

Linwood Avenue School

CHRISTCHURCH, NEW ZEALAND

Analysis of Variance 2011 - 2012
Use of Kiwi Sport Funding
Statement on Equal Employment Opportunities

Reading

Strategic Aim Reading	All students are able to access the New Zealand Curriculum and according to their individual learning needs progress and achieve in relation to the National Standards
Annual Aim	All teachers at Linwood Avenue will identify students who are not making progress and change/adapt/modify their practice to move students in their learning pathway through a process of teaching as inquiry.
Baseline data 2010	Analysis of 2010 school wide reading data identified that a significant number of year 4 & 5 students were achieving well below National Standards
Targets 2011	All year 5 & 6 students who were well below the standard in 2011 (year 4 & 5 in 2010) will make two years' progress in relation to the reading standards. This includes a focus for Pasifika and Maori Students in these year groups.

Historical Position

Due to a large number of children entering school with low levels of literacy Linwood Avenue School has always put a lot of resources and planning into ensuring that students are not left behind in the process of reading. In 2011 we changed the focus of Reading intervention into Reading support by employing three teacher aides to work 4 mornings a week with our SENCO. These teacher aides collect two or three students from the Junior school at a time to scaffold reading and literacy skills. The SENCO oversees this programme and also works with identified students in the year one area who need support to recognise letters and sounds. The SENCO and another teacher aide work with children in the middle and senior school who need ongoing support with a wide range of literacy skills. The progress that these children make is generally slow but we are seeing some sustainability when children enter their normal classroom literacy programmes. See attached Learning Support Report.

The Principal and team leaders have also made the decision to keep year three students in the junior school instead of sending them into year $\frac{3}{4}$ composites as had happened in the past. We feel that they are not ready cognitively or socially to work in a middle school context and the Board has supported the decisions by providing funding for an extra teacher in the junior school if we need to start another class due to enrolments half way through the year. Traditionally we have "shifted" some year 3 students up into the middle school to cope with increased numbers in the junior school but this was unsettling for the year three students and the other junior students who had to move

Reading

Actions	Outcomes	Possible reasons for variance																								
Professional discussions within the syndicate and across school using the professional learning communities specifically literacy		Teachers learning more about best practice in literacy through professional readings and peer mentoring and support.																								
Identifying students who are not achieving through teaching as inquiry and trialling new strategies and practices to accelerate reading progress and comprehension.	<table border="1" data-bbox="633 360 1189 804"> <thead> <tr> <th data-bbox="633 360 853 448">Reading Year 5</th> <th data-bbox="853 360 1016 448">2010</th> <th data-bbox="1016 360 1189 448">2011</th> </tr> </thead> <tbody> <tr> <td data-bbox="633 448 853 491">All</td> <td data-bbox="853 448 1016 491">13</td> <td data-bbox="1016 448 1189 491">6</td> </tr> <tr> <td data-bbox="633 491 853 534">Maori</td> <td data-bbox="853 491 1016 534">1</td> <td data-bbox="1016 491 1189 534">3</td> </tr> <tr> <td data-bbox="633 534 853 577">Pasifika</td> <td data-bbox="853 534 1016 577">4</td> <td data-bbox="1016 534 1189 577">0</td> </tr> <tr> <th data-bbox="633 577 853 665">Reading Year 6</th> <th data-bbox="853 577 1016 665">2010</th> <th data-bbox="1016 577 1189 665">2011</th> </tr> <tr> <td data-bbox="633 665 853 708">All</td> <td data-bbox="853 665 1016 708">29</td> <td data-bbox="1016 665 1189 708">1</td> </tr> <tr> <td data-bbox="633 708 853 751">Maori</td> <td data-bbox="853 708 1016 751">7</td> <td data-bbox="1016 708 1189 751">0</td> </tr> <tr> <td data-bbox="633 751 853 794">Pasifika</td> <td data-bbox="853 751 1016 794">4</td> <td data-bbox="1016 751 1189 794">0</td> </tr> </tbody> </table>	Reading Year 5	2010	2011	All	13	6	Maori	1	3	Pasifika	4	0	Reading Year 6	2010	2011	All	29	1	Maori	7	0	Pasifika	4	0	Teaching as Inquiry developed awareness of teachers need to change practices that weren't working for particular students and underpinned our ethos of personalised learning.
Reading Year 5	2010	2011																								
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Pasifika	4	0																								
School wide focus on literacy in term three appraisal round	<p data-bbox="539 847 1301 1098">There are still 6 students in year 5 and 1 student in year 6 who are still achieving well below the standard for reading. However this is a significant improvement from 13 and 29 (respectively) who were achieving well below in 2010. In year 5 there are 3 Maori students achieving well below. In both years there are no Pasifika students in the well below band.</p> <p data-bbox="539 1106 920 1134">Evaluation/Recommendation</p> <ul data-bbox="591 1142 1285 1366" style="list-style-type: none"> • Continue to monitor teaching as Inquiry at team level • Leadership to mentor teachers in providing targeted specific literacy activities to support reading material • Begin to Implement Tātaiako school wide to enable teachers to develop and apply cultural competence • Support teachers to use the languages of the cultures in their rooms to enable inclusive practices in reading contexts 	Teachers are accountable for their reading programmes and have to show evidence of what they are doing to support individual / groups learning needs																								

