



**Browns Bay School**

EFFORT BRINGS REWARD

# **2018 ANNUAL REPORT**



# **BROWNS BAY SCHOOL**

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# CHAIRPERSON'S ANNUAL REPORT

It is my pleasure to provide this report on behalf of the Board of Trustees for the year ended 31<sup>st</sup> December 2018.

Name	Position	Position Held
Aaron Cooper	Parent Representative, Chairperson	
Nick Brown	Parent Representative	
Anna Hiley	Parent Representative	To July 2018
Adrian Hirst	Parent Representative	
Jane Retimana	Parent Representative	
James Stewart	Parent Representative	
Stacey Strang	Parent Representative	From September 2018
Elizabeth Day	Staff Representative	
Peter Mulcahy	Principal	

In 2018 we selected Stacey Strang as a new parent representative to replace Anna Hiley

## Student Achievement

We are very pleased with the progress our students are making. With the end of National Standards we have changed to using the New Zealand Curriculum as the basis of our assessments. Through a lot of hard work this has made it quite seamless for parents.

Our investment in play based learning and collaborative teaching are paying dividends and we are seeing students better able to work as part of a team. A new area of focus is well-being with surveys being completed by staff and students. The findings were positive but identify some areas of focus to investigate and this will help direct our future plans as well as act as a baseline for future surveys.

Our staff and whanau continue to support a wide range of sporting and cultural events. In 2018 staff and the Maori Whanau ran our second Te Ao Maori day. The Kahui Ako ran a combined performing arts opportunity culminating in a series of showcases for parents as well as a combined Teacher Only Day.

## Property

Thanks to the fundraising efforts of our Friends of the School team we have been able to add a wonderful new junior playground which supports our work in play based learning; adding shade, colour and excitement to our campus.

Parents, Ben and Sarah Sheeran, have also helped develop a planting plan for the school which the board have adopted and will provide greater natural amenity such as shade, greenery and learning opportunities within the school.

We ended 2018 meeting the design team for our roll growth project where we will add new classrooms. Our principal, Peter Mulcahy, has been selected for a sabbatical in Term 1 of 2019 and during this time he will look at design, practice and community engagement implications of flexible learning environments which will provide clear insight and benefit as we explore our school evolution and the classroom expansion.

## **Acknowledgements**

The school is only as successful as it is because so many people give them time, energy and expertise.

Parents, caregivers and whanau are so important. Assisting in classes, trips, camps, sports teams and fundraising. In particular we must single out our Friends of the School for their wonderful fundraising efforts, the Maori Whanau group for the contribution to the Te Ao Maori day and the Sheeran's for the Planting Plan.

We have a fantastic professional teaching team who go above and beyond the call of duty. They invest so much of their time and skill, in the classroom and supporting sporting and cultural endeavours. They are supported by an equally dedicated team which includes our ESOL team, teacher aides and support staff. The school are exceptionally led by Peter Mulcahy, Jo Hewitt, Jackie Carr and Liz Day. The Board thanks this large group of people who contribute to the success of the school.

Finally thanks to my fellow Board members who give their time and skill to the governance of the school

Aaron Cooper  
**Chairperson**

# PRINCIPAL'S REPORT

Browns Bay School has a strong school culture based on the vision "Building Leaders and Learners". The education programmes available to both our students and staff throughout the year are guided by this vision statement. The teaching and management staff bring our vision to life in the school through the effective teaching and learning components of relationships, differentiation, thinking, assessment for learning, co-construction of learning, and student agency.

Alongside the vision is our Motto EFFORT BRINGS REWARD / KA PUTA TE HUA and the four Values: Respect / Manaakitanga, Personal Excellence / Tu Rangatira, Inquiring Minds / Whai Whaakaro and Taking Responsibility / Takohanga that we bring alive to our students through our Assemblies and programmes.

## STUDENT ACHIEVEMENT

The successful achievement of our students continues to be paramount for Browns Bay School. The report on student achievement was based on NZ Curriculum levels, not National Standards. Overall, the dataset indicates that of Year 1-6 students at BBS in the 'At/Above' achievement band are:

- Reading 84.1%
- Writing 73.8%
- Maths 86.2%

Our students were also successful in the sporting, cultural and social arenas. In the sport arena our students participated and competed strongly in a wide range of Cluster and local competitions. The students participated in the school performance, "1 Summer" and the Kahui Ako Festival. The Kapa Haka performed at the Murrays Bay Matariki Festival and Onepoto Festival. The school continues to provide a high quality programme in Education Outside the Classroom that allows our students to challenge themselves in a safe environment at camps, Waterwise and on Outdoor Education Days.

## CURRICULUM

Teacher's delivered a balanced curricula based on the NZ Curriculum learning objectives as prescribed in our "Pathways to Success" document. Student progress and achievement was reported to parents and the Board. Topics were based on the key understandings as outlined in the "Pathway to Success".

In 2018 teachers investigated new pedagogy for our learners as part of a two year Inquiry. This was led by Jo Robson with teams investigating Play based Teaching, Collaborative teaching, Classroom environments and other areas. Senior Management continued to review the Pathways for Success document beginning with a BBS Learner Profile and the Vision Statement. This work will be continued in 2019.

The staff continued the 2017 focus on Mathematics where we utilised the services of Marie Hirst from SpecialAddition. The professional development that was provided has strengthened our delivery of mathematics in the classroom. The work in this area has been based on the Ministry of Education Accelerated Learning in Maths (ALiM programme). Two teachers have been trained in this programme with another two being trained in 2019.

The Te Ao Maori day was a collaboration between the school and the Maori Whanau Community to support Maori students in their cultural knowledge. The kaupapa of the Te Ao Maori day included students with Maori descent spending the day learning about the mana whenau and local story of Browns Bay. They also participated in activities involving flax, poi and creating a piece of art for the school, as well as a hangi meal in the evening.

The number of ESOL students at Browns Bay School has grown with a comparative increase in resources provided for this area. The ESOL team deliver strong support for our English Language Learners with a trained teacher and four teacher aides.

The school received Kiwisport funding as part of the Operational Grant in 2018. The purpose of this fund is to facilitate improved opportunities for students to be involved in physical activity. The school has continued to use this funding to supplement a sports administrator to work alongside our sports co-ordinator. As a result of this extra support we have been able to offer enhanced opportunities for our students to be involved in a wide range of physical activities.

### **COMMUNITY OF LEARNING /KAHUI AKO**

Browns Bay School continues to be part of the MidBays Community of Learning / Kahui Ako. The Kahui Ako involves the Mid Bay Cluster of schools, plus Rangitoto College. The Achievement Plan for the KA was reviewed with the shared agreement that our students are highly engaged in their learning, making good progress, and are achieving positive educational outcomes. A high percentage of students experience success in achievement in reading, writing and mathematics across our community. We do want to continue and increase this success. We also want to have healthy and happy young people that come from families who feel connected with their schools and wider community.

What we want to achieve:

- Raised student achievement
- Enhanced wellbeing
- Increased community engagement

We will achieve this by working together on the following drivers:

- Culturally responsive pedagogy
- Student agency
- Collective teaching as inquiry
- Seamless transitions between and within ECE and schools.

