



TITAHI BAY NORTH SCHOOL

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Principal | Your name here

A description of the kura

The school website provides a good 'window' into the school. In the doc station you'll find the current charter and strategic plan.

The mission statement, values (REIA and Te Whare Tapa Wha), graduate profile, he tirohanga whānui me ngā uara me nā waiaro sum up the outcomes that are valued for TBNS learners. These are found on pages 6 and 7 and page 11 of the TBNS School Curriculum (English Medium) document and pages 13, 16 me 17 of Te Marautanga ā Kura o Te Whanau o Te Kakano. This document is available from the school website in the doc station under 'BoT docs'.

The school's mission statement is

Kotahitanga i te matauranga:

Our future is learning together as one

Relationships are crucial to early learning and development. Through interactions children learn to feel secure, to communicate, and to enjoy being with people. As they grow and develop, children love to play, to communicate, to watch and to be with others. Children build relationships, communicate, express feelings, play together, learn and have their needs met through contact with others. With both Māori medium and English medium learning options at Titahi Bay North School students will have opportunities to learn together about aspects of te ao Māori me te ao Paheka me te ao whānui.

TBNS students like coming to school. They're keen to participate and value the relationships and friendships they have at school. They feel safe at TBNS, they believe the teachers like and respect them, they feel their culture and tikanga is valued and unanimously agree that TBNS teachers help them to learn. These are amongst the findings from the recent NZCER 'Me and My School Survey' of all Year 4 to 8 students.

A number of our students, and their whanau, face a range of socio economic challenges. We provide discreet tautoko and awahi as required, which is appreciated by the children and whanau. We admire the resilience and positive attitude our ākonga endeavour to display. They know we're like a whanau whānui here in that we look out for one another, look after one another and care about each other. This allows for respect, environmental sustainability, inquiry and inquisitiveness, aiming high, persevering in the face of challenges and physical, emotional, social and spiritual hau ora, to be outcomes that we can all work on and attain over time.

Our ākonga are enthusiastic about getting involved in the many learning opportunities and activities that are provided. We endeavour to nurture and develop confidence, connectedness and involvement. By and large, this is happening, well, for all our learners at their cognitive pace, in their socio cultural context (Pere, Piaget, Vygotsky).

TBNS has a committed staff, many of whom are long serving with a wealth of knowledge about the local community. A caring environment for students to learn in is striven for - whanaungātanga, manaakitanga and tiaki tangata (looking after the people). Our students are wonderful tuakana.

They are encouraged, and able, to display the attributes of being positive role models and tuakana for teina.

Te Whānau o Te Kakano, a reo rumaki whanau (2 classes) began at TBNS 30 years ago in response to community wishes and aspirations. We also have 4 multilevel ruma auraki (English medium classes). The multi age groupings throughout the school allow for naturalistic tuakana teina relationships, role modelling and learning to flourish. For 18 years we have catered for Year 7 and 8 students, which also adds to the special character of our kura - a whanau whānui 'country school in town' feel.

Children are with the same teacher and classmates for several years at TBNS. This creates strong relationships and kotahitanga. Research shows there are many benefits to having students learn in groups with older and younger peers. A wealth of information exists regarding the pedagogical advantages of multi-age classrooms where students are with the same teacher for two or more years.

Given these longitudinal class placements the teachers know their ākonga well. There is little class change 'down time' and even the dreaded 'summer effect' is not, overly, apparent in that the majority of TBNS ākonga return to the same classroom context after lengthy holiday breaks.

Teachers have their priority learners well identified in their weekly planning and Teaching as Inquiry plans. They discuss puzzles of practice with internal and external colleagues, assessment information is analysed and interrogated and then used to inform planning.

We have worked hard on developing an electronic special needs register that will be the repository of 'just in time' and 'just in case' information to help us in our efforts to ensure equitable outcomes for all. Getting the right software platform has been a major piece of work (many of the MoE approved SMS's are not nimble or flexible enough). We are working with Beagle Innovations Ltd to develop this piece of work. Beagle® uses cloud technology to track progress in student achievement. The designers say it is a complete solution for raising achievement for all learners. Beagle uses a proven approach that empowers schools to improve educational outcomes. The SNR development is a new area of work for Beagle and we are working with them on what is essentially a brownfield development, particularly as we work across dual curriculum mediums.

