



# ON BOARD

The Ngaio School Board  
Update

**TERM 3 2023**

Well, the year has rolled on and term 3 is over.

It was great to be at the open afternoon this week and see all the fantastic things that our tamariki have been working on this term with their "I am a historian" theme. Some excellent work! The Board was there and it was great to be able to talk to some of the parents in person.

## Thank you to Sarah and Michelle

The Board wishes to thank Sarah Simpson and Michelle Pontifex for each doing an incredible job in their acting roles during the term. It has been a busy term at school and with issues such as the recent weather throwing up additional challenges. We are sure that the school community will agree that Sarah and Michelle each brought a huge amount of positivity and careful thought to their acting roles and ongoing dedication to our kura. Ngā mihi nui.

Raewyn will be returning in term 4 and it will be great to hear and learn about the research she has done during her sabbatical.

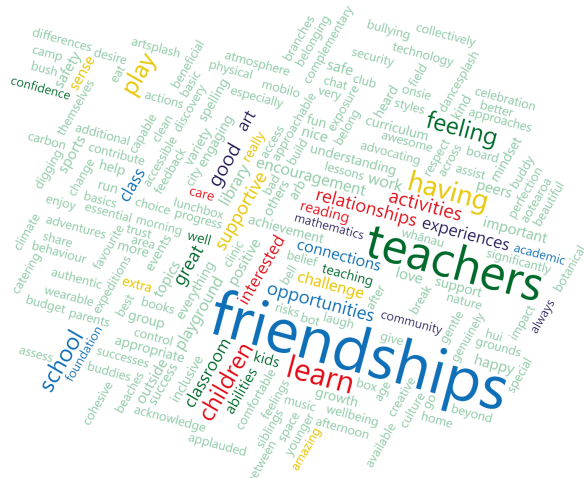
## Strategic planning and Consultation Survey

Thanks to everyone that gave their time to complete the survey and provided feedback about the school, either through the google form or in person. The volume and quality of the responses has been great and there is loads of really useful feedback that we will be able to work with.

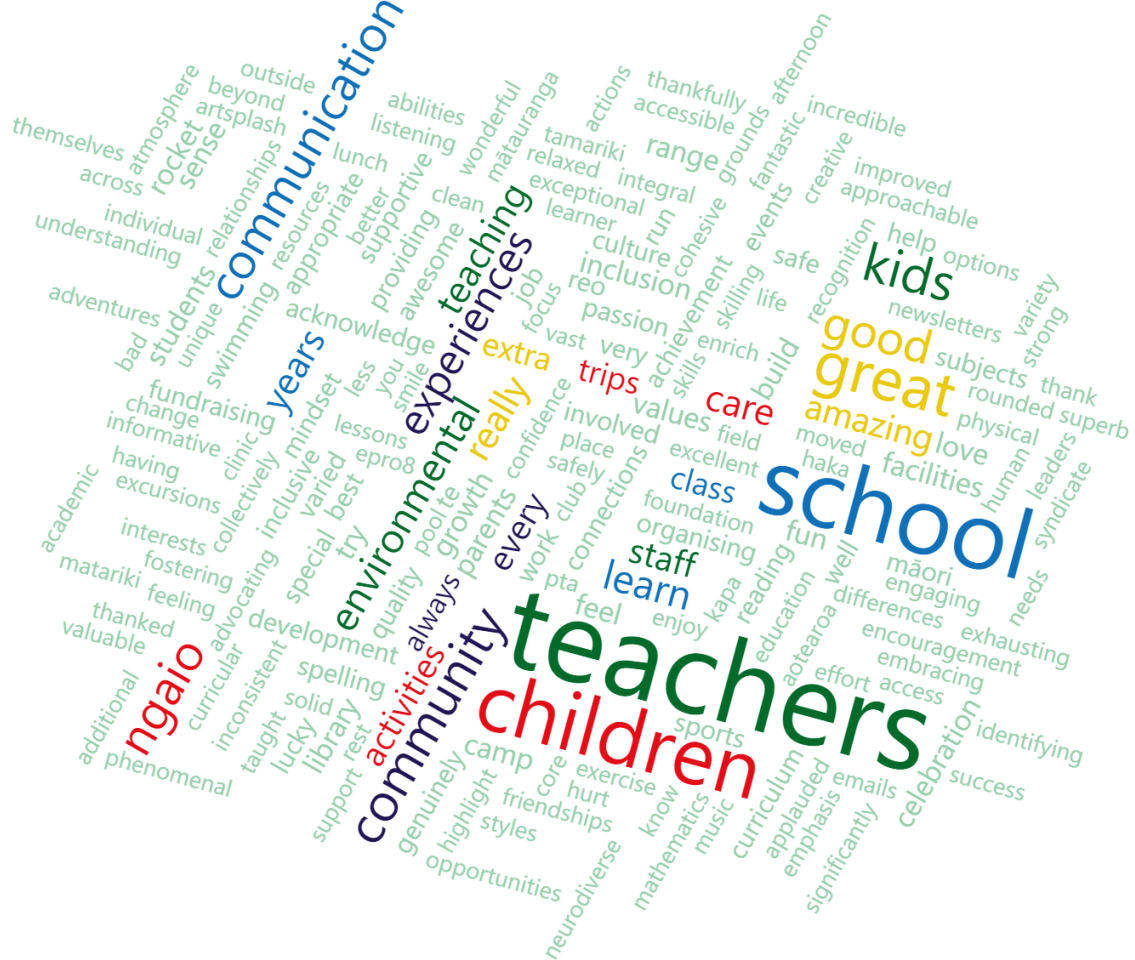
From our initial review, it is fantastic to see the ROCKET values coming through strongly in the responses. We are currently working through the responses to determine key themes and will report back at the start of next term. We have put together some word clouds from the responses to a number of key questions below, where the size of the word indicates how often it appeared in the responses.