Writing

Strategic Aim - Writing	All students are able to access the New Zealand Curriculum and according to their individual learning needs progress and achieve in relation to the National Standards
Annual Aim	All teachers at Linwood Avenue will identify students who are not making progress and change/adapt/modify their practice to move students in their learning pathway through a process of reflective inquiry.
Baseline data 2010	Analysis of 2010 school wide writing data identified that a significant number of year 4 & 5 students were achieving well below National Standards in Writing
Targets 2011	All year 5 & 6 (year 4 & 5 in 2010) students in who were well below the standard in writing in 2010 will make two years progress in relation to the National standards. This includes a focus for Maori and Pasifika students in these year groups.

Historical position.

In 2009-2010 LAS was involved in EHAS and used Murray Gadd to lead our teachers in best practice in Literacy. Although his messages about modelling and grouped writing were received positively by the staff at the time, several areas of the school have not sustained the good practice in writing that was apparent when Murray was working with us. The junior teachers have had PD with Barbara Watson who stressed the importance of teaching writing in in small personalised groups according to students learning pathways. The discussions that ensued from this caused an obvious change in the thinking and within the practice that our junior teachers used with their students. The difficulty was that many of our students enter school with little experience in oral language (listening or speaking and a very limited vocabulary. In order to write anything you need to have words so the focus for years 1-3 this year has been to specifically teach oral language by involving children in a wide variety of concrete activities to broaden their vocabulary. This has made a significant difference to the quality of writing produced by year 1 and 2 students but especially noticeable in the year 1 cohort. With such pleasing results this inquiry into the link between oral language and writing will now be adopted by the middle and senior school using guidelines from the text learn through talk and our own LAS (Learn, Achieve/Apply, Succeed) programme for oral language. The BOT have funded a unit for this to be managed throughout the middle and senior school.

