



VOGELTOWN SCHOOL NEWSLETTER WEEK TWO TERM FOUR 2014

30th October 2014 - NEWSLETTER NO 30

OUR VISION

For the land - For the People - Go forward
Maanaki Whenua - Maanaki Tangata - Haere Whakamua

OUR VALUES

To support our students to make the best choices they can, to become confident learners with the courage to seek a better world and aspire to heights beyond the horizon

Tena koutou katoa

MARAE VISIT

Last week the whole school was involved in the Marae visit, the Seniors heading out on Wednesday and staying the night, then the whole school coming out for the Thursday.

It was an awesome two days. A massive thanks and 'wow' to all those that were involved and made this learning opportunity such a success.



TE MARAE by Chontel Burrows-Skipper, Yr 4, Room 7

I saw the tall white statue of Maui Pomare watching over me as I played with my friends.

I heard a beautiful waiata, sung by Waitara East School, dancing around in my head.

I smelt delicious dinner in the kitchen as it was waiting for me to eat it.

I touched the amazing wood carving as they came alive in my imagination.

I tasted the yummy baking flying down my throat

ERO REPORT

ERO visit schools on average every three years. ERO's role is to review a school, look at the systems, processes, student achievement etc, and then give recommendations as a way forward.

This year ERO visited our school as part of the ongoing review process. Here is an extract from the report. A copy of the full report is attached to this newsletter, and it is also available on line via our school website and on the ERO website. The ERO website also has copies of previous reports on the school.

Conclusion

"A broad curriculum provides appropriate opportunities for all learners to achieve success. Responsive teaching programmes encourage high levels of learner engagement, progress and achievement. A collaborative leadership team promotes teacher reflection and inquiry. Trustees and leaders have high expectations for schoolwide improvement."

KAPA HAKA - KAPA HAKA - KAPA HAKA - KAPA HAKA - KAPA HAKA - KAPA HAKA

Tomorrow our Kapa Haka group is performing at Puanga which is at the Waitara War Memorial Hall, Waitara. Our performance is scheduled for 10.45. Come along and support the children if you can. They are great to watch and a credit to Vogeltown School. A reminder that the doors are closed during each performance so it pays to be early. Kia ora, Mike George



HUATOKI DOMAIN CONSERVATION PROJECT DISPLAY & TOUR

Thursday 6th November, 10.00-11.00. Located in the domain on the grassed area just below the Huatoki Tennis Courts. Join our Vogeltown School students to hear about their special conservation project in which they have been growing and planting (Waiwaka) trees in the domain. There will also be a student led tour of the planting sites in the domain. (If wet will be postponed to Friday 7th November.)

MIDDLE SYNDICATE PUKE ARIKI TRIP

A huge thank you to all of the parents who gave up a whole morning to accompany their child's class on this really worthwhile and educational trip. The programme complemented the learning at the marae and had some interesting problem solving activities. If you have time over the next few weeks go down there - your child will be able to guide you and focus on some of the learning they experienced.

We would also like to acknowledge the generosity of the Home and School who donate funds to each syndicate. We decided to use part of this annual donation to pay for the bus trip and take pressure off families following the marae trip. Thank you H&S!!

OUR SCHOOL

Over the last couple of weekends we have had someone drawing on our buildings, and on the rocks, and generally carrying out some low level vandalism. Though not massively destructive it is still vandalising our school. If you are around the school at anytime during the weekends and see anything/anyone that looks odd, out of place, or up too no good, please contact the police or let us know. We have spoken to the police about the drawings etc we are getting on the buildings and they are keeping a close eye on the school as well.

ROAD PATROL - ROAD PATROL - ROAD PATROL - ROAD PATROL - ROAD PATROL

I need help! I need parents to help with Road Patrol supervision. I have spaces for Monday afternoon, Tuesday morning and Tuesday afternoon. For the mornings we need you at 8.20 until 9.00 and afternoons 2.50 until about 3.15. Please let me know if you can help.