Once this is up and running we will begin the tailored TBNS school wide assessment database development onto (perhaps) the Beagle platform. Currently around 40 students are in our SNR. This is around 30% of our current roll. This is in line with the special education needs pyramid which indicates up to 20% of a school roll may require targeted in class interventions, up to 10% may require more intensive interventions with up to 5% of students requiring IEPs and specialised instruction.

Our Board of Trustees bring a range of skills, perspectives and backgrounds to their Board governance role. They are versed in quantitative and qualitative information analysis and they search for trends within the information and evidence that comes across their Board table.

Our teachers are outward looking and constantly scan the education environment and horizon for good practice and new ideas. They're committed to continuous improvement and providing the best learning opportunities possible for their ākonga. We constantly reflect on school, classroom and individual performance in our quest for efficiency (doing things right) and effectiveness (doing the right things).

We utilise a range of assessments (see pages 41 to 43 of the TBNS school curriculum document). These confirm good 'value added' achievement gains being made over time. OTJs also show useful achievement gains over time at TBNS.

Student voice is a key source of evidence. An example of TBNS students' sense of agency and self-efficacy is illustrated in the following information. Our school was selected to participate in the Progress in International Reading Literacy Study (PIRLS) in 2015. Our Year 5 students (in both mediums) sat the tests. PIRLS is designed to look at the reading achievement of an education system or country, not individual schools or students. It assesses reading comprehension using a variety of texts. We received some indicative information which appears below:

Mean (average) reading score for Year 5 NZ students in PIRLS 2015

All NZ PIRLS Year 5 students	150
Schools like our school*	136
Our Year 5 students	136

*same decile band

Our students performed credibly alongside all other students in schools like ours and given a standard deviation of 25 a number will have performed at commensurate levels to other students across deciles.

PIRLS sampled student opinion about their school. They do this as students' sense of belonging and motivation goes a long way in promoting levels of engagements with learning at school. Following are general statements about school and the percentage of students who agreed with such statements:-

Statement	ALL	TBNS Yr 5s
<i>I like being at my school</i>	89	100
<i>I feel safe when I am at my school</i>	90	100
<i>I feel like I belong at this school</i>	85	100
<i>I feel proud to go to this school</i>	91	100
<i>I learn a lot at school</i>	94	90
<i>I like to see my classmates at school</i>	96	100

This is a strong illustration of how happy, safe and secure TBNS students are.

Parent voice is also received by staff and through social media and written contact by way of feedback. Here is a recent example:-

xxx and I are both really impressed by the culture of the school. xxx did multiple visits with the kindy and was really struck by the kids in Room 4 and how they reached out to xxx to support her. It is so lovely to see. And the staff have been so welcoming and warm to us. You should be very proud of your school!

Thanks so much for everything. Like I said, we're both very impressed by the school and its culture. And we're looking forward to playing our part to ensure those values are upheld.

*Thanks again
xxxxxxx (2017)*

Feedback from external agencies and professional colleagues also assists in informing us of our performance and effectiveness such as:-

What a delightful school! Thank you so much for your welcome yesterday. There were so many strong impressions formed from my visit yesterday, from the colour and energy both on the classroom walls and on the faces of the children, to the spirit in which everyone was connected and engaged in what they were doing. I said to my wife last night, if and when we

move to the Bay, our little 3 year old would come to you, as the place impressed me so much, particularly around your leadership!

*John Murdoch
Principal - Mana College (2016)*

Since 2014 there's been intensive and longitudinal professional learning and development including 2.5 years on Learning with Digital Technologies, TMOA introduction and embedding (3 years), Shine Literacy Development Programme Phase 1 (1.5 years) and moving into phase 2 with 26 partner schools, OTJ moderation work (Evaluation Associates and Kia Ata Mai), TBNS playing a key leadership role in establishing a bi-annual Māori Medium Moderation colloquium with 7 dual medium kura in the region, engaging with an external moderator on a light sample of tentative OTJs, writing PLD with Dr Murray Gadd (ToD), Sheena Cameron and Dr Alison Davis, intensive Pangarau PLD (1.5 years with Mauri Tū Mauri Ora, Korero Kaiako with VUW (1.5 years), ULEARN attendance and feeding back into the team across various platforms (2015, 2016, 2018), ALiM Year 1 (2016) and Year 2 (2017) and becoming a mentor school for VUW MTchLn students.

