create positive classroom cultures across the school</p>		
<p>Action/Goal:</p> <ul style="list-style-type: none"> • Establish the Hub, get Hub programmes up and running, and review • Review our current behaviour management practice and rules and implement required changes. • Commence the PB4L Framework Programme <p>Outcomes:</p> <ul style="list-style-type: none"> • An increase in positive student behaviour across the school, and a reduction in student Stand-Downs from 2018. • Improved consistency between staff in terms of rules, expectations, and how to deal with different situations. 		
<p>Actions Taken:</p> <p>The Hub was set up during the summer holidays and was operational on the first school day of 2019. It provided a range of academic and social programmes for students. The Hub continually provided between 20-30 different services to students and staff at all times throughout the year.</p> <p>A number of new school rules were established early in 2019, and shared with students at the very beginning of the school year. These were printed and put in all classrooms.</p>	<p>Analysis – reasons for variance:</p> <p>The hub was a significant success in a range of ways. It supported students with behaviour needs, and data showed over the year a continued reduction in the use of the Hub for behaviour related incidents. Furthermore, the Hub offered increase learning and academic support to students as the year progressed. There are a range of supporting documents which provide in-depth analysis of the Hub over the year.</p> <p>Immediately most of the rules were very successful and students respected and followed these. The rules helped to make an instant change in student behaviour, often by helping to proactively avoid situations where poor behaviour could occur.</p>	<p>Evaluation – further development:</p> <p>The Hub will continue to run in 2020. If the behaviour and social support demands continue to reduce, this needs to be met by offering more learning opportunities for students. A number of other initiatives are being explored by the Hub for 2020. See Hub Evaluation for further information.</p> <p>The rules will be reviewed in 2020 as there are a few areas which are not fully embedded.</p>

<p>The PB4L team was established at the very end of 2018 and took part in all training days that were provided. SET data was gathered early in the year. A school purpose statement was developed. A review of the FRASER values occurred to see if these could become our PB4L values (which they did). Information was gathered to develop a new behaviour matrix. An incident flowchart was developed.</p>	<p>Most of the anticipated PB4L actions occurred over the year. The biggest concern was the slowness of the PLD, not helped by a change of some PB4L staff towards the end of 2019.</p> <p>The establishment of the Hub, new school rules, and our involvement in the PB4L project (as well as some other factors) all attributed to a very positive year. Data from 2018 showed 32 days of stand downs, compared with 3 in 2019.</p> <p>The clarification of rules and expectations saw an improvement in consistency between teachers. This will be further improved with the development of the incident flowchart.</p>	<p>In 2020, the school will continue with its PB4L work on Tier 1. A lot of work will need to be completed before the first day of school, including new acknowledgement systems, classroom displays, review of 2019 SET data and putting together a range of supporting documentation.</p>
---	--	---

<p>Improve Student and Staff Wellbeing.</p>		
<p>Action/Goal:</p> <ul style="list-style-type: none"> Supporting teachers to develop positive classroom cultures Lead staff to bring our 5 curriculum principles to life within the school Teachers to participate in child trauma PLD and other related learning opportunities as required. <p>Outcomes:</p> <ul style="list-style-type: none"> An increase in positive student behaviour as teachers have increased abilities to support students with trauma. Increased staff wellbeing evidenced through results of FCS Behaviour Reflection Survey. An increase in how positive students feel about school, evidenced by comparisons with our 2017 Me and My School Survey (items 1,3,4, and 7). 		
<p>Actions Taken:</p> <p>Our involvement in PB4L, new rules, guidelines for starting the year positively, the establishment of the Hub, the appointment of a Student Support Coordinator, and a number of other initiatives occurred at the start of the year to support students and teachers to have a positive year, impacting on wellbeing for all.</p> <p>Work on developing the 5 curriculum principles across the school was ongoing over the year. As mentioned previously in this document, actions and progress with the curriculum principles is best captured in the Termly Curriculum Reports.</p>	<p>Analysis – reasons for variance:</p> <p>There were a few factors which did impact negatively on student and staff wellbeing. Long-term staff illness and a lack of relievers resulted in both Deputy Principals in classrooms from the start of the year. 2019 was a positive year for student behaviour, while also being the most challenging year ever in terms of supporting parents and whanau with significant issues, particularly in the first half of the year.</p> <p>Positive progress was made with developing the curriculum principles. Feedback from the Whanau Hui held in October 2019 was affirming of the 5 curriculum principles.</p>	<p>Evaluation – further development:</p> <p>Programmes and initiatives such as the Hub, PB4L, and Student Support Coordinator will all continue to run in 2020. Furthermore the school will have ongoing access to a Learning Support Coordinator in 2020.</p> <p>Time restraints and a number of competing priorities were challenges in terms of developing the principles. Better alignment of school wide focus areas is needed in 2020. It is anticipated that 3 of the curriculum principles will be an ongoing focus for 2020.</p>

Various PLD about trauma, mental health and dealing with challenging students was provided during the year. This included the general trauma PLD, training to support specific children, as well as hearing speakers such as Kathryn Berkett and Mike King.

Teaching staff (and at times teacher aides) were provided with an effective range of topics, speakers and strategies to better support them to deal with challenging students, stress, trauma and students with various diagnoses.

Hub data shows a continual decline over the year in admissions for 'Calm Space' students, as well as children using the "Check 'n' Connect' service. A survey of teachers into their own wellbeing saw a significant improvement in 2019, compared with the same survey undertaken in 2018.

Me and My School data saw almost no change in results from 2017 to 2019.

The school will continue to offer support and training in these areas in the future. This will largely be needs based.

The lack of change in the Me and My School data is interesting as it doesn't align with some other examples of student feedback. This needs to be explored further.