Our three in-school teachers participated in meetings with Across School leaders to look at common goals and trends across the schools. This group also completed the review of student achievement in Mathematics. The Kahui Ako also organised a Teacher Only Day for all schools in the cluster.

### **PROPERTY**

The Board and MOE have continued discussions regarding the school accommodation and a Master Plan is being developed in early 2019 for the building of permanent classrooms.

In other Property areas the 10 Year Plan projects were continued with the repair of Block 1 (Rooms 1 – 7) roofing and wall. The drainage project was completed. The school funded the build of new fencing on Browns Bay Road, new heat pumps in 4 rooms, and new modern furniture in the Year 4 area. The cyclical maintenance fund was used to paint the school pool and a contract to paint the school was finalised in the later stages of 2018.

The Friends of the School funds saw the completion of the Junior Playground project in July 2018. This coincided with the addition of sunshade over this area and the repair / relocation of the Junior shade sail.

A planting plan was accepted by the Board in 2018. This plan divides the school into nine zones with each zone having a specific concept. This plan will be used in future Property developments. The Board has prioritised the zone for the school garden and shade trees.

## **PERSONNEL**

The school roll maintained its current level throughout the year. The roll in December 2018 was 630 regular students, with 29 Foreign Fee paying students. Staff changes over 2018 were minimal with two teachers and two teacher aides leaving. One teacher will be on maternity leave. Our long serving Bursar, Claire Mills, retired and her position was filled by Sue Moscrip.

Performance Management Systems (PMS) operated within the school and continued to meet their prime purpose of being developmental at the same time as providing informed assessment. Team Leaders focussed on the appraisal component of PMS. The Inquiry process was strengthened with a focus on using student data and teams working collaboratively.

The teaching, support, administration and property staff at Browns Bay School are to be recognised for their dedication and commitment to the school and students. They do a commendable job and are supported ably by the Senior Leadership Team of Jo Hewitt, Jacky Carr, Liz Day and Sue Moscrip. This team have also been a huge factor in the smooth running of the school.

## **COMMUNITY**

The 'Friends of the School' executive has continued to perform and enhance its role as a key support agency within the school. The FOTS executive works extremely hard on projects which will benefit the school primarily through financial contribution yet they have also tried where possible to make those fun events, such as the Disco night and Parent Movie night. The FOTS team were very successful in raising funds and at year end were able to contribute to the school for the Junior Playground, EOTC programme and other areas. I would like to acknowledge the team led by Christine Wilson for their excellent work.

The FOT's team are a small representation of our wider parent community and I would like to acknowledge the support of our parents for Browns Bay School. Our parents are ready to help the school in a wide range of activities that enhance our student's educational experience and it is most appreciated.

## **BOARD OF TRUSTEES**

The operation of the Board of Trustees at Browns Bay School continues to be successful and enhances the operation of the school. I would like to acknowledge the hard work and dedication of the Board of Trustees, led by Aaron Cooper, and to thank them for the skills and knowledge they bring to the role.

Peter Mulcahy  
**Principal**

# ANALYSIS OF VARIANCE

**School name:** Browns Bay School

**School number:** 1237

**Focus:** Maths

**Strategic Aim:** To enhance student outcomes for Mathematics across the school

## Annual Aim:

Full staff development programme will be put in place, with the support of the Community of Learning team and Special Addition, focussing on the development of effective teaching skills in Math. Staff and Team Meetings to monitor the progress and achievement of ALiM students in Maths. Radar student will be monitored on a regular basis and will have the goal of showing accelerated progress and / or more engagement to Maths over the year.

## Target:

Maths:

- ALiM Radar students continue to have a positive engagement or have a more positive engagement towards Mathematics after the programme as measured by a student survey/voice.
- ALiM Radar students to demonstrate achievement and progress in Mathematics as measured by school assessments:
  - Year 2 – 6 GLoSS/ JAM – 2017 to 2018
  - Year 3 – 6 PAT Maths – scaled score March 2018 – November 2018
  - Year 4 – 6 e-asTTle Maths – aMs March 2018 – November 2018
- Areas of focus as a result of data analysis of 2017 Maths – movement within Curriculum Level 2
  - Mult / Div and Prop / Ratio
  - Early to Late Stage 5 progress
- The students which are worth investigating further in Maths are:
  - Pasifika cohort (n=14) are BBS lowest achievement group at 57%.

## Baseline data: NATIONAL STANDARDS

Maths: 84.2% (N= 514/610)

2017 Browns Bay School	Ethnic Groups: At and Above	Gender: At and Above
Well Below: 2.8% (n=17/610)	NZE: 82.5% (n=279/338)	Boys: 83.1%
Below: 13.0% (n= 79/610)	Maori: 80% (n=28/35)	Girls: 85.5%
At: 52.1% (n= 318/610)	Pasifika: 57.1% (n=8/14)	
Above: 32.1% (n= 196/610)	Asian: 90.5% (n=154/170)	

Overall, the dataset indicates that 84.2% of Year 1-6 students at BBS are in the 'At/Above' achievement band compared to NZ 75.4%. It is commendable that overall we have 32.1% of students in the Above achievement band. However the average overall percentage of students at or above standard is a slight drop from 2016. There is a really high number of Year 6 (60%) sitting above national standard which is excellent. The Year 5 Group made great progress from 78% last year when they were in Year 4 to 85% at or above this year.



### **Actions: What did we do?**

Teachers will participate in the BBS Maths Action Plan in conjunction with an external facilitator from Special Addition to ensure that the actual maths programme/skills taught are appropriate to addressing the needs of under-achieving students.

To complete a 10 to 15 week Accelerated Learning in Maths (ALiM) programme with a small group of “at risk” students in their class (one student will be termed the “radar student” and programme decisions will be based on the needs of this student).

Review student feedback:

- to establish achievement and progress
- to establish student perception of Maths

To discuss and analyse the progress of these students regularly at the team level.

To be very clear about what expectation for each cohort actually looks like for maths and to share these expectations with students as appropriate.

## Outcomes: What happened?

**School:** data suggests that 86.2 % (n= 499/579) of students at BBS are in the 'at/above' band for 2018.

2018 Browns Bay School	Ethnic Groups: At and Above	Gender: At and Above
Well Below: 2.4% (14/579)	NZE: 84.4%	Boys: 85.3%
Below: 11.4% (66/579)	Maori: 80%	Girls: 85.8%
At: 57.5% (333/579)	Pasifika: 50%	
Above: 28.7% (166/579)	Asian: 90.2%	

### Accelerated Learning in Maths (ALiM) Students

ALiM Radar students continue to have a positive engagement or have a more positive engagement towards Mathematics after the programme as measured by a student survey/voice.

