

# ANNUAL REPORT RANGITAIKI SCHOOL YEAR ENDING 2020



## Annual Report

### Rangitaiki Primary School Board of Trustees

#### Board of Trustee's and Principal Annual Report

Year ending 31 December 2020

#### GENERAL:

2020 has been a challenging year for the school, country and world.

Covid-19 has changed our lives and we are adapting to a new "normal" way of living. Lockdown and the challenges that the school faced from Covid-19 was not something we had planned for and it took the Board and staff a while to get some new systems in place so we could operate remotely, then when school was back we had new cleaning and health protocols to put in place.

Due to the dedication of the Board, the professionalism of the staff and excellent support from the school community, we have maintained our record of success at Rangitaiki School. This year there has been a continued emphasis on high quality teaching and learning, as well as excellent individual student and school-wide achievement outcomes.

The school has again been able to offer the students a wide range of curricular activities throughout the 2020 school year with a particular focus on providing accessible education to foster life-long learning. We were very focused on making strong connections with Taupo Township and offering our children experiences with other schools and places as well as learning about our own country community.

The Board feel it is important that we help prepare our students for the world they will face in the future and to make them 'lifelong learners', by encouraging them to take a greater responsibility for their own learning.

During 2020 the Board of Trustees included **Christina Bunny, Claire Hall, Andrea Haycock, Nelson Tanner, Lindsay Donoghue** and **Lorraine Fawkner**. During the year Lindsay Donoghue stood down from the board and Adrienne Greed joined us on the board. Claire Hall handed in her notice at the end of the year along with Christina who will stay on as Chairperson until the first meeting in 2021.

#### What we did in 2020

Covid 19 closed the school on the 25<sup>th</sup> of March-29<sup>th</sup> April

Outdoor area finished

First aid training for kids

Lucy joined us as a Teacher Aide for 2 days per week

Victoria Fullwood started in August

Visit to all students houses

Community social night to christen outdoor area

New car track/planter and play car

Pet Day

Ski trip 2 days

Swimming lessons

Cross country

Crazy hair day

Halloween dress up day

Xmas concert

School photos

10 new tablets to work on

AAA day (Trey Doctor)

M.O.E funded new pump for pump shed

New local curriculum document finished

New heat pump for classroom

6 new chickens/ Got rid of the roosters.

Finding funding to allow us to hire a groundsman for 6 months. (\$ 5,000)

#### **CHALLENGES:**

\* Covid-19

\*Gypsy day (when farm staff move around) impacts on the school in many ways, roll of school, learning for children, data for ministry, school culture.

\* Our roll in 2020 started with 3 students and ended with 7. During 2019 we had 8 students enrol and 4 students leave.

\*Fundraising has again been challenging this year as we seem to be asking the same people for help or money each time.

\* The playgroup again continues to be a challenge but has improved since bringing it to the school and having our teacher aide Lucy McBeth run it every week.

#### **CURRICULUM:**

Successful teaching and learning programmes were again developed and implemented in all areas of the national curriculum during 2020.

Priority was given to;

**Students that are achieving and excelling in all areas of the curriculum (strategic aim 1).** Goal setting and reflections, collecting student voice, music lessons x 2 yearly, spelling and writing focus, oral language focus, Te reo lessons integrated, PD in te reo, new local curriculum finalized and used.

**Future focussed education (strategic aim 2).** Students that are critical thinkers, using digital technology to enhance teaching and learning experiences, Include whanau in learning, create a sustainable school, Increase roll.

**Health and Wellbeing (strategic aim 3).** Create a safe and happy environment to learn and work, Life Ed visit, visit pre-schools, SENCO workshops, join in with other school events, and create a robust H&S system at school, complete playground upgrade.

**Property (strategic aim 4).** Modernize school house and flat, get rid of rubbish, fix bikes, clean out P.E shed, bike track and maintenance shed, Pet control, establish children car area, re do worm farm- enviro schools, outside learning environment finished.

RESULTS; Writing

Level 2	a				D				
	p								
	b			L					
Level 1	A liii		T						
	P lii		B						
	b li	*E							
	1	*A *N							
		After 1 Year <i>Within Level 1</i>	After 2 Years <i>At Level 1</i>	After 3 Years <i>Towards Level 2</i>	End of Year 4 <i>At Level 2</i>	End of Year 5 <i>Towards Level 3</i>	End of Year 6 <i>At Level 3</i>	End of Year 7 <i>Towards Level 4</i>	End of Year 8 <i>At Level 4</i>

6 students are operating at a level appropriate to their age and time at school. 1 student is working above his chronological age. All students are Maori.  
Gains in writing have been in the amount children are writing, sequencing of events, detail and experimenting with new language to improve the quality of the story.