At this time of the year, the Year 5 children are beginning to carry out the Road Patrol duties that they will take over in 2015 as Year 6's.

Please show some patience and consideration at the crossing, and give these children time to get familiar with their new roles.
Mike George, Room 6

TALENT QUEST

Auditions are being held this week to see which children go forward to finals week next week. At this stage the final will be held on Friday 7th November, 1.30 - 3.00pm.

NITS - NITS, NITS, NITS, HEADLICE

After the holidays headlice seem to hide away then slowly creep back into our lives.



The trick is for everyone to treat, even if you are not sure. Heaps of conditioner in the hair, then brush, brush and then run a nitcomb through. Then repeat and repeat. One of our parents has noticed that we are waging war on nits and has donated nit combs to the school. Enough for one for each child. Awesome!




HIGHLANDS ORIENTATION DAY

This will be held on Thursday 13th November at Highlands. Parents of Year 6 children who will be attending Highlands in 2015 will be required to pick their child up from VS and transport them to the Orientation.

COMMUNITY NOTICES

- **COME SKATING FOR HALLOWEEN AT THE EAST END RINK, THIS FRIDAY OCTOBER 31ST!**
Pre Teen (under 12's) Session 5pm-6:30pm. Second session open for everyone from 7pm-9pm
Come dressed up for a bit more fun. There are snacks, hot chips & coffee to buy. Skating session \$5 including skate hire, see you there!

WHAT'S ON AT OUR SCHOOL	
THURS 6TH NOVEMBER 10-11am	HUATOKI DOMAIN CONSERVATION PROJECT DISPLAY & TOUR Postponement date, Friday 7 th November
FRIDAY 7TH NOVEMBER 1.30 -3PM	TALENT QUEST FINAL
THURSDAY 13TH NOVEMBER	HIGHLANDS INTERMEDIATE ORIENTATION FOR YR 6'S 1PM
FRIDAY 28TH NOVEMBER	SCHOOL HANGI - Details to follow
VOGELTOWN SCHOOL CENTENARY (100 YEARS) -LABOUR WEEKEND 2015	
	Labour Weekend 2015 (23-25th October) will be our school centenary. Please spread the word and like our Vogeltown Centenary page on Facebook (there is also an email address on this page to register interest), and if you have any ideas to help make this event a success please let us know.

Ka kite ano,
Mark Luff, Principal

SUMMER SOCCER LEAGUE - cancellations www.nprangers.co.nz

Merrilands Domain - every TUESDAY

6th and 8th grade play at 6pm and 6.50pm (Kiwi, Kakariki, Kukupa, Kokako)

10th grade play at 6.25pm and 7.15pm (Keruru, Kakapo, Kea)



TOUCH RUGBY Monday 3rd November

U7s V.S Nonus - 3.45pm Field 3a (Devon)

U9s V.S McCaws - 4.15 Field 4b (St Joes)

V,S Dags - 4.15 Field 3a (St Joes)

U11s V.S Carters - 4.50pm Field 5a (St Joes)

V.S Barretts - 5.25 Field 2b (Devon)

CRICKET - cancellations on "The Hits" from 8.00am or taranakicricket.co.nz



V.S Volcanoes West End @ Vogeltown Junior Sch 9.30am

V.S 1st XI v Waitara Bashers @ Vogeltown Senior Sch 9.00am

Please be nice and early.

INDOOR NETBALL DRAW

V.S Stars versing V.S Wildcats - 1.25pm Sunday



COACH OF THE MONTH... get your votes in and surprise our amazing volunteers!

To vote for your coach See *Whaea Margi* or Facebook message or email teacheraide@vogeltown.school.nz

EDUCATION REVIEW REPORT VOGELTOWN SCHOOL

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements. The report answers four key questions about the school.

Findings 1 Context

What are the important features of this school that have an impact on student learning?