Comment: 88% (15 / 17) of the ALiM students from Year 2 to 6 recorded a more positive attitude towards Mathematics in the Student Survey. The students completed one at the Beginning of Year and this was compared to another at the End of Year. There were nine statements with a 3 level scoring system (e.g. "I am good at Maths")

Attitude change	Negative change (e.g. 2 statements marked lower and 0 marked higher)	Mixed result: More Negative than Positive change	Mixed result: Same number of Positive and Negative change	Mixed result: More Positive than Negative change	Positive change (e.g. 4 statements marked higher and 0 marked lower)
No. of Students	1	0	1	3	12

ALiM Radar students demonstrate achievement and progress in Mathematics as measured by school assessments:

- Year 2 – 6 GLoSS/ JAM – 2017 to 2018
- Year 3 – 6 PAT Maths – scaled score March 2018 – November 2018
- Year 4 – 6 e-asTTle Maths – aMs March 2018 – November 2018

Comment: The results of the radar students in ALiM demonstrate that in the variety of tests from 36% (e-asTTle); 44% (PAT) or 62% (GLoSS stages) made accelerated progress in Mathematics. The PAT and GLoSS results are particularly impressive.

Please note: Accelerated Progress is more than the expected progress in a year.

Assessment	Progress Achievement and Test (PAT)	e-asTTle	GLoSS OTJ
	Yr 3 to 6 only (March and November)	Yr 4 to 6 only (March and November)	Yr 5 and 6 only (Dec 2017 to Dec 2018)
Accelerated Progress	44% (7/16)	36% (4/11)	62%
Progress	31% (5/16)	45% (5/11)	38%
No change	25% (4/16)	18% (2/11)	0%

## Areas of focus as a result of data analysis of 2017 Maths – movement within Curriculum Level 2 o Mult / Div and Prop / Ratio

Year 4 2018

(10141) Mult/Div			
	2016	2017	2018
Stage8			
Stage8E			
Stage7		1	1
Stage7E		1	12
Stage6		3	20
Stage6E	3	4	25
Stage5	5	21	18
Stage5E	13	17	14
Stage4	39	30	5
Stage2-3	9	2	1
Stage0-1	2	2	
Totals	71	81	96

Year 4 2018

(10142) Prop/Ratio			
	2016	2017	2018
Stage8			
Stage8E			1
Stage7			
Stage7E		1	3
Stage6			11
Stage6E	3	9	34
Stage5	1	13	27
Stage5E	26	32	6
Stage2-4	38	25	13
Stage0-1	3	1	1
Totals	71	81	96

The school had been concerned at possible drop off of achievement in the Level 2 Mathematics of the NZC in Mult/Division and Proportion/Ratio.

I have shown the Year 4 students data results over the past three years, ending last year. By the end of Year 4 students are expected to be at Stage 5

The results show there is a drop in Year 3 yet this is corrected in Year 4 with nearly 80% at/above Stage 5.

The data also shows no gap of student knowledge between the two areas (Mult/div and Proportion/ratio) – both have 79% achievement

### Progress of Year 4 students

At/Above NZC	2016 – Yr 2	2017 – Yr 3	2018 – Yr 4
Multiplication / Division	84%	58%	79%
Proportion / Ratio	94%	67%	79%

- The students that are worth investigating further in Maths are:

Pasifika cohort (n=10) continue to be an area of concern with the lowest achievement group at 50% at or above. In 2019 this group will decrease to only 7 students and may not be reported on due to the low number of students (privacy concerns).

### Teacher Feedback

#### What Successes have you had with ALiM?

- Children have gained in confidence and look forward to their time
- The students are keen to carry on at their own pace
- The students are more willing to answer questions
- The children love ALiM
- White board table works really well
- Enthusiasm for Maths has increased
- Most of the students have progressed well
- Have been able to fill in gaps of basic number knowledge with daily repetition and this has helped them to retain this information
- More teacher collaboration and collaborating on planning of ideas with the rest of the team
- Using this time to get the rest of the class to practice basic facts, so all kids benefitting
- Confidence gained has transferred into class learning
- Students are eager to share and more willing and able to share their strategy

- Students willing to take risks, not as scared to make mistakes, improved growth mind-set.
- More success in smaller groups
- There was more success in working in small groups
- Students were engaging more and using talk moves more ably.
- An ALiM book was very successful
- Use of different materials and games invaluable
- Other students asking if they can join

#### What have you found Challenging?

- Children being away/ absences interrupts the flow
- Finding the most efficient time to do the programme
- Keeping the rest of the class engaged in their task as well without interruptions
- That there were more students who could have benefitted from this programme
- Being consistent and fitting in each day with constant interruptions and needing to reschedule
- Readiness of students
- Keeping track of the participants and sometimes kids needed to change according to need and class focus
- Consistency, keeping up with the flow of lessons
- Not often supported on the home side
- Interruptions in the weekly programmes that impacted on ALiM
- Not all students retained the knowledge
- Some students not progressing as quickly as others in the group
- Timetable - too busy, too many changes

#### **Student Feedback**

##### Year 5 Student A

*How confident do you feel about Maths now compared to how you felt at the beginning of the year?*

I used to be scared to give answers coz I might not get it right. Because I get them right now I am more confident in maths.

*If you get one wrong, how do you feel?*

I feel like I made a mistake, its okay to make mistakes coz everyone makes mistakes. Mistakes help us to learn.

*Are you proud of your progress in maths?*

Yes I am

##### Year 6 Student B

ALiM has helped me understand maths and also enjoy it much more. At the start of the year I hated maths and I was quite bad at it as well but now I'm at the end of year 6 and math is now one of my favourite subjects and I guess I'm pretty good at it.

How it helps you is that it's basically an extra Maths class and it teaches you a lot about maths and helps you be more confident when it comes around to it.

##### Year 5 Student C

I liked the way we learned because there were only 5 of us and we got to use the whiteboard table to work things out. We wrote it and we could draw it first, then do it in our heads. The strategies were easier. I feel more confident with decimals.

### Reason for Variance: Why did it happen?

The introduction of the ALiM programme into the school programme and continuation of the Mathematics Professional Development programme with Specialist Addition was a worthwhile project in 2018.

#### Teacher Feedback

What Key acceleration strategies worked?

- Front loading of basic facts and number knowledge/ strategy before class is taught
- Activating prior knowledge
- Teaching of vocab
- Use of a wider range of materials and games to reinforce the learning intentions
- Repetition and consistency of the same strategy over a number of days helps to make links
- Using word problem cards to filter out or identify the information needed to solve the maths problems
- Doing everything in smaller chunks, simplified and at a slower pace
- Modelling books/ recording books/ anchor charts
- Achievable tasks early on to build confidence
- Short length of time, so focussed and high powered
- Warm-up games
- Tactile and visual resources/ hands on activities

### Evaluation: Where to next?

The Alim classroom programme will be further embedded and monitored in 2019. This supports the programme to be stronger and become part of our school learning programme.

The Mathematics Essence statement is being revised in 2019 and will include ALiM as a main feature of Mathematics support.

#### Teacher Feedback

What might you do differently next time?