Actions Writing	Outcomes	Possible reasons for variance																								
<p>Professional discussions within the syndicate and across school using the professional learning communities specifically literacy</p> <p>Kea Syndicate participated in PD on writing at Wainoni school in term 1</p> <p>Moderation with the whole school on report writing and persuasive writing terms 2 and 3</p> <p>All team leaders went on a distributed leadership course in the North Island where we viewed three different schools, looked at their visions and resulting student work</p> <p>Implemented oral language as the basis of all literacy learning in years 1-3</p>	<table border="1" data-bbox="680 284 1167 730"> <thead> <tr> <th data-bbox="680 284 846 373">Writing Year 5</th> <th data-bbox="846 284 1012 373">2010</th> <th data-bbox="1012 284 1167 373">2011</th> </tr> </thead> <tbody> <tr> <td data-bbox="680 373 846 421">All</td> <td data-bbox="846 373 1012 421">12</td> <td data-bbox="1012 373 1167 421">2</td> </tr> <tr> <td data-bbox="680 421 846 469">Maori</td> <td data-bbox="846 421 1012 469">0</td> <td data-bbox="1012 421 1167 469">0</td> </tr> <tr> <td data-bbox="680 469 846 517">Pasifika</td> <td data-bbox="846 469 1012 517">0</td> <td data-bbox="1012 469 1167 517">0</td> </tr> <tr> <th data-bbox="680 517 846 596">Writing Year 6</th> <th data-bbox="846 517 1012 596">2010</th> <th data-bbox="1012 517 1167 596">2011</th> </tr> <tr> <td data-bbox="680 596 846 644">All</td> <td data-bbox="846 596 1012 644">29</td> <td data-bbox="1012 596 1167 644">1</td> </tr> <tr> <td data-bbox="680 644 846 692">Maori</td> <td data-bbox="846 644 1012 692">7</td> <td data-bbox="1012 644 1167 692">0</td> </tr> <tr> <td data-bbox="680 692 846 730">Pasifika</td> <td data-bbox="846 692 1012 730">4</td> <td data-bbox="1012 692 1167 730">0</td> </tr> </tbody> </table> <p>There are 2 students in year 5 and 1 student in year 6 who are still achieving well below the standard for writing. In this cohort there are no Pasifika and Maori students well below. This is a significant improvement.</p> <p>Evaluation/Recommendation</p> <ul data-bbox="591 1034 1290 1369" style="list-style-type: none"> • Continue to monitor teaching as Inquiry at team level • Ensure through team leaders that all teachers are teaching writing in groups as per reading and maths • Revisit writing focus coverage to ensure that students are being exposed to a wide variety of genre and writing for different purposes • Encourage and model use of blogs as authentic writing contexts • Ensure teachers are scaffolding and conferencing throughout the writing process not just at the end. 	Writing Year 5	2010	2011	All	12	2	Maori	0	0	Pasifika	0	0	Writing Year 6	2010	2011	All	29	1	Maori	7	0	Pasifika	4	0	<p>Teachers learning more about best practice in literacy through professional readings and peer mentoring and support.</p> <p>Teachers in the senior school have begun to see the advantage of teaching writing in groups and how this can be managed.</p> <p>Teachers needed to be able to clarify in their own minds what writing features and levels of competency their students should be working at. This exercise was a catalyst for ongoing professional conversations about the literacy progressions, National Standards and our own LAS curriculum expectations.</p> <p>Growing awareness within the leadership team that team leaders are leaders of learning and as such must also be willing to model and mentor best practice within their teams and throughout the school.</p> <p>Teachers are seeing the value of immersing students in rich oral language experiences as it supports both reading and writing</p>
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Strategic Aim - Maths	All students are able to access the New Zealand Curriculum and according to their individual learning needs progress and achieve in relation to the National Standards
Annual Aim	All teachers at Linwood Avenue will identify students who are not making progress and change/adapt/modify their practice to move students in their learning pathway through a process of reflective inquiry.
Baseline data 2010	Analysis of 2010 school wide Mathematics data identified that a significant number of year 2 and year 5 students were achieving well below National Standards in Mathematics. Upon further analysis we found that Pasifika students in year 3 were over represented in the “achieving below” band.
Targets 2011	<ol style="list-style-type: none"> 1. All year 5 students who were below the standard in 2010 (year 6 in 2011) will make more than one years progress against the National standards in 2011 2. All year 2 students who were below the standard in 2010 (year 3 in 2011) will make more than one years progress against the National standards in 2011. 3. All year 3 Pasifika students who were below in the standard in 2010 (year 4 in 2011) will make more than one year’s progress in relation to the National standards

Historical Position

Linwood Avenue school was one of the first schools to pilot the Numeracy project but since then had no ongoing maths PD and staff changes meant that few of the staff had sustained the practices of teaching strategies through small group teaching using the numeracy guidelines. In 2009 The school applied for the Numeracy sustainability course that was offered and since being accepted has been doing In-depth Professional Development with the facilitator for the past two years. This involved observations of maths teaching over the whole school, feedback to teachers and ongoing professional development in staff meetings. In 2010 the lead teacher for numeracy implemented the accelerated learning in maths (ALIM) pilot with 5 identified at risk children, one-to-one for 20 minutes a day, 5 days a week. In 2011 the lead teacher was trained as a Specialist Maths Teacher (SMT) and in terms 3&4 of worked with as many students as possible in the targeted year 6, Year 3 and year 4 groups. Problems around absenteeism among the selected students due to the earthquake was a significant barrier to learning.