What do you want your child to get from school?

What makes your child happy at school?



What does Ngaio school do well?



# Property Update

## Te Kapua

The weather was certainly crazy over last weekend as hurricane force winds unleashed on Wellington. Unfortunately our fantastic shade Te Kapua was extensively damaged by the wind and had to be pulled down - a big shout out and thank you to the crew from Fire Emergency New Zealand who attended to deal with this! We will be looking at options for replacement and when this can be done.



## Damage to the School - Thanks to clean up crew

Overnight on 29 July a large mess was left on school grounds from a party attended by a group of young people late at night. The Board is very grateful to the group of parents and staff who rallied quickly to clear away broken glass, eggs and debris from the playground, field, and concrete area outside Pōhutukawa.

The security guard who monitors the property outside of school hours assisted with dispersing the group.

Lately there has also been an increase in graffiti at the school, this is disappointing and diverts resources away from where they are needed. We are looking into options for more security monitoring of the school property and measures as to how we can address this.

## Lighting

We have been working with the Energy Efficiency and Conservation Authority (EECA) on reviewing the lighting in the school, they have granted a government loan and we will be replacing the lights with more efficient LED to reduce the energy expenditure of the school. This will help with overall school costs, reduce our environmental footprint and also provide better lighting for learning.

## Elections and Use of the School as a Polling Site

The general election is coming up on 14 October. The Board has agreed to allow the use of the school as a polling site on election day. Hopefully this will provide a central location and ease of access for Ngaio residents to be able to cast their votes on the day.

## Mid year achievement data

At our July meeting, Sarah Simpson and Michelle Pontifex presented the mid year achievement data.

We are pleased to report that the vast majority of our students have made accelerated progress or progress from mid 2022 OTJ placements. This is a direct result of teachers knowing their learners, setting high expectations and selecting learning tasks to target the specific learning needs of each student.

**95% at or above mid year expectation in Reading**  
**87% at or above mid year expectation in Writing**  
**94% at or above mid year expectation in Mathematics**

Twice a year, the Board is presented with data about student performance. This is our opportunity to dig into the outcomes, ask questions and adjust the support and expectations we have of the school.

You can read an explanation of how progress and achievement is measured at Ngaio School [here](#).

