



SPECIAL EDITION : End of Year summary information

13th December 2024

Dear parents and caregivers

Along with school reports going home today, we would like to present you with several reports on our whole school progress. We would request that you take the time to read and provide feedback on both our 2024-2025 strategic directions and draft 2025 annual goals.

School Summary Report 2024

It is with pride that we share a two page infographic of our curriculum achievement as well as attendance summary. This data reflects the quality teaching and learning that both teachers and students have strived to achieve (monitored against the national curriculum levels) as well as intervention to accelerate targeted areas. You will also notice the new Ministry of Education targets for attendance which is currently a national priority for improving attendance requirements.

Education Review Office Report (December 2024 Report published on ERO site on 16/12)

Our BOT and staff have worked with an ERO (Education Review Office) Evaluation Partner (Te Ara Huarau) who, with an “external lens”, has been able to evaluate our progress and performance (since the previous review) as well as support our unique goals (for our school context) and the National Education targets then advise further goals for improvement.

ERO maintains a regular view programme to evaluate and report on the education and care of young people in schools. Our school worked with ERO and contributed to writing our School Evaluation Report. The reports reflects and informs our strategic priorities and direction for improvement in one or more areas that are important as we work together to improve outcomes for all our learners. ERO, like us, has a strong focus on equality and excellence. Future reporting will show our progress and achievement towards meeting the areas for improvement in this report. Public reports like the School Evaluation Report are published on ERO’s website (<https://ero.govt.nz/>). The December 2024 report will be available on this site on Monday. **Use Albany School (not primary) when using the search option.**

A Board Assurance Report shows how we are meeting all Regulatory and Legislative Requirements has also been published.

Strategic and Annual Goals—Draft only

Please feedback any questions, or thoughts you may have about our future goals by emailing the Principal’s EA, lelder@albany.school.nz. Your voice is important as we really want both these documents to reflect the perspective of our whole school community.

We are delighted to confirm that our new hall will be started late in 2025—we have all missed this space for shared community events and look forward to watching this take shape.

In conclusion, I received a card from a student today that stated **“We have the coolest School EVER. We love it”** which is the very best “informal report card” we could ask for!

Together in learning

Maree Bathurst
Principal



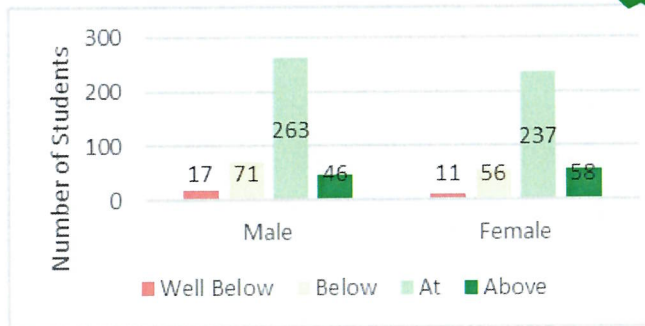
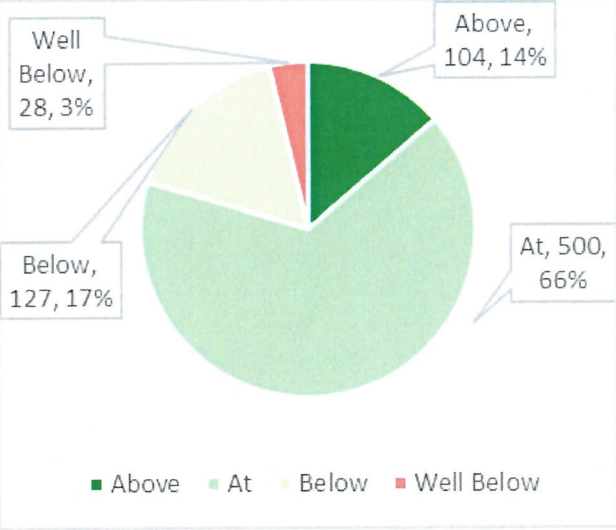
Curriculum Achievement Infographic December 2024

'Where Learning Makes a Difference...'