Actions	Outcomes	Possible reasons for variance																														
<p>SMT teacher withdrew children from class for small group teaching</p> <p>Continued with UC Maths facilitator to observe teachers maths lessons and provide teachers and principal with next steps</p>	<table border="1" data-bbox="667 276 1171 852"> <thead> <tr> <th>Maths Year 6</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>8</td> <td>9</td> </tr> <tr> <td>Maori</td> <td>1</td> <td>2</td> </tr> <tr> <td>Pasifika</td> <td>1</td> <td>4</td> </tr> <tr> <th>Maths year 3</th> <th>2010</th> <th>2011</th> </tr> <tr> <td>All</td> <td>14</td> <td>6</td> </tr> <tr> <td>Maori</td> <td>8</td> <td>4</td> </tr> <tr> <td>Pasifika</td> <td>4</td> <td>1</td> </tr> <tr> <th>Maths Year 4</th> <th>2010</th> <th>2011</th> </tr> <tr> <td>Pasifika</td> <td>1</td> <td>2</td> </tr> </tbody> </table> <p>This data shows an improvement in the year 3 cohort but the year 6 cohort and the Pasifika cohort in year 4 have not improved</p> <ul style="list-style-type: none"> Continued scaffolding of teachers by leadership - Three teachers have been identified as needing more maths PD and all recognise that this will be advantageous . Include numeracy teaching in the appraisal focus for all staff Ensure that the concept of 10 is being specifically taught at all levels of the school for those students who have do not have this understanding. Team leaders to work with teachers to identify students in their classes who need this in depth teaching. Revisit school wide expectations about numeracy lessons 	Maths Year 6	2010	2011	All	8	9	Maori	1	2	Pasifika	1	4	Maths year 3	2010	2011	All	14	6	Maori	8	4	Pasifika	4	1	Maths Year 4	2010	2011	Pasifika	1	2	<p>Although the SMT teacher communicated with teachers of these students about best practices and strategies to use to sustain gains made this was not happening school wide.</p> <p>Teachers were positive about the need for more mentoring and feedback from the facilitator but these teaching strategies were new to many teachers and we would expect to see an improvement in 2012 as teachers continue to embed Numeracy strategies into their practice.</p>
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Reading 2011

Year 6

All groups performing well, apart from a number of Pasifika children.

Year 5

This is a problem group within the school in this area. There are large numbers of Pakeha and Māori children who are not performing. There is a large group working just below the standard and required curriculum level. These children need focussed teaching, relevant learning and intervention to bring them into the band of acceptable achievement.

Year 4

All of the groups in this area are performing well. Teachers are aware of those that are just below the standard.

Year 3

This group is also performing well. The lower percentage in the Pasifika area is due to a small number in the assessment area. Teachers are aware of the children not performing in this area.

Year 2

Similarly this group is achieving well, these children are well monitored and teachers are well aware of the continuing levels of these children.

Year 1

These children, their assessment and knowledge of where they are performing are all working well.

Writing:

The percentage of children at, or above, national standards level is 78%

Generally writing levels are near where they should be throughout the school. There are small concerns with year 1 children and to a larger concern with year 5 children. The year 5 results are especially concerning, as their reading levels are also low, indicating a general lack of knowledge and strategies in literacy. This affects the child's performance most of the areas at school. Also remember that these children are not presently in any further intervention. This will need to be monitored closely.

Year 6

Generally these children are working well. The children below standard are known and teachers have developed strategies to assist them in class.

Year 5

See general comment. Results are low in all areas. The positive is that the majority are only one level below the required level. Monitoring of these children will need to be maintained, along with changes to teaching, learning and engagement if required.

Year 4

This group is working to standard at good levels.

Year 3

There are concerns in this group for some of our Pakeha and Pasifika children. The actual numbers of children are fairly low and those below are only just below. Close monitoring of these children needs to be implemented to ensure they are engaged and perform to a higher level.

Year 2

Again, most are performing well in their writing. There is a small group of Māori and Pakeha boys that need monitoring but overall very pleasing results.

Year 1

There are some concerns in this area for children moving with their writing. The junior school are very good at monitoring who these children are and building programmes to assist them.

Maths

The average for the school is that 71% of our children are working at, or above the national standard. This is a pleasing result but there is still quite a lot of room for improvement.

Most areas of the school require ongoing monitoring and rigorous teaching to build on these percentages. Years 3 are a concern with their overall total being 51.5%.

Year 6 breakdown

The lowest performing group in this area are Pakeha girls, followed by Pasifika girls. Although we are at the end of the time these children are at our school, we should reflect on our teaching practice and possible reasons for this.

Year 5

Children in this area are generally performing quite well. Areas of concern are a number of Pakeha girls and Pasifika boys. All areas need focussed teaching to bring the percentage to a higher level.

Year 4

There are some areas of concern in this range in our Māori and Pasifika children. These children have been receiving support through Mrs Oxley's math support programme but continue resources and focussed teaching area required to bring these level higher.