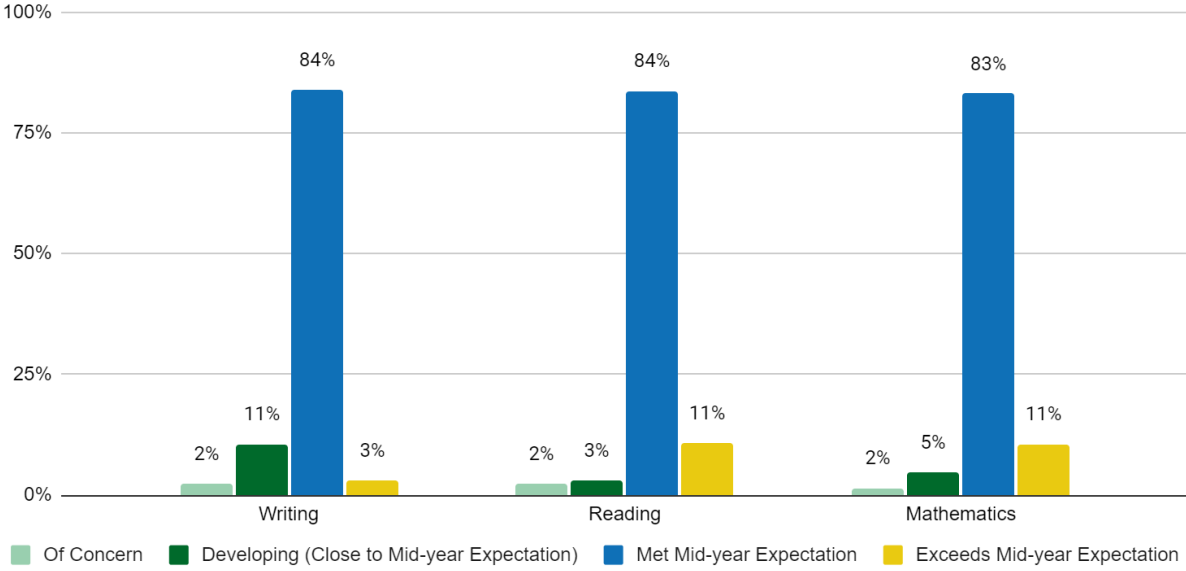
## Whole School Summary for Writing, Reading and Maths

The graphs below show the Mid-Year OTJs (Overall Teacher Judgements) for all students at Ngaio School, including those new to the school. This means the student groups represented in our data are different year to year.

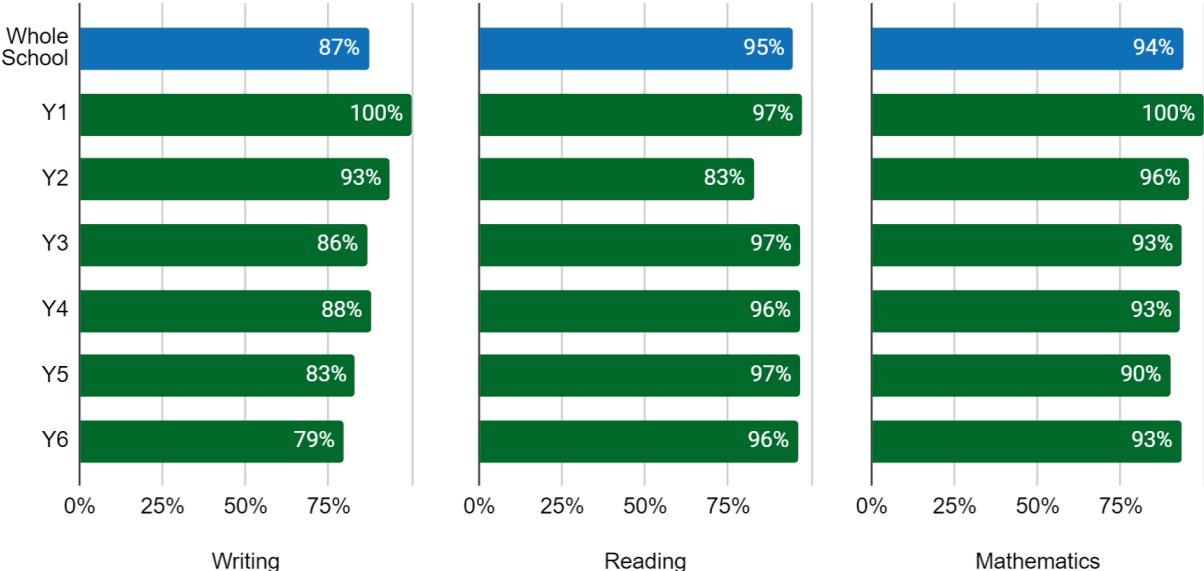
Percentages reflect the proportion of children who have been judged to be within that section of the mid-year expectation zones for their level. This means the student groups represented in our data are different year to year.