100% At or Above expected level.

# Reading

At level 3						
Early level 3	10.0-12.0					
			T 26			
AT Level 2	8.0-9.5				D 23	
Early level 2				L 23		
	gold					
Level 1	purple					
	turquoise					
	orange					
	green					
	Blue		B 9			
	Yellow					
	Red	*E 4 *A 3				
	magenta	* N				
	*Under 1 year at school	After 1 Year Within Level 1 *not 6 yet.	After 2 Years At Level 1	After 3 Years Towards Level 2	End of Year 4 At Level 2	End of Year 5 Towards Level 3

6 students are At or Above their expected level. 1 students is below where we would expect them to be and we are working with RTLB and Learning Support to diagnose what support is needed for this student. All students are Maori.

85% are At or Above expected level. 14% are below where we would expect them to be.

## Mathematics

At level 2	<b>Stage 5 Early Additive</b>				<b>D 2a</b>
Early level 2			<b>T 2p</b>  <b>B 2b</b>	<b>L 2p</b>	
Level 1	<b>Stage 4 Advanced Counting</b>				
Early level 1	<b>Stage 2/3</b>				
	<b>Stage 1</b>	<b>*E 1p *A 1p *N 1b</b>			
<b>Gloss/ Jam</b>		After 1 Year <i>Within Level 1</i>	After 2 Years <i>At Level 1</i>	After 3 Years <i>Towards Level 2</i>	End of Year 4 <i>At Level 2</i>

All 3 new entrants are where we would expect them to be in the time they have had a Rangitaiki School. The remaining 4 students are all above their expected stage for their year.

100% At or Above expected level for their age and time at school. 57 % are Above.

Rangitaiki School is part of the Taupo Community of Schools/Learning (CoL) and within its Memorandum of Agreement it, states, "Schools in the CoS/CoL will develop school specific Kawenata agreements with Ngati Tuwharetoa Iwi. These agreements ensure elements of Tuwharetoa are alive in local school curriculum". From the submission to become a CoL, it states, "The Community will work together with Tuwharetoa iwi and the Tuwharetoa Education Plan to engage and accelerate achievement for this group and all learners with their parents, family and whānau. We believe that what benefits Māori learners' benefits all learners."

### Other information

School planning, assessment and evaluation, as well as reporting to parents and the community, were again well evidenced in 2020

The school Facebook page was developed in 2014 and was actively used by nearly all our parents. In 2016 we implemented the use of the Seesaw app. This app enables students to upload work samples, record messages, take photos and add them to their own journal page on the app for their parents to view and record a comment/ feedback for their child. We have seen all families using the app well and have noticed the children enjoy posting work samples and new learning as well as capturing student voice. We hope to have the entire school community using the app with more focus put on learning objectives and feed back in 2021 as it will replace our learning portfolios. The posts will be linked to learning goals. Objectives will be clearly stated.

We developed our new webpage in 2018 so that newsletters and photos can be viewed through that media. In 2020 we started a school messenger app. This became an invaluable tool during lockdown and 100 % of the school community interact with this app.

Throughout the year a variety of school programmes, events and activities were once again offered for the students, staff and community:

*Parent/ Teacher informal interviews throughout the year.*

*Principal retreat with Central Plateau Principals association to Queenstown.*

*Active roll with Community of Learning.*

*Principal appraisal started in Feb and finished in Dec.*

*Swimming AC Baths (cut short due to Covid-19)*

*Playgroup*

*Calendar Art (none were sold this year)*

*Board of Trustees' training NZSTA*

*Planned Sypp project of outdoor learning environment.*

#### **Self-Review:**

The School Charter, Strategic Plan and the Annual plan, along with the School goals and targets for 2020 were all written and presented to the Board in March before being sent to the Ministry of Education for ratification. The Principal and staff ensured that the Board was kept abreast of curriculum developments and policy reviews.

The school performance, related to the strategic targets, will form the basis for future school planning and reporting in 2021 and beyond.

The School reported regularly to the school community through the Community newsletter.

As part of our Self Review programme during 2020, policies were reviewed and updated throughout the year and we continued with Schooldocs to make this process easier, manageable and professional.