Year 3

Areas of concern are Pasifika and Māori populations, running at quite low levels, especially as there are quite high numbers in these groups. This is a group where extra support should be considered for these children on a continuing basis.

Year 2

Generally, this group is performing well except for a small group of Māori girls. Their teachers know these children and they are working with them to build their knowledge and strategies in this area.

Year 1

All children are performing well in the first year of school. There are a very small number who are just below the standards and their teachers know them.

Reading, Writing and Maths End of Year Summative Report.

This report has been compiled using data from school-wide testing throughout the year, and at the end of term 3 2011.

Children in years 1,2 and 3 are assessed at their anniversary dates of starting school, usually around the birthday. These events occur at 40, 80 and 120 weeks at school and are reported to parents through a written report showing their progress against standards, next steps and area where parents/ caregivers can assist in their child's education in these areas.

Year's 4,5 and 6 children are assessed at the end of the calendar year, or as near to as possible. Reporting of national standards is then sent home in the form of an end of year report covering reading, writing and maths as well as other curriculum areas covered throughout the year.

Maths:

Generally, focussed teaching and knowledge of the children who are below the standard will benefit all children. We suggest that a more focussed assessment of the children below the standard be done, possibly in the form of a regular review of achievement and assessment.

Year 3 has the most at need group and we suggest any targeted intervention be focussed on this larger group in our school.

Reading:

Levels in this area are within the parameters for building to a high level achievement. The exception is the year 5 group. This was apparent at the beginning of the year but has not improved. This group needs further intervention, focussed teaching and deeper monitoring throughout next year in the form of reviews. These reviews need to be rigorous and delve into teaching practices as well as the individual children involved. **A review should also be made with the teacher in year 5 to try to determine the lack of progress in this area. This review should be available to the year 6 teachers for their reference.**

Writing:

There are some year levels that are not performing as they should, these are years 1, 3 and 5, with particular concern in the year 5 group. The year 5 group also features in reading as low performers and the review suggested there should be extended to all literacy area. Extra levels of assessment to gain a more detailed picture of each child should be implemented to ensure the data is accurate.

The levels of attainment throughout the school have risen to the point where they are pleasing to report. There are, and always will be, areas for improvement but the raised achievement for this report show the children, and teachers, have put in a solid year of work, despite all the natural upheavals thrown at us.

Recommendations:

Our school has good systems to monitor children and their achievement. These should be extended to include regular and relevant reviews of children who are not performing to the level we would expect.

These reviews can take the form of more stringent assessment practices to gain accurate data on how the child is progressing, what teaching practices have been deployed to make a difference and the next steps for those children. Most of this can be completed within the class but the input of the SENCO would be invaluable. I suggest that these become a regular and formal part of team and staff meetings.

Literacy Support Groups –

The board has made a commitment to support all students at Linwood Avenue who are at risk of not achieving in literacy. To achieve this goal they have funded two teacher aides to work with small groups of students and partly funded our SENCO to oversee the programme. The literacy support programme provides personalised learning programmes for students at risk and although they may not meet the standards by the end of each year, the results show that they are making progress. The Principal and SENCO reviewed this programme in 2011 and as a result the focus for learning has changed over the last year from an intervention model to more of long-term scaffolding. The aim is now centred on sustaining progress and growing student self esteem.

Criteria for Selection for the Emergent Reading Group.

All children in the Junior School are tested at 5.3 months on the emergent checklist, which includes concepts about print, letter names and sounds and the first thirty basic sight words.

Those children classified as at risk receive thirty minutes teaching sessions four times a week where the learning focus is on precision teaching of basic sight words and letter name and sound recognition.

In order for children to consolidate this vital item knowledge each session includes time for sight word and alphabet games and they are read a story every day.

Progress is monitored by testing every three weeks or more frequently if indicated by daily teacher aide feedback.

Fourteen children have been part of this group over the last two terms and the current group is made up of six children. When the children know at least twenty sight words and most letter names and sounds, they leave the group.

Criteria for Selection for Reading Support Programme.

Junior school teachers test each child regularly using PM Benchmark running records and the results are recorded on their class reading graph.