Vogeltown School caters for students in Years 1 to 6 on two sites in suburban New Plymouth. The senior school accommodates Years 3 to 6 classes, the administration block, library, hall and swimming pool. The junior school is situated across the street.

Since the June 2011 ERO report the roll has grown, with a small increase in the percentage of students identifying as Māori. While the percentage of other ethnicities has decreased, 10% of the roll comes from Asian, Pacific and other cultures. The school reports that increasing numbers of students are entering at all year levels.

Both sites have large outdoor spaces and age-appropriate playground facilities which are used to promote student wellbeing, learning and imaginative play. Staff and students interact regularly for professional matters and whole-school activities.

School values and beliefs, including high expectations, respect, responsibility, and caring for each other underpin the Vogeltown School Way (VS Way). Mixed-age whānau groupings are used to promote student leadership, inclusion and mutual respect. Parents and other community members support learning programmes, sporting activities and cultural events.

2 Learning

How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?

School leaders and teachers analyse a wide range of reliable student achievement data to drive schoolwide improvement. The information is used effectively to:

- identify and monitor the progress of students needing support and extension
 - develop action plans and evaluate the impact of targeted strategies and resourcing
 - support reviews and set school priorities
 - inform parents and trustees of progress and achievement.
- The principal leads the assessment and monitoring of all and targeted students. As a result of thorough, professional processes across the school, students' learning and progress is well known to leaders and teachers. Priority learners are targeted and monitored to accelerate their progress. Leaders report on progress of groups as a result of targeted intervention programmes to the board. Deeper evaluation of effectiveness of strategies and resourcing to accelerate overall progress of priority learners in writing is a next step.
 - Overall student achievement levels in relation to the National Standards are above national percentages in reading, writing and mathematics. Māori students achieve on a par with their New Zealand European school peers in reading and mathematics and above this group for writing. However, fewer Māori students perform in the above National Standards level in each area. Further exploration of ways to extend achievement levels in this group is needed.
 - The performance of Asian and Pacific students is very good. The small numbers in these groups impacts on the validity of in-school comparisons.
 - Critical reflection and analysis promote ongoing school improvement. Based on reviews of students' results and surveys, leaders have determined that mathematics programme development is a priority. Teachers monitor and record students' progress, engagement and attitudes to new approaches to mathematics.
 - Parents and whānau are actively involved in their children's learning and progress. Reporting conferences are held twice a year. Students have opportunities to share their progress and goals.
 - A well-considered and coordinated approach is used to respond to students with special needs.
 - 3 Curriculum
 - How effectively does this school's curriculum promote and support student learning?

- The school has developed clear expectations and guidelines for implementing the curriculum with appropriate integration of local contexts. Teaching programmes are flexible and responsive to student interests and abilities and are likely to foster success for learners at all levels.
- Schoolwide expectations for learning and behaviour support and encourage high levels of student engagement in mixed-age classes. Teaching and learning are well managed with appropriate differentiation and strategies to match learners' ages and needs.
- Meaningful integration of literacy and mathematics across the curriculum engages students and supports them to learn. Teachers are trialling new strategies for teaching mathematics, with emphasis on practical and authentic applications. Teachers report these initiatives have increased levels of engagement and understanding of concepts and facts for many students.
- Effective syndicate planning and communication provide consistency and coherence to classroom learning. Teachers reflect on the quality of programmes and make adjustments to suit students' interests. Individualised and group planning are deliberate, responsive and promote improved rates of achievement. Productive relationships and communications between syndicates, teacher aides and external specialists effectively support students with language, learning and behaviour needs.

Classroom environments and extension programmes promote high levels of exploration and creativity, in line with the school's core beliefs. School-based problem-solving projects challenge students' thinking and creativity skills. Learning is shared and celebrated through appealing displays of students' work samples, high quality presentations and resources.