- Only run over a term (10 weeks)
- Run in Term 2 as know the kids better as to who would benefit and most beneficial time to move students on
- Restrict group size to no more than 5
- Student selection e.g. readiness, dynamics
- Have flexibility to remove and replace students involved
- Extra planning not always needed once have a good framework in place
- Run in maths time not as separate part of the day
- Collaborate with other teachers more

What have you found Challenging?

- Children being away/ absences interrupts the flow
- Finding the most efficient time to do the programme
- Keeping the rest of the class engaged in their task as well without interruptions
- That there were more students who could have benefitted from this programme
- Being consistent and fitting in each day with constant interruptions and needing to reschedule
- Readiness of students
- Keeping track of the participants and sometimes kids needed to change according to need and class focus
- Consistency, keeping up with the flow of lessons
- Not often supported on the home side
- Interruptions in the weekly programmes that impacted on ALiM
- Not all students retained the knowledge
- Some students not progressing as quickly as others in the group
- Timetable - too busy, too many changes

# ANALYSIS OF VARIANCE

**School name:** Browns Bay School

**School number:** 1237

**Focus:** Teaching Pedagogy

**Strategic Aim:** To enhance teaching practices within our teachers in a collaborative environment through an Inquiry over two years

## Annual Aim:

Full staff development programme will be put in place, with the support of the Community of Learning team and eMPOWERedNZ, focussing on the development of Innovative Teaching Practices.

Staff and Team Meetings to discuss and complete a "Teaching As Inquiry" in the area of their selection:

Year 1 – 3: Play-based Learning

Year 4: Classroom Environment

Year 5: Problem Solving skills

Year 6: Self-Management

## Target:

Teaching Pedagogy: Teams will complete an Inquiry into Innovative teaching Practices.

Student Wellbeing survey will be completed to establish an understanding of how students feel about the school.

Staff Wellbeing Survey will be completed to explore how well our school promotes a safe and caring climate.

## Baseline data:

2018 is the first time the school has used the Wellbeing tool to survey students. The tool will be used in June 2018 for Year 5 and 6 students, as well as all teaching staff.

Year groups will complete surveys of students as part of their individual Inquiries.

### Actions: What did we do?

Community of Learning Team to ensure the BBS Inquiry document is appropriate to match in with the COL / Kahui Ako, and also establish links to other schools in our cluster with ideas or success in the chosen area.

Year Group Teams begin an Inquiry into an Innovative Teaching Practice. The Inquiry process is

- **Hunch:** Issue identified - How do we approach this? How do we know we are right - does the evidence match our assumptions?
- **Scanning:** Who are the learners? What patterns do we see based on evidence, data, assessment, observations, student voice, etc?
- **Focusing:** What is the greatest need? What is working well? What isn't
- **Teacher Learning:** What have others done with this problem? What will we do differently?
- **Taking Action:** What will we do specifically? How will we assess, measure, and collect evidence to show progress?
- **Checking:** What is the impact on our learners? How do we know?

Teachers will complete the Inquiry Process with an external facilitator from emPOWERedNZ to ensure that the process is valid and robust.

Teacher release will be provide to visit and research other schools.

To discuss and analyse the achievement and progress of students regularly at the team level as part of the Inquiry.

Staff Wellbeing Survey will be completed to explore how well our school promotes a safe and caring climate.

This data will be analysed within the school and across the Kahui Ako. The survey tools are designed to support school staff to review current school practice. It helps to identify areas of strength as well as next steps in regard to promoting a safe and caring social climate.



## **Outcomes: What happened?**

### **Teaching Pedagogy: Teams will complete an Inquiry into Innovative teaching Practices.**

Teaching teams in the three Year Groups completed Inquiries using Google documents to ensure collaboration within the Teams. These Inquiries were based on the **BBS Teaching As Inquiry 2018** template as prepared by the In School Leaders. The Inquiry was supported by Jo Robson (Leading Learning Ltd) as an expert facilitator.

The Teams worked on their particular focus over the year:

Year 1: What sort of Innovative Learning/teaching practice is beneficial to our children?

Year 2: Play Based learning.

Year 3 : Play Based Learning

What is PBL? Why do it? What are the outcomes for students who experience it? How are outcomes measured? What's in it for teachers? Can we sustain it? \$\$\$ What might it look like for us in Year 3? What could it look like for us as a wider team Years 1 -3?

Year 4: We want our students to be able to show their understanding of how they learn best. To develop their learning style and skills to work more flexibly and collaboratively to facilitate their own learning.

Year 5: What innovative learning practices can we put in place to enable our students to confidently/effectively use the key competencies to direct their own learning at Level 3 of the curriculum?

Year 6: Embedding and working on Key Competencies, particularly Self-Management.

At the end of the year the Teams presented a report on their Inquiry to the staff. As a result of this meeting we identified areas for continued focus in 2019 – 2020.

### **Student Wellbeing survey was completed to establish an understanding of how students feel about the school.**

The Survey was conducted by 222 Year 5 and 6 students during class time in early Term 3. The survey was done by Year 4 students in Term 4.

The Survey covered areas such as:

- Teaching and Learning
- Community Partnership
- Pro-social Student cultures and strategies
- Schoolwide climate and practices
- Aggressive student culture

Results are attached to this Report

### **Staff Wellbeing Survey was completed to explore how well our school promotes a safe and caring climate.**

This survey was completed online by most teachers at a staff meeting. This is the first time the survey has been completed and was part of the Kahui Ako review of the Achievement Plan.

There are five areas in the survey:

- Teaching and Learning - 25 statements
- Community Partnership - 12 statements

- Pro-Social student Culture and strategies - 12 statements
- School-wide climate and practices - 67 statements
- Aggressive Student Culture - 12 statements

#### Reason for Variance: Why did it happen?

The Team Inquiries started off as separate Inquiries yet as the year went by the Year 1 to 3 Team began to focus on Play based Learning and the Year 4 – 6 on Modern Learning Environments. This change is reflected in the 2019 Strategic Goals.

As this is the first time the Surveys have been undertaken we are looking at baseline data on the School from the viewpoint of the teachers and students.

#### Evaluation: Where to next?

##### Team Inquiries

The next step will be to look at how might we change our **pedagogy for our learners**, in order to build creative, collaborative and future focused learners?

- Teams complete Inquiry into an innovative teaching practice / pedagogical change. (2nd year of two year process)
- Jo Robson: Teaching as Inquiry Support for Team Leaders and/or Development Team in Term 1 and 2 (Y1-3 and Y 4-6). This is being funded by PLD Fund for 80 hours in 2019
- SLT and Team Leaders meet Term 2 and 4
  - Year 1 – 3 Play Based Learning (PBL)
  - Year 4 – 6 Modern Learning Environment / Flexible Learning Environment (MLE / FLE)
- Team Inquiry: research base clarified and statement written
- Report back to staff / BOT
- Parent meeting

##### Student and Teacher Survey

Repeat the surveys in 2019 for Year 4 to 6 and Teachers Focus group reviews around the Aggressive student culture responses

Areas of Focus:

- Student Wellbeing:

Strengthen students abilities to manage their feelings and stand up for others /themselves

(E.g. Students treat each other with respect 77%)

- Kia Kaha programme introduced for students
- PLD by staff on Bullying types and strategies on how to address them
- Review Behaviour Management booklet with focus on “Bullying” statement and process around Concerns/Complaints
- Review these statements with community parent group
- Staff Wellness Time – structured process in the school for staff well-being

- Community Engagement

Strengthen school awareness of the cultures of the students and families in our community

(E.g. Teachers are interested in my culture and background 74%)

- ASL will support the development of staff understanding of cultural background of our students

# **CURRICULUM & PROFESSIONAL DEVELOPMENT REPORT**

## **INNOVATIVE TEACHING AND LEARNING**

During 2018 we worked with Jo Robson from Leading Learning looking at Innovative Teaching and Learning. The ignition for this development started at a Teacher Only Day at Markovina Vineyard prior to school commencing for the year. This was our main Professional Development focus for the year.