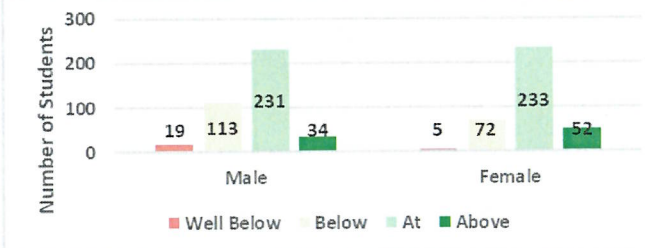
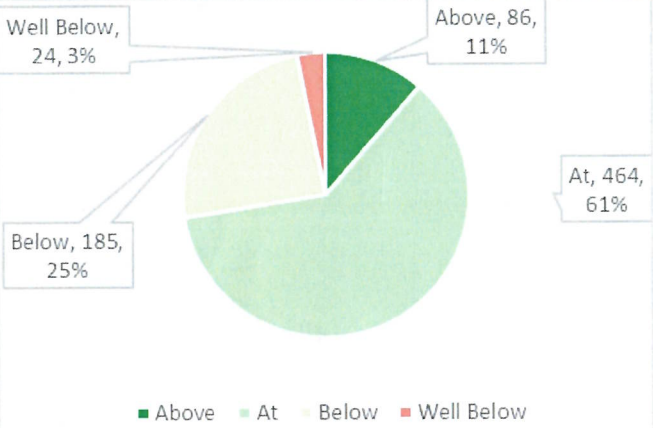
School Wide Reading, Writing and Maths New Zealand Curriculum Levels by Gender 2024

Reading Levels 2024 (M=397 / F=362 : N=759)



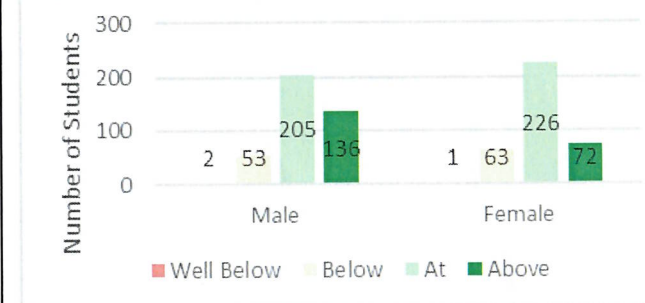
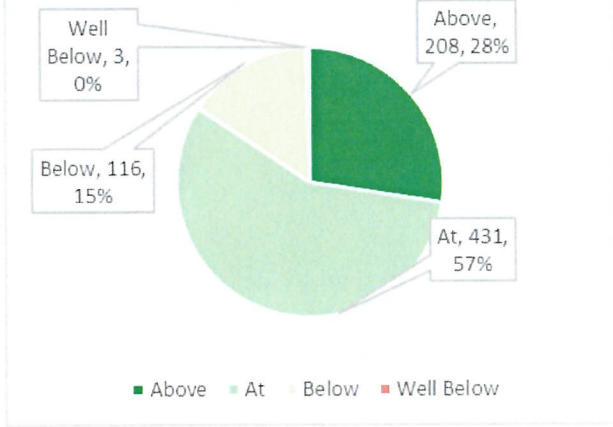
We have 80% of all students achieving At or Above in Reading

Writing Levels 2024 (M=397 / F=362 : N=759)



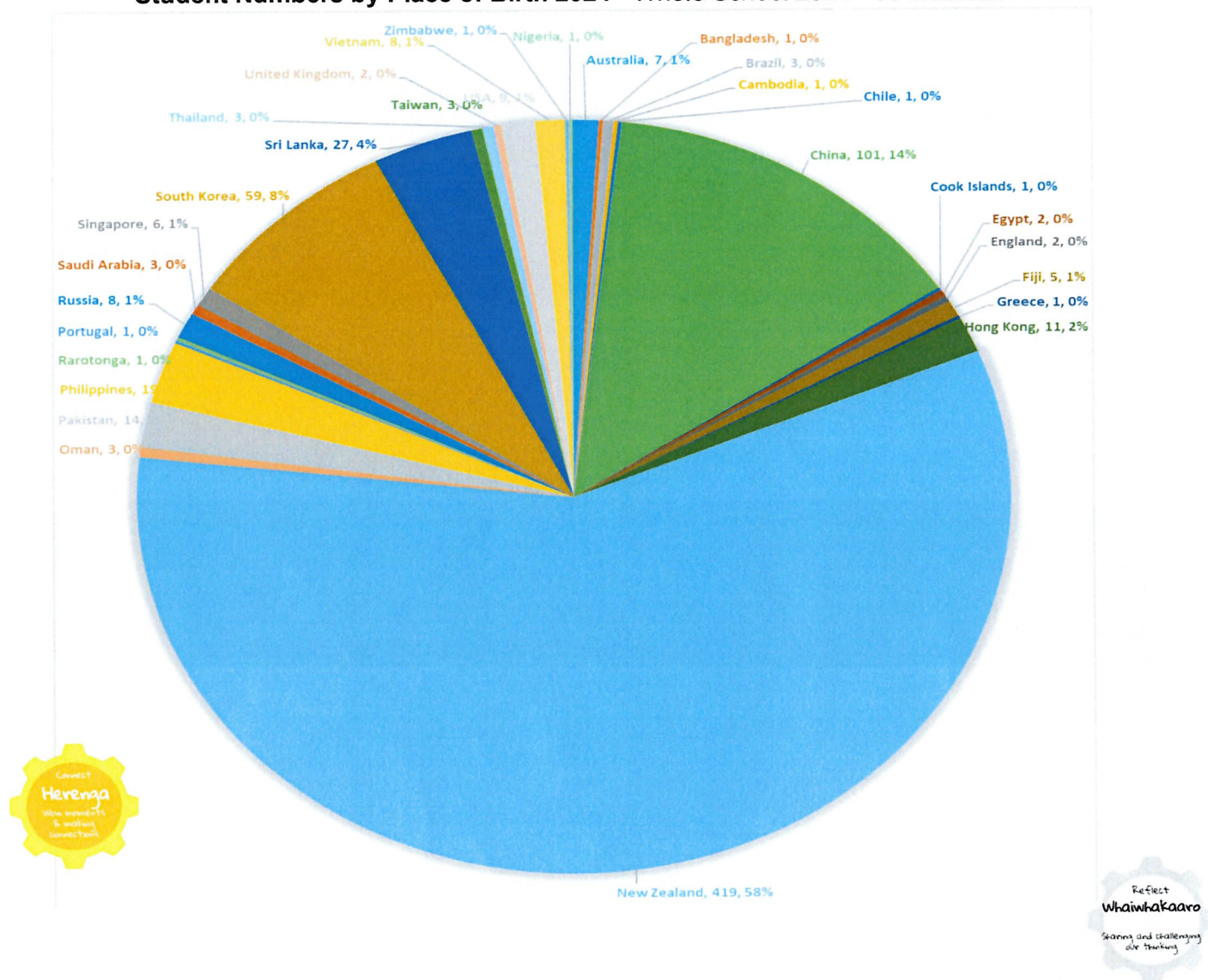
We have 72% of all students achieved At or Above in Writing