Children not reading at their chronological age are included in the literacy intervention. Children are organised into either small groups of not more than four children or they may receive one to one support depending on the spread of reading levels. Each group receives a guided reading session each day. Teacher aides follow the daily planning sheet and guidelines and a book is sent home to be reread, and the home/ school notebook signed. The teacher aide records their daily feedback, which I check in the afternoon. The home / school notebook is collected in on a Thursday and checked by me. Positive comments are recorded and I thank parents for their support

Evaluation of the Learning Support Programme from the SENCO's viewpoint

We have settled into a satisfactory routine and are achieving good results but the support programme should still be viewed as a work in progress and there are several changes I would like to make next year. Teacher Aides are both very conscientious and are very receptive to any suggestions I make to improve the programmes. They both provide me with valuable constructive feedback and are not afraid to ask for help or clarification.

Goals for 2012

Strategic Goal

Goal 1 All students are able to access the New Zealand Curriculum and according to their individual learning needs progress and achieve in relation to the National Standards

Annual Goal

1 Develop and implement best practice in the teaching of literacy and numeracy throughout the school, with the aim of raising the rate of progress of those students at risk of not achieving in reading

Analysis of 2011 school wide data identified a problem group within the school in this area. There are large numbers of Pakeha and Māori children who are not performing. There is a large group working just below the standard and required curriculum level. These children need focussed teaching, relevant learning and intervention to bring them into the band of acceptable achievement.

Target Reading

1.a The 2012 year 6 students will who are achieving below and well below the standards in reading will make more than one years progress and will be achieving at or above the standard in reading

Annual Goal

1. Develop and implement best practice in the teaching of literacy and numeracy throughout the school, with the aim of raising the rate of progress of those students at risk of not achieving in writing

Analysis of 2011 school wide data identified the year 5 results as being especially concerning, as their reading levels are also low. This indicates a general lack of knowledge and strategies in literacy. This affects the child's performance in most of the areas at school. These children will need to be monitored closely.

Targets Writing

1.b The 2012 year six students who were below or well below the standards in writing in 2011 will have made more than one years progress and will be achieving at or above the standard in writing. This includes a specific focus on Māori Boys who were achieving below and well below the standard for writing.

1.c The 2012 year 4 Pasifika students who were achieving below the standard in 2011 will have made more than one years progress and will be achieving at or above the standard for writing.

Annual Goal

21 Develop and implement best practice in the teaching of literacy and numeracy throughout the school, with the aim of raising the rate of progress of those students at risk of not achieving in Maths

The 2012 Year 6 students of concern are a number of Pakeha girls and Pasifika boys. With two Pakeha girls in the well below band and the Pasifika boys in the below band. There are some areas of concern in year 5 2012 cohort These children have been receiving support through a STM math support programme and continued resources and focussed teaching will be required to move them out of the well below band in 2012. In the 2012 year 4 group there are concerns in the Maori cohort of the year level with 9 students achieving below and / or well below the standard. Six Pasifika girls also feature in the well below and / below bands.

Target Maths

1.d All year 6 students who are in the below and or well below band in maths will make more than one years progress in in relation to the national standards with a particular focus on Pakeha girls and Pasifika boys.

1.e All Year 5 students who are well below the standard for maths will make more than one years progress in maths in relation to the national Standards.

1. f All year 4 Maori students who are well below the standard for maths will make more than one years progress in maths in relation to the national Standards.

3. g All year 4 Pasifika students who are well below the standard for maths will make more than one years progress in maths in relation to the national Standards with a particular focus on Pasifika girls in this cohort

Linwood Avenue School Board of Trustees – Elected May 2010 – April 2013

Blair Myles – Chairperson

Vance Watts – Deputy Chairperson

Rose Beattie – Treasurer

Cathy Sampson

Colin Hill - Staff Representative

Christine Harris - principal

EEO Statement

The Linwood Avenue Board of Trustees acts as a good employer and ensures that:

- As a Board we are recognise the value of attracting people from all possible sources of talent.
- The Board recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, hours of work, etc.) and the employment requirements of diverse individuals/groups.
- The Appointments committee selects the person most suited to the position in terms of skills, experience, qualifications and aptitude.

The BOT appointed EEO officer keeps an updated database of information regarding ethnicity and injury, illness or disability. This information is used to help the board plan for equal access and equal encouragement in areas of recruitment, selection, and career development.

Kiwisport Funding

This year schools in New Zealand Schools were provided with \$13 per child (\$4000 total) by the Ministry of Education as part of a Kiwisport Initiative. Kiwisport funding was to achieve the following aims:

- To increase the number of school-aged children participating in organised sport
- Increase the availability and accessibility of sport opportunities for all school-aged children.
- Support children in developing skills that will enable them to participate effectively in sport.