Jo presented some research and challenged our thinking around innovation and what it means for our students and our teaching.

As a result of this day each team then put in place a Team Inquiry that they would work on with Jo for the year. Teams met with Jo during Terms 1, 2 and 3 to work on their Team Inquiries.

Years 1, 2 and 3 focussed their inquiries in the development of Play-based Learning.

Years 4, 5 and 6 focussed their inquiries on development of competencies required to work in a flexible learning environment.

The Innovative Teaching and Learning Programme will continue as the main focus area of Professional Development for 2019.

## **BUILDING LEADERS AND LEARNERS**

We continued our Building Leaders and Learner development throughout 2018. The programme is facilitated by Jan Hill from the Education Group. Jan worked with Senior Leadership Team to continue work on our Vision redevelopment and Learner Profiles.

## **MATHS**

We continued our maths development with Marie Hirst from Special Addition. Marie supported the teachers with the continued implementation of the ALiM Intervention Programme, and met with each team to support identified aspects of their teaching programmes.

We were successful in gaining a place for a further teacher to undertake the Ministry funded training in ALiM, bringing our number of trained teachers to two. We will look to undertake further opportunities in 2019.

The Maths Lead Team also worked with Marie looking at student voice, assessment and ALiM.

Maths will continue its focus into the first half of 2019.

## **COACHING**

A further two coaches were trained in 2018. The focus for our coaching continues to be on Improved Teacher Effectiveness, through improved student outcomes. Coaching goals were set around -

- Student achievement targets (through a Team Inquiry)
- An area of practice chosen by the coachee

## **KAHUI AKO – COL (Community of Learning)**

Our three in-school teachers for 2018 were Shelley Eaton, Donna Fearon and Carrie Jackson. During 2017 they developed a TAI (Teaching as Inquiry) on maths, identifying priority learners as their main area of focus, and in 2018 they continued their development in this area, supporting the school goals.

They participated in meetings with Across School leaders to look at common goals and trends across the schools.

### **STAFF PROFESSIONAL DEVELOPMENT AND LEARNING**

During 2018 selected staff have taken part in the following Professional Development opportunities:

- Maths Professional Development (all staff)
- Mentor Teacher Programmes
- Numeracy and lead teacher workshops
- Coaching Course
- Professional Learning Groups
- Building Leaders and Learners Programme
- Leadership Development Days
- Beginning Teacher Development Programmes
- U-Learn Conference
- Play-based Learning Workshops
- ALiM Training Programme
- COL Workshops and TOD (all staff)
- Formative Assessment Workshops
- Literacy Landscapes Conference
- Engaging Girls Into Learning
- ESOL Professional Learning groups

Full staff Professional Development (generally held during Tuesday staff meeting sessions and attended by all teaching staff)

- Performance Management
- Student Achievement
- Health and Safety
- Teaching As Inquiry
- Maths / ALiM
- Life Education Meeting
- Transition Meetings
- Cool Schools Training
- Health and Safety
- Writing Moderation
- Wellbeing
- Teachers Code of Practice
- Digital Curriculum

### **KEY DEVELOPMENT FOCUS FOR 2019**

- **KAHUI AKO – COL (Community of Learning)** – The three ISL will have the responsibility of linking our school with the other schools in the COL and providing feedback and development for our staff. They are tasked with implementing the schools strategic plan for COL. There will be a new

in-school teacher appointed in 2019. Each of the ISL's will take a specific responsibility for a key 'goal' of the Kahui Ako Achievement Challenge

- Student Achievement
- Wellbeing
- Community Engagement
- **Innovative Teaching and Learning** – we will continue our work Jo Robson from Leading Learning focusing on the pedagogical nature of innovative teaching and learning practice. Each team will undertake a collaborative inquiry as their main inquiry for the year. Jo will provide mentor support and guidance. This will be the main area of Professional Development for the school in 2019, and we will be looking to access the MOE's Professional Development Fund to help support this programme
- **Numeracy** – the Maths Lead Team will continue to work towards improving the quality of numeracy teaching in the school. They will work with Marie Hirst to support the consolidation of the ALiM Programme across the school, for the first half of 2019.

The focus for 2019 continues to centre on Innovative Teaching Practice as we prepare for new flexible learning environments. We will use Jo Robson (Leading Learning) as our facilitator. Jo is also the 'expert partner' working with our Kahui Ako - COL.

We will continue to work with Marie Hirst for the first half of 2019 to imbed our ALiM Programme.

Jo Hewitt

**Deputy Principal**

# ICT/E-LEARNING CURRICULUM REPORT

## PROFESSIONAL DEVELOPMENT/ OVERVIEW

### General:

- Cherie led ICT/eLearning for 2018.
- The eLearning Team for 2018 was Charlotte Whooley, Stephanie Whooley, Stephanie McManus, Carrie Jackson, Cherie Bibbie, Jo Hewitt and Peter Mulcahy.,
- eLearning strategic planning and associated documentation was followed.
- Gave regular ongoing support of staff with their computer, printer, projector, software, & camera use.
- Cherie worked in classes alongside teachers to get their classes using e-learning tools – especially the use of GAFE
- Stephanie McManus worked specifically with the Junior School with iPads and apps, as well as Google Sites and introducing Seesaw with Year 2.
- BYOD was implemented for the third year at the Y5/6 level- with a much higher device level at Year 5. We also introduced Year 4 classes with BYOD with a good take up. A parent meeting outlining the agreement forms and BYOD process was held in November for interested parents.
- BYOD documentation, user agreements, cyber safety plans were all maintained and a record in etap was created, a business partnership with Noel Leemings was entered into with offers specific to our school community.
- Staff attended ULearn 2018 – the focus on changing pedagogy in NZ teaching and the use of technology in this area.
- Digital Technologies curriculum – This will officially rolled out in 2018. Cherie Bibbie attended information meetings, and ran staff meeting in its implementation. Staff were asked to complete the Mind Lab – digital passport PD around this new curriculum.
- Student WeLearn – Once again BBS took 8 students to a student's teaching student's conference at Torbay School.