*Whole School Overall Teacher Judgement in Writing, Reading and Mathematics, Mid Year 2023*



*Percentage of students achieving at or above mid year expectations 2023 by year.*



Teachers set high expectations and select learning tasks to target the specific learning needs of each student. Some students, if they have well and truly covered the work within the curriculum level, may be working beyond and therefore 'exceed' expectation.

Each child currently below expectation, and particularly those 'of concern', has a personal learning story. Teachers work to understand the individual learning needs of every student, particularly those students yet to meet expectations.

The Board was pleased to see that we are maintaining high numbers of students achieving at or beyond the curriculum expectation for their year level.

### *Writing*

As in previous years, the number of students meeting or achieving mid year expectations in writing is lower than in reading and writing particularly in years 5 and 6. This was an area that the Board focussed on for questions.

- Ngaio sets high expectations for our students and this includes the expectation that they are secure against the demands of the Literacy Progressions and e-asTTle marking rubric before they advance to the next level.
- Writing by definition requires a broad skill set to be at the required level e.g. ideas, structure, spelling, sentence structure. Because of this, writing is more complex than reading. Writing requires more skills to be consciously used simultaneously e.g. fine motor, holding an idea, spelling, structure.
- We consider progress in all text types, rather than those easy to master e.g. recounts or procedures. Consolidation is vital, we don't want one piece of work at expectation, we want to see several and across a range of text types.
- The Board will be expecting to see the proportion meeting or exceeding expectations at the end of year to improve from mid year as it has in previous years.
- The Board were encouraged to hear that following specific professional development, the school will be enhancing the already excellent writing moderation.

### *Reading*

For a second year, we have seen a noticeable increase in year 4 students making accelerated progress and exceeding mid year expectations for reading. This perhaps signals the move from 'learning to read' to 'reading to learn'.

We want to thank and commend the junior school teachers for the commitment and hard work that they have been putting into the Better Start Literacy Approach (BSLA). Studying for the University of Canterbury micro credential has been a huge undertaking and whilst BSLA is still new to Ngaio, we were encouraged by the early results and look forward to seeing the impact this new approach has as these kids move through the school.

### *Mathematics*

Over the past few years, the Board has supported significant professional development in Mathematics for Ngaio teachers. We love hearing how enthusiastic the staff are about this approach and the benefits it is having across their teaching. This professional development has strengthened teacher confidence and understanding of Maths progressions and as a result, teachers are better able to spot gaps in students' learning and ensure knowledge is well embedded before moving on.

Recently, Ngaio School was asked to present our Maths Learning Journey to teachers at Wellesley College as part of their Teacher Only Day. During this presentation it became abundantly clear the growth in our capability and the progress our teachers and students are making as a result.

Teachers are currently working on ways to continue to embed and sustain shifts in teacher knowledge and practice in mathematics for future years.

## Progress

When looking at achievement it is important to look at overall numbers of students achieving against the mid-year expectation, as well as numbers of students progressing or making accelerated progress. Each learner is on their own learning journey, and for some, their learning journey requires intervention and additional support to make progress against the New Zealand Curriculum.

For this reason, we look at a combination of achievement and progress for those students who were also at Ngaio mid year 2023. The following tables show the whole school data for Year 2-6 students who were here in 2022 and 2023 and shows the achievement against progress from the same point last year.

On the tables, you will see four colour coded boxes.

**Meeting or exceeding expectations, and making progress or accelerated progress.** This part of the table includes the vast majority of our students and is where we hope to see students.

**Yet to meet expectations, but making progress or accelerated progress.** We are often encouraged by this part of the table. These students are all closely monitored by teachers and have individual learning plans to help them reach expectations. but seeing a large proportion of the students who are yet to meet expectations in this box, gives us confidence that interventions are working.

**Meeting or exceeding expectations, but making less progress.** These students are achieving well. We need to keep an eye on them to ensure progress at the end of year reporting. Students in this box have often made accelerated progress in previous years and are now consolidating that learning.

**Yet to meet expectations, and making less progress.** All of these students have extensive learning interventions including individual learning plans. They often have significant needs that impact their learning. We want this box to be as small as possible. This cohort is well monitored and the Board receives specific reporting on this group.