The money could be spent on anything that can demonstrate and lead to more students participating in organised sport. The fund is intended to support schools in establishing new opportunities for young people to get involved in sport, and as such is not intended to cover normal operating costs such as routine property or grounds maintenance.

This is how the grants were spent at Linwood Avenue School:

Item	Cost	Rational
Linfield Sports Coach	\$3,392.50	To teach children skills involved with sports. Having an association with clubs in the Linwood Area. Models PE lessons to teachers.
Soccer Goals	\$51.30	To follow up with football literacy Professional Development and class lessons.
Soccer Balls	\$412.87	To follow up with football literacy Professional Development and class lessons.
Placement Flags	\$248.00	To use in PE Lessons and hosting sports events both intra and inter school.
	\$4104.67	

After spending a substantial amount of money last year on gear we thought it was a good idea to get a specialised teacher in Physical Education and Sport to take lessons to model good lessons to staff. Cathy from Linfield Sport was given this role and comes to the school on a fortnightly basis and takes a 30 minute lesson with each class. She has managed to get outside agencies to come and take a variety of other sports including turbo touch, football and skateboarding and inline skating. The rest of the money was used to get gear to support new programmes developed through Professional Development.

Kiwi Sport Funding 2012

Kiwi sport Funding will continue next with \$10 of the \$13 going towards the running of Linfield sports programme. The remainder will go towards equipment that is needed to support the programme.

Part of the programme involves establishing a “KiwiSport Coordinator” in the Linwood community. This will be achieved through the utilisation of the Kiwi Sport Direct Fund, the Regional Partnership Fund (RPF), which is Kiwi Sport funding, administered by Sport Canterbury as well as additional locally based funding to coordinate the delivery of sport at a community level.

Programme

The establishment and employment of a full time (40 hour a week) Kiwi Sport Coordinator by Linfield Sport will seek to increase the number of opportunities, develop skills and ultimately increase participation of young people (year 1-8) in organised sport within the Linwood community. This will include the primary and intermediate schools working collaboratively with Linfield Sport involving the provision for services in the following key areas;

Delivery of School Based Programmes

Every child in the school will receive 30minutes of sport skills on a fortnightly rotation based on the fundamental skills appropriate to their age and stage and aligned to the current season of sport.

Term One	striking & fielding games: softball, cricket
Term Two	invasion games: rugby, football, netball, hockey, league, and basketball
Term three	athletics and touch
Term four	net/wall games: volleyball, tennis,

In Yr 0-2 the focus of delivery will be through a Fundamental Skills approach.

In Yr 3-5 the focus of delivery will be through a multi skills approach.

In Yr 6-8 the focus of delivery will be through a teaching games for understanding approach.

Establishment of the Linwood Log competition

At the end of each term the cluster schools will compete for the Linwood Log on a Friday afternoon 1:30pm-2:30pm during week 8 & 9 (dates & times to be agreed by cluster schools)

Delivery of a Festival of Sport Fun Day

Linfield Sport will co ordinate the delivery of a tabloid sports and games morning/afternoon or day. This will be for specific year groups or the whole school. The festival could be a once a term event, or it could be a clustered event.

Lunchtime or Afterschool Sports Combo Programme

A flexible sports programme to address specific needs of each school.

For example;

- Coaching teams for Hagley Sport
- A Gifted and Talented programme for sport
- An afterschool multi skills sport club
- Training for zone championship

Benefits

Kiwi Sport Coordinator	Sport
<ul style="list-style-type: none">• High quality Physical Education delivery for every child• Formalised links to local sports clubs• More opportunities for more children to be involved in organised sport• Reduced transportation issues• Reduced teacher administration time	<ul style="list-style-type: none">• Children who are involved in sport are generally much fitter and more alert, this has health benefits as well as helping with the child's academic studies.• Sport provides the opportunity to meet and make friends; some of who will be friends for life. There can be opportunities to travel and visit new places.• Taking part in sport gives children more confidence in their ability and in communicating with others, which can translate into everyday life. Sport can involve the entire family. Parents can be involved with their children through actual participation or through coaching or by providing support and encouragement as a spectator. Sport provides fun and exciting events for all ages.• Sport promotes the development of balance, co-ordination and good movement patterns. Skills that are of fundamental benefit to all movement and transfer easily to other parts of child development.