### GAFE/Hapara:

- The school continued to be active GAFE users from Year levels 2 to 6.
- Hapara teacher dashboard was continued to be used by every class from Year 2-6 as well as ESOL and CRT Maori and the introduction of GATE. Cherie had accounts created as students started the school and maintained the upload to Hapara. Passwords were changed to match Matheltic accounts where possible.
- Teachers have integrated using GAFE in their daily prog. With students especially in writing.

### Website:

- Cherie continued as the school Administration person and has had the role of keeping it updated and maintained for 2018 – Sue Moscrip continues to add newsletters and ensure pages are up to date. The website was upgraded with a new site that has operated for 2018 hosted by Designer Websites.

### eTAP:

- Cherie continued to be the main administrator of eTAP.
- Cherie worked with eTAP to design forms and markbooks that suit the use of the school.
- The office increased its use of bulk emails to parents to keep them informed this way – the school newsletter continued to be electronic. Text notifications were used to inform parents quickly of information – such as an assembly being cancelled. The eTap App was added by teachers to smart phones for ease of use.

#### E-AsTTle:

- E-AsTTle was used again this year – and all the Year 4-6s did the tests online, which was very successful.
- Year 1-6 teachers used e-AsTTle writing with their classes again this year.
- All end of year tests were created by Learning Leaders or Jacky. Cherie was still the overall Administrator.
- Cherie uploaded children from eTAP to e-AsTTle and maintained the users including teachers.

#### Filtering:

- The Granulated Filtering system offered by N4L was maintained in 2018. We are able to block and unblock what we want and use key word filtering. We have been able to have different restrictions for teachers and students. New Era It still help us to administer this filtering.

#### KINDO/ Electronic Forms:

- School purchases have been encouraged via KINDO. Many of the sports trialled electronic forms rather than paper return slips. This worked really well and will support staff for more electronic notices in the future.

### **PURCHASES & LEASING**

In general the school continued to lease hardware as began in 2006.

#### Hardware /Software

- All current leases were maintained.
- The changeover of 2 teacher laptops
- The wifi was purchased off lease
- The server came off lease
- 10 desktops, 24 Chromebooks, 15 ipads and 20 laptops come off lease to end 2018.
- 5 ipads for each Y1-2 classes were leased to up the pool in the junior classrooms.
- An interactive TV was purchased and used in Room 21.

#### Accessories & Consumables

- Headsets for each class maintained so they have at least 3 working pairs, senior classes also have 1 headset with a microphone attached to it.
- LAN lines.
- Printer cartridges for Networked printers.
- Longer HDMI cables so that teachers have more flexibility for laptop placement for projector use.



- Batteries for remotes
- Class sound systems maintained

#### **OTHER**

- Renewed site licences.
- On-going audit of our Network.
- Continued with booking of resources and rooms via booking sheets on the t:drive
- General trouble shooting & maintenance of printers & PCs.
- New Era IT continued to send a technician for 3 hours a week on a Friday. Our regular onsite technician for the first part of the year was Abel.
- Cherie continued to have the Role of AV for 2018.
- All teachers continued to be given access to the server from their home internet connections via home computers or teacher laptops. With the new server laptops can have direct access to the server when connected to home internet which has been a very popular change.
- School wide email distribution lists that were established in 2011 continued to work really well – and new more specific groups were established and Cherie continued to modify these as staff changes happened. These lists have also been created to work in Google Docs.

Cherie Bibbie  
**ICT Coordinator**

# LEARNING SUPPORT REPORT

Our Special needs programme at Browns Bay School caters primarily for children with high and very high needs and specific children who are 'tagged' with individual funding in areas such as 'Severe Behaviour' and 'Communication'. The majority of our funding for special needs is by way of the Special Education Grant which is to provide additional help for students with mild to moderate needs e.g. learning and behaviour difficulties. Primarily we aim to support children in the classroom, working in the learning environment alongside their peers.

An area of focus for us during the year was to further develop the inclusive and supportive environment for learners with special learning needs. We continued to gather 'student voice / perspective' of how individual students learn.

## PERSONNEL

A large part of our Special Education Grant is used in the employment of Teacher Aides who support identified children's learning, either individually or in small group situations. During 2018 we employed ten teacher aides for approximately 170 hours per week. The Teacher Aides work under the guidance of the Special Needs Co-ordinator and the classroom teacher, with a number of children having had an individual education plan designed for them. The Teacher Aides work in-class where possible, but may withdraw children to a designated workspace for specific programmes, if deemed more suitable.

## PROCEDURE FOR IDENTIFICATION AND TRACKING OF CHILDREN

1. Identification of students is made by class teacher, parent, Early Childhood centre etc. Relevant data is then collected.
2. Consultation with a Team Leader then occurs and a decision is made to try additional strategies to raise achievement.
3. An atypical team is made up of 2 AP's and the DP. This team considers options i.e.:-
  - further data collection
  - in-school intervention
  - consultation with parents
4. In-school intervention could include:-
  - inclusion in a withdrawal group/intervention group
  - ESOL programme
  - Reading recovery
  - Provision of Teacher Aide support
  - Preparation of individual or group education plan
5. After consultation with parents, a referral could be made to an outside agency e.g. Public Health Nurse, Marinoto, Special Education Services, or the Resource Teacher of Learning & Behaviour service.
6. Further ongoing monitoring and evaluation then occurs by personnel involved and results are tracked and analysed.

### **INDIVIDUAL / GROUP EDUCATION PLANS**

Some of the children catered for, require some adaptation to the curriculum or resources. An IEP or GEP is prepared for children which includes a child's current skills (what he / she is able to do), some goals, generally short and long term, some specific outcomes, how these could be achieved and by whom. This plan is often a result of a review meeting, where all involved personnel meet to discuss and prioritise goals, concerns and strategies for the child.

These IEP's are updated throughout the year, having been used as a working document and form the basis of prioritising teacher aide support for the following year.

### **PROFESSIONAL DEVELOPMENT**

Teacher Aides and staff have opportunities to participate in on-going training. There is a budget provided for the funding of resources to support the Teacher Aides in their role. One Teacher Aide completed a tertiary study paper through Massey University. Other training undertaken involved ways to cater for children with more challenging behaviour.

### **SOUNDFIELD SYSTEM**

Through a successful grant application in 2013, we were able to purchase a 'school owned' system which we have installed this year into a Year 6 classroom to support a child with a significant learning need.

### **ONGOING AND REVIEWABLE RESOURCING SCHEME (ORS)**

During 2018 we had four children identified with high needs that were supported by ORS funding. ORS funding provides some targeted Teacher Aide support and access to a Speech Language Therapist, Occupational Therapist and Physiotherapist if required. We are extremely fortunate to have experienced Teacher/Teacher Aides working with these children.

We were supported by the Wairau Valley Special School Outreach teacher for two of these students.