Teaching staff have embraced these opportunities and much professional development has ensued. Flow on into practice is apparent. Our support staff team has also been keen to have some PLD so have attended and participated in a number of PLD opportunities across a range of supporting learning topics.

We have trialled and embedded a May to May performance management system from the beginning of 2015. This has provided a clear focus on the standards that underpin best practice. TBNS teachers have embraced this and risen to the challenge of thinking deeply about their practice – reflecting 'in and on' practice as part of what they do on a daily basis with their ākonga. Their PMS self review, their Tasl plans, their responses to observations, input into professional discussions on PTCs show, increasingly, deep thinking, reflection and considered action on reflection. The TBNS PMS programme we have developed gained the attention of external colleagues and experts in terms of learning more about what we were doing at TBNS. One example of was an invitation from TRCC for the TBNS tumuaki to be a presenter at a conference on appraisal systems in schools.

Extensive strategic focussing, planning and execution work has occurred since late 2014. Our Marau a Kura has been completed and a new school curriculum has been envisaged, extensively consulted on, developed, collaboratively written and approved by the outgoing Board of Trustees in June 2016. We're proud of these documents in that they capture the complexity, values, vision and essence of Titahi Bay North School. As one of our external advisers said:-

Congratulations on your splendid job of leading the redevelopment and refocus of what Titahi Bay North School is all about, encompassed in your wonderful new school curriculums. You all need to be proud of the finished document and the blood, sweat and tears that went into developing it. I am very proud to say I was part of its development.

Ian Stevens Consultant



We engage with our community every day. We engage with parents in classrooms before school and meet, greet and talk after school. Te Whanau o Te Kakano have an interactive facebook page and the school has it's constantly updated and changing website and facebook page that school community members engage with and comment upon.

We survey our community regularly and reflect/act upon their feedback. See page 4 and 5 of the TBNS School Curriculum (English medium) document by way of example. TWoTK consultation occurs at regular whanau hui and in korero at noho marae.

School community 'voice' is a formal part of the school's performance management system and has contributed much insight for our staff to consider, ponder and reflect upon.

Extensive work on addressing property, plant, equipment, caretaking and cleanliness concerns and problems has occurred these last 4 years. To the Board of Trustees and the Ministry of Education's credit they have, both, been supportive in terms of significantly resourcing the long list of major property maintenance and care matters that had languished and had to be addressed. Many thousands of dollars have been spent on this in the past 2 years.

The Van Asch Deaf Education Centre project and having them on site signed up to a special Property Occupancy Document (PoD) with us, and the MoE, will have benefits to both schools going forward.

The roll has grown steadily these past four years and, currently, is the highest it's been for several years.

TBNS has become increasingly well regarded by people in its locality and the wider educational community, staff are committed, focussed, clear about school mission, values and purpose, programmes of learning and teaching are motivational, co-constructed, related to needs and interests. Ākonga are happy, well cared for, supported through tuakana teina and whanaungātanga. They are enthusiastic, inquiring and inquisitive, aim high and persevere in the face of challenges. TBNS was 60 years old in 2018 and has served its community with dedication and commitment throughout that time. We had a lovely party to celebrate this milestone.

Encouraging and sustaining parent/whanau involvement and engagement in the learning programme and processes and building on approaches already developing, such as 3 way conferences, Seesaw, e-portfolios, Class dojo, is an ongoing area of focus.

There is an exciting time ahead with a number of initiatives coming to fruition in the next year or so including:-

- 🌀 The establishment of the van Asch resource teacher team on site
- 🌀 Exciting innovative teaching space development across the blocks
- 🌀 Rationalisation of decommissioned plant and the establishment of a fit for purpose parking area
- 🌀 The introduction of on-site Year 7/8 specialist technology teaching and learning
- 🌀 Diversification of the staff cohort, through roll growth, with a range of new people joining the kapa
- 🌀 The ONSARP work across 2018/19
- 🌀 Further expansion of the LwDT philosophy and pedagogy TBNS has developed in the past 4 years
- 🌀 Ongoing successes with early literacy development through our Shine Literacy Project work

And so the list goes on...

This will be a great opportunity for a new, enthusiastic and committed principal to 'pick up and run with' in the times to come.