Well-considered strategies and external specialists are used to ensure transitions into and through the school are effectively managed. Proactive communications and sharing of student information supports Year 6 students' transition to intermediate schools.

Teachers are developing their skills and confidence to promote and integrate te reo Māori and tikanga Māori into classroom programmes. Teaching topics are making increasing use of bicultural contexts and perspectives.

Teachers should continue to develop:

- their inquiry into the impact of teaching on accelerating student achievement
- students' learning of new skills including goal setting, self assessment and next learning steps. Senior leaders should consider and implement ways to actively engage parents of targeted students in collaborative strategies that accelerate their progress. Further development of student reports to include ways parents can support their child's learning should assist this collaboration. How effectively does the school promote educational success for Māori, as Māori? The school effectively promotes educational success for its Maori students. Teachers are building their capability and understanding to make Māori culture more visible in the school environment, learning and routines. Current initiatives to promote tikanga Māori and te reo Māori include:
 - powhiri for welcoming new students at the beginning of year
 - saying school karakia daily
 - carvings installed to embody Māori tipuna
 - ongoing provision of noho marae. Trustees and leaders have made valuing biculturalism and further integration of tikanga Māori into the teaching programmes and school activities a strategic priority. Trustees and leaders should implement action plans to further develop working relationships with whānau. This should foster a stronger education partnership for defining, promoting and monitoring success for Māori as Māori. The principal and lead teachers are committed to using Taāiaako; cultural competencies for teachers of Māori learners as a tool to increase awareness, capability and accountability. ERO's evaluation supports the ongoing implementation of this competencies framework.

4 Sustainable Performance

How well placed is the school to sustain and improve its performance?

The school implements sound systems and processes to sustain and improve its performance. A representative and responsive board of trustees set high expectations and is well informed through training and regular reports from the principal. Trustees are improvement focused.

Teachers and leaders use self review effectively to improve the quality of education. They are actively involved in ongoing reflection and review of programmes and practices to promote student learning and wellbeing. They increasingly use inquiry and research to help inform important planning and resourcing decisions.

The principal's professional leadership and involvement in supporting effective practice is valued by staff. Strong collaborative relationships across the leadership and teaching teams promote a shared understanding of priorities and values.

A positive school culture and shared beliefs promote students' learning and wellbeing. Students experience a sense of belonging and demonstrate pride and respect for the VS Way.

Professional learning and development initiatives and performance appraisal processes are appropriately focused on teaching practices and strategies to improve outcomes for students. The principal works closely and regularly with syndicate leaders and teachers to monitor and promote improved achievement and success for all learners.

High levels of community engagement and support of school practices foster learning partnerships. Parent and student input and feedback are sought and responded to, especially through learning conferences, parent and student breakfasts and surveys. A strong sense of community commitment and contributions to the ongoing successes of the school is evident.

Next steps to support ongoing school improvement are for trustees and leaders to;

- more clearly link annual targets and goals to longer term strategic priorities
- strengthen inquiry and self review by developing measures of success that are more outcomes focused. These measures should assist trustees and leaders to more accurately monitor and evaluate the effectiveness of the school. This should enable it to build on its current good performance and continue to address needs related to the changing school population and community expectations. Board assurance on legal requirements Before the review, the board of trustees and principal of the school completed the ERO Board Assurance Statement and Self-Audit Checklists. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:
 - board administration
 - curriculum
 - management of health, safety and welfare
 - personnel management
 - financial management
 - asset management.

During the review, ERO checked the following items because they have a potentially high impact on student achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance. Conclusion A broad curriculum provides appropriate opportunities for all learners to achieve success. Responsive teaching programmes encourage high levels of learner engagement, progress and achievement. A collaborative leadership team promotes teacher reflection and inquiry. Trustees and leaders have high expectations for schoolwide improvement.
- ERO is likely to carry out the next review in three years.

Joyce Gebbie National Manager Review Services Central Region

20 October 2014