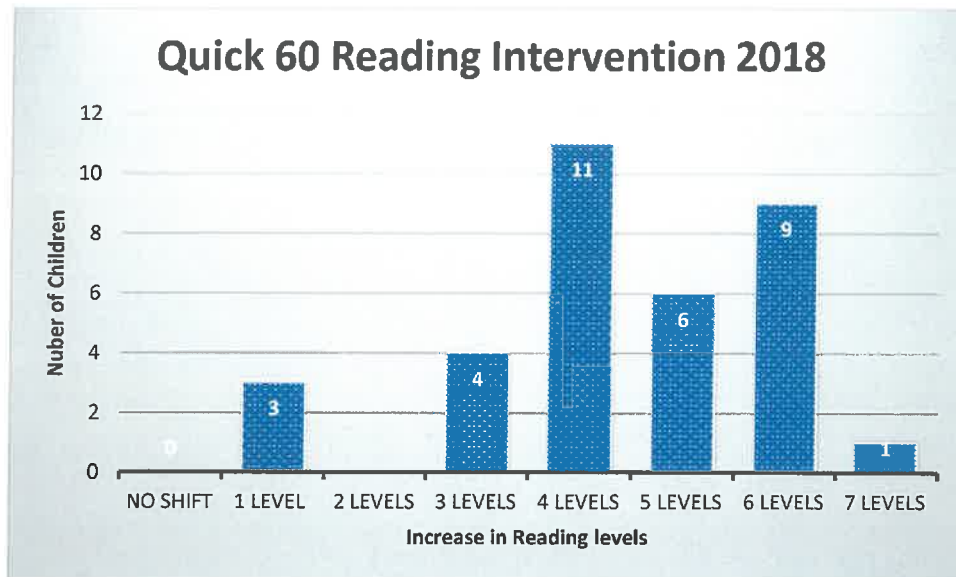
### **INTERVENTION GROUPS:**

After achieving successful results through the analysis of data from some intervention programmes last year, we budgeted for a significant increase in our intervention programmes to more effectively use our Teacher Aide resource to support more children to raise achievement.

These programmes were in the area of literacy (Quick 60, STEPs and targeted Writing groups). The Teacher Aides were involved in training for a new Maths intervention programme 'Spring into Maths'.

We catered for children from Year 3-Year 6, gathering pre and post data to monitor the success to raising achievement.

Jacky Carr set up and monitored these interventions, liaising with Teacher Aides and has developed a detailed register to track the children involved and the progress made. We would like to thank the Board of Trustees for the funding of this project.



In 2018 34 children were included in the Quick 60 Reading Intervention programme.

We ran three groups of up to 6 children at a time. These children received 4, 40 minute sessions a week.

The children were on the intervention for 15- 24 weeks depending on their level of entry.

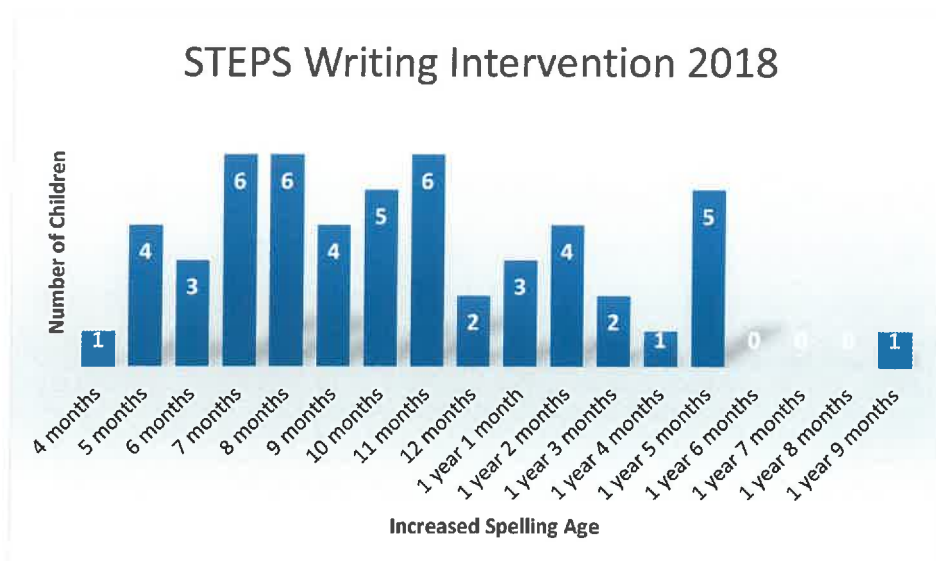
Expected progress for children based on the colour wheel system is 3 to 4 reading levels in a year from green level on.

Children on the intervention, in all but one case, spent less than half the year on the intervention so children who increased their reading level by 3 to 4 levels in this time made accelerated progress.

31 of the 34 children made accelerated progress.

3 made below expected progress. Of these children one, with the added support of the programme to gain confidence in reading, continued to make another 3 levels of progress in the classroom through the rest of the year.

24 of the 34 children shifted from **below to at expected level** and 1 child shifted from **below to above**.



In 2018 53 children were included in the STEPS intervention.

The graph above shows the increase in spelling age for the children included in the intervention.

Of these 53 children 16 worked with the Teacher Aides in a small group intervention where the children worked on the full STEPS programme which included the computer based programme, workbook activities and games. The children were withdrawn from the room for 4 sessions of 40 minutes a week, for up to 20 weeks.

20 children worked on an 'in class' intervention (working on the computer based side of STEPS within the classroom without T.A. support yet monitored weekly by a T.A.) Children worked on the programme independently for 20 minutes a day for four days of the week.

**The period of time the children were on the intervention varied, as different children were included onto the intervention when flagged throughout the year so it is hard to compare improvement related to time, although most spent less than half the school year on the programme.**

Children who made 10 or more month's progress made accelerated progress, in that they gained more than expected progress for the time frame.-29 children

Children who made 7-9 months progress made slightly more than expected progress-16 children

Children who made 4-6 months progress made expected progress-8 children

There were no children who made less than expected progress.

## **READING RECOVERY**

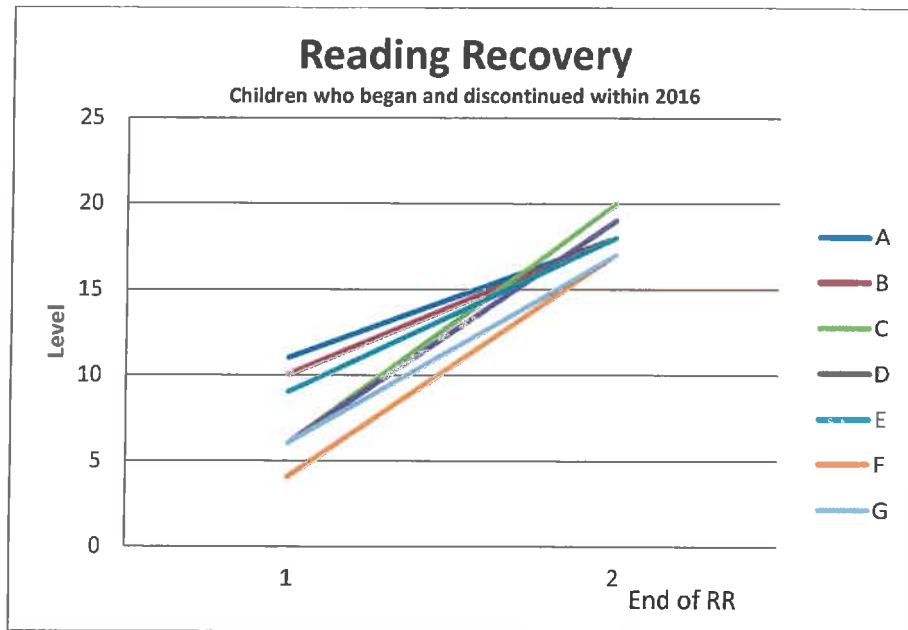
Reading Recovery is an Intervention programme for 6 year olds who have been identified through a '6 year net' testing process and monitoring of their classroom reading programmes as having difficulty with Reading and Writing. The aim of the programme is to reinforce appropriate strategies to enable children to successfully function in their class programme at an independent level, 'at' or 'above' their chronological age, on their completion of the programme.