The major focus for our Self Review Programme for 2021 will be; continuing the development of our school Charter to meet the needs of a continually changing school roll. We will stick to our new review schedule to help meet our self-review goals. We will refer to our newly developed Local Curriculum to guide our teaching.

The board will continue with Board training offered by NZSTA concentrating on the areas of responsibility, self-review and running successful meetings.

The teaching staff will work on successful ways to document the schools local curriculum to retain the uniqueness of our country school.

Teaching staff will partake in PD to encourage student voice and student lead learning at Rangitaiki School.

The Seesaw site that we are using for student voice and as an online learning journal for students and families is working well so we continue to promote this in 2020. Students in 2021 will have better knowledge of where they are at in all areas of the curriculum and the pathway to the next stage. This will be evident in their work books and on the Seesaw app.

Teachers will take part in ongoing curriculum review and development. They will take part in professional development in the area of programme development. They will enhance assessment/ moderation processes to make reliable judgements about students' achievement.

**Personnel:**

During the 2020 year Jessica Devonport was principal release for 1 day per week. Jessica resigned in July.

In August Victoria Fullwood became the Principal release teacher for 1 day per week and then two days per week when we obtained extra funding due to covid-19.

During 2020 we had no difficulty obtaining relieving teachers.

We hired a new cleaner in 2020

We were able to hire a teacher aide. Lucy McBeth started 2 days per week with funding from the smalls schools grant.

All teaching staff and non-teaching staff were involved in programmes of professional development, attending a number of in-service as well as being involved in a number of in school professional development initiatives.

Our teaching staff are all registered and have bi-annual appraisals.

The school has an EEO policy that is referred to when required.

**Finance and Property:**

The annual accounts prepared by Education Services (Napier) Ltd were sent to UHY Haines Norton for auditing.

Reliable and timely financial reports were presented at each monthly Board of Trustees meetings by Lorraine Fawcner, our financial adviser on the Board of Trustees.

We obtained **Network bus funds of \$ 7 387.40**

Other donated money this year came from; . AFCO \$612.00, Lightwire \$2070 + gst , Unison \$1900 + gst

**TOTAL DONNATED: \$ 3970 +gst + 612.00**

Grants that were successful in 2020 were from REAP \$ 297, (music lessons) \$ 400 (rainbow reading) \$ 654 (decodable text). MOE- smalls schools grant \$16.632.17 ( \$4.500 extra day Principal release teacher, \$600 Christmas function, \$400 Concert cost, \$2817.50 for 10 tablets) and MOE \$10.114.02 to fix ozone and upgrade the unit. We received \$175.61 from the electoral commission.

**TOTAL GRANTS \$28.272.80**

The school did its own fundraising during the year. School photos \$20 . ( money in \$250, photographer \$150, printing \$80)

**TOTAL FUNDRAISING \$20**

The chickens cost us -\$427.70 as they were not laying eggs due to having 3 roosters. We ended up selling the roosters and spending some money buying new laying hens and a grain feeder for the holidays and weekends. Pet Day cost us -\$197.00 for ribbons and the Christmas concert Cost us -\$ 214.00 for materials for the costumes.

**Unbudgeted costs \$-838.70**

**Kiwisport:**

Kiwisport is a Government funding initiative to support student's participation in organised sport. In 2020 the school received total Kiwisport funding of \$82.90 (excluding GST). The funding was spent on sports equipment (new balls, juggling balls, skipping ropes and bike equipment)

**Health and Safety:**

All buildings were regularly checked each term for health and safety compliance issues. Records of this are kept in the Argest folder. The school maintained its existing Building Warrant of Fitness and electrical warrant of fitness. An evacuation exercise was carried out once a term for both fire, earthquakes and lockdowns.

Policies and procedures regarding the health and safety of staff and contractors were updated.



The Accident and Injury Register was maintained in the school staffroom. Regular contact was made with our Public Health Nurse to discuss any issues we were having and inform us of any new illnesses to watch out for.

All EOTC experiences were planned using the school RAM's Forms to cover the levels of risk.

To support our Sun Safe Policy, the school provide, umbrellas, wide brim bucket hats and sunblock for all students. We are delighted to have our covered area completed for the children and community to enjoy for lunch and learning.

**General Compliance:**

The school was open for the required number of half days. (386)

There were no stand downs or suspensions in 2020

All other items of compliance as indicated in NAG#6 (administration and legislation) were successfully completed by the Board during 2020

We finished the 2020 school year with a roll of 7.

Christina Bunny

Chairperson

Andrea Haycock

Principal