*Reading - Progress and Mid Year OTJ, years 2-6*

Reading	Less Progress	Progress	Accelerated Progress
Exceeds Mid-year Expectation		5%	5%
Met Mid-year Expectation	1%	51%	30%
Developing (Close to Mid-year Expectation)	2%	2%	<1%
Of Concern	<1%	1%	<1%

*Writing- Progress and Mid Year OTJ, years 2-6*

Writing	Less Progress	Progress	Accelerated Progress
Exceeds Mid-year Expectation			3%
Met Mid-year Expectation	4%	45%	35%
Developing (Close to Mid-year Expectation)	1%	8%	2%
Of Concern	1%	<1%	<1%

*Mathematics- Progress and Mid Year OTJ, years 2-6*

Mathematics	Less Progress	Progress	Accelerated Progress
Exceeds Mid-year Expectation		4%	8%
Met Mid-year Expectation	4%	62%	14%
Developing (Close to Mid-year Expectation)	1%	4%	1%
Of Concern	1%		

# CONTACT

We are always happy to hear feedback from the community – parents/whanau, children, staff regarding the governance of the school. Please feel free to attend our monthly meetings (these are advertised in the school newsletter or on the website), or you can contact us directly via the Presiding Member at [botcraig@ngaio.school.nz](mailto:botcraig@ngaio.school.nz)

Noho ora mai

Emma, Rachael, Daniel, Joe, Craig and Sarah

*The current Ngaio School Board is:*



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## Advice for Parents,

### from Professor Jo Boaler, Stanford University

Do you remember how excited your children were about maths\* when they were young? How they were excited by patterns in nature? How they rearranged a set of objects and found, with delight, that they had the same number? Before children start school they often talk about maths with curiosity and wonder, but soon after they start school many children decide that maths is confusing and scary and they are not a “math person”. This is because maths in many schools is all about procedures, memorization and deciding which children can and which cannot. Maths has become a performance subject and students of all ages are more likely to tell you that maths is all about answering questions correctly than tell you about the beauty of the subject or the way it piques their interest.

Given the performance and test-driven culture of our schools, with over-packed curriculum and stressed out students, what can parents do to transform maths for their children? Here are some steps to take:

1

Encourage children to play maths puzzles and games. Award winning mathematician, Sarah Flannery reported that her maths achievement and enthusiasm came not from school but from the puzzles she was given to solve at home. Puzzles and games – anything with a dice really – will help kids enjoy maths, and develop number sense, which is critically important.

2

Always be encouraging and never tell kids they are wrong when they are working on maths problems. Instead find the logic in their thinking – there is always some logic to what they say. For example if your child multiplies 3 by 4 and gets 7, say – Oh I see what you are thinking, you are using what you know about addition to add 3 and 4, when we multiply we have 4 groups of 3...

3

Never associate maths with speed. It is not important to work quickly, and we now know that forcing kids to work quickly on maths is the best way to start maths anxiety for children, especially girls. Don't use flashcards or other speed drills. Instead use visual activities such as <https://bhi61nm2cr3mkgk1dtaov18-wpengine.netdna-ssl.com/wp-content/uploads/2015/03/FluencyWithoutFear-2015.pdf>

4

Never share with your children the idea that you were bad at maths at school or you dislike it – especially if you are a mother. Researchers found that as soon as mothers shared that idea with their daughters, their daughter's achievement went down.

5

Encourage number sense. What separates high and low achievers is number sense – having an idea of the size of numbers and being able to separate and combine numbers flexibly. For example, when working out  $29 + 56$ , if you take one from the 56 and make it  $30 + 55$ , it is much easier to work out. The flexibility to work with numbers in this way is what is called number sense and it is very important.

6

Perhaps most important of all – encourage a “growth mindset” let students know that they have unlimited maths potential and that being good at maths is all about working hard. When children have a growth mindset, they do well with challenges and do better in school overall. When children have a fixed mindset and they encounter difficult work, they often conclude that they are not “a math person”. One way in which parents encourage a fixed mindset is by telling their children they are “smart” when they do something well. That seems like a nice thing to do, but it sets children up for difficulties later, as when kids fail at something they will inevitably conclude that they aren't smart after all. Instead use growth praise such as “it is great that you have learned that”, “I really like your thinking about that”. When they tell you something is hard for them, or they have made a mistake, tell them: “That's wonderful, your brain is growing!”