Jan Glidden was employed in the role of Reading Recovery tutor and continued her professional development continuing contact sessions. During 2018 we targeted 13 children who were just under expected age, to raise them to expected age. We achieved this with all of the 11 children through targeted intervention during the year.

2018 summary: During this year 13 children were tutored for Reading Recovery:

10 new children were catered for on the programme during 2018. (Which equates to approximately 9% of our 6 year old group).

- 3 children were carried over from 2017.
- 8 children were successfully discontinued during 2018 to join peers in class at an average or above average level.
- 7 out of the 13 children tutored, were boys.
- 3 children were carried over to the following year.



This programme continues to be extremely successful, with on-going priority given to the funding of it, by the Board of Trustees.

#### **CHILDREN CATERED FOR:**

During 2018, 24 children were catered for individually by Teacher Aides and 80 through intervention programmes.

Whilst it is difficult to always provide hard data as to the effectiveness of the use of this resource, there are many less tangible effects of this provision of time including increased student engagement and achievement, access for all to the curriculum, more harmonious classroom working environments, teacher support and increased student self-esteem.

Liz Day  
Associate Principal / SENCo

Jacky Carr  
Associate Principal

# ESOL AND INTERNATIONAL STUDENTS REPORT

In August 2018 we were funded for 90 migrant domestic students and 56 NZ-born domestic students making a total of 147 funded domestic students. Our numbers of International Students in 2018 were 20 in Term 1, 20 also in Term 2, 26 in Term 3 and 29 in Term 4.

The table below shows numbers of domestic and International students included in the programme over the past seven years. There are more students included in the programme than those mentioned above, as NZ born students are not funded for their first two terms at school but are still included in the ESOL support programme. Additionally some students complete their funding allocation but still receive ESOL support.

Term	2012	2013	2014	2015	2016	2017	2018	2019
1	47	39	56	73	106	161	150	183
2	49	48	67	77	112	177	150	
3	42	47	76	87	127	188	173	
4	47	48	67	92	150	189	176	

Historically numbers increase as the year progresses and new Year 0 students start, then fall the following year as Year 6's move on to Intermediate.

All ESOL students have an ELLP Assessment Form (ELLP/AF) which is completed by the class teacher twice a year. This is moderated, recorded on eTap and submitted to the Ministry for funding on 1 March and 1 August.

## Programme and Staffing

Karen Cebalo has responsibility for the ESOL programme. In 2018 we had four bilingual Teacher Aides employed to support ELLs:

Cecilia Chen (Mandarin speaking) – 0.75

Gemma Lee (Korean speaking) – 0.25

Annie Wang (Mandarin and Japanese speaking) – 0.4

Abby Gibson (German speaking) – 0.2

The bilingual Teacher Aides are also paid additional hours at various times for translation of documents, notices or in parent-teacher meetings and conferences.

Additionally, Cecilia and Gemma continue to moderate our two first language online chat groups for their parent groups – WeChat for our Chinese parents and KakaoTalk for our Korean parents. They post and translate notices about school trips, road safety, FOTS fundraisers or meetings, parent conference organisation and so on. Parents also ask questions relating to school and if Cecilia and Gemma are unable to answer them, they will clarify with the appropriate person.

Several times a year we also hold meetings on a relevant topic for these parent groups eg reports, camps, Numeracy teaching in NZ, helping your child with their reading.

Both Gemma and Cecilia play a very key role in the pastoral care of students, both International and domestic, and provide the crucial home-school link.

The ESOL programmes are based on the language, cultural and affective needs of the students. Objectives are taken primarily from the Ministry's ELLP (English Language Learning Progressions) document. Strong connections are made with the mainstream class topic and often maths strand vocab, to support children in accessing the curriculum. International Students are included in the withdrawal programme along with domestic students.

Class teachers have the option of a regular classroom report or an ELLP report for children still in the early stages of learning English. The ELLP report replaces the Reading and Writing sections with an ELLP stage and comment for Reading, Writing, Listening and Speaking.

**Short term Group International Students:** Our school has approval to accept short term group students, and we receive several applications for individual short term students each week. However, the impact on classes is great and the benefits for the students is negligible so we do not accept any short term students except once a year from our sister school in Korea, Cheongwon. In 2018 we hosted a group of children and their parents from Cheongwon and in 2019 are expecting a group for the first 4 weeks of Term 3.

### **Long term International Students**

In keeping with the 'Code of Practice for the Pastoral Care of International Students' to which Browns Bay School is a signatory, all International Students aged 10 years old or less, must all reside with a parent during their time in NZ. In fact as a school we require any students over 10 to also reside with a parent. In line with the Code of Practice, group students are the exception. The ESOL co-ordinator conducts an interview with all longer term International students once a term which is a requirement of the Code of Practice, in order to ensure that they are coping well in the class context and able to access assistance when they need to, including first language support. During the interview they also confirm their current NZ address and who they are living with.

As well as this, we are required to ensure students have the appropriate visas and medical insurance, ensure they have support networks and that they are aware of these, ensure that our agents comply with the Code, provide orientation and pastoral support for the students, provide access to first language support, and ensure students are aware of both grievance procedures and who can help them.

Browns Bay School is a member of SIEBA, the Schools' International Education Business Association, which has an annual fee of \$862.50. SIEBA has provided us with valuable support for questions relating to the legalities of the Code of Practice, and have supplied us with the application, enrolment and other forms, plus agent agreements which we use and are in line with Code of Practice.

### **Professional Development**

Our school is a member of the North Bays Professional Learning Cluster of ESOL teachers. Karen Cebalo and the Teacher Aides regularly attend meetings. Karen and Heidi Goodinson also attend the International Cluster meetings. Additionally Karen chairs the Kahui Ako PLG.

Our school is also a member of AKTESOL and Karen is the Auckland representative on the TESOLANZ Primary Sector committee.

Cecilia was accepted for a TESSOL scholarship covering the fees for four papers of a TESSOL Diploma at the University of Auckland which she began part-time this year.



In order to ensure that our own staff have the cultural awareness to best support their ELLs we also provide in-school professional development in the form of staff meetings.

Karen Cebalo

**Director of International Students and ESOL**

**Kāhui Ako Across Schools Leader (ESOL, Cultural Responsiveness)**