Mathematics Levels 2024 (M=397 / F=362 : N=759)



We have 84% of all students achieved At or Above in Mathematics

Student Numbers by Place of Birth 2024 - Whole School 2024 - 30 locations



School Wide Attendance Tracking by Gender and Year Level

MOE Target for 2024	Regularly Attending 90 to 100% 9 out of 10 days present	Moderately Absent 70 to 80% 7 or 8 out of 10 days present	Chronically Absent less than 70% more than 3 days out of 10 absent
	70% attending regularly	6% moderately absent	5% chronically absent
All	68	4	3
Female	68	3	3
Male	68	4	3
Year 1	62	4	5
Year 2	68	7	3
Year 3	64	4	2
Year 4	69	6	1
Year 5	73	1	4
Year 6	65	3	2
MOE Target for 2026	75%	4%	3%

We believe that to grow together we know 'Te piko o te māhuri, tērā te tupu o te rākau - the way a sapling is nurtured determines how strong it will grow as a tree' and this is true for all Albany learners.

Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta.
Do not lift the paddle out of unison or our canoe will never reach the shore

**Governing and Leading with Equity,
Inclusivity, Diversity and Excellence**

**Enhancing Community and
Stakeholder Partnerships**

**Sustaining Excellence in learning,
teaching and leading**

**Providing a rich, authentic and purposeful curriculum that is filled with opportunities to fulfil our
communities aspirations for all.**

**Our Albany Curriculum
(Refresh and Review)**

'Where learning makes a difference...'

Albany Primary School - Strategic Directions 2024 - 2025 (Albany 1000)



ALBANY PRIMARY SCHOOL
Where learning makes a difference...

Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta.
Do not lift the paddle out of unison or our canoe will never reach the shore

Providing a rich, authentic and purposeful curriculum that is filled with opportunities to fulfil our communities aspirations for all. Our Albany Curriculum (Refresh and Review)

- English
- Mathematics and Statistics
- Te Ao Tangata Social Sciences
- Science

- Technology
- Health and Physical Education
- The Arts
- Learning Languages

Sustaining Excellence in learning, teaching and leading

Leadership and Innovation

- Leadership and management development
- Whānau ki te Ako - CoL (agentic learners and effective transitions)
- Exemplary Governance, Board development opportunities and continuous self review
- Growth Coaching / Albany 'Good to Great'
- Project teams
- Innovation at APS

Quality Teaching and Professional Development

- Assessment for Learning (A4L)
- Learner centred and culturally relational pedagogy
- Attestation, appraisal and Professional Growth Cycle
- Inquiry focused
- PCT / mentor development
- Support Staff Professional Development for all levels
- Assessment, Moderation and Quality Control

'Where learning makes a difference ...'

Albany Primary School - Strategic Directions 2024 - 2025 (Albany 1000)

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Proactive planning to surpass future needs and provide barrier free access to education

Personnel

- Review admin and support staff roles
- Distributed leadership model
- Staffing to support School needs

Systems and Infrastructure

- School wide communication (sharing and collaboration)
- Environmental sustainability and climate change

Resources

- Quality resources to support learning (IT, reading books, library)
- Resource storage areas and systems
- Equity (barrier free access to education)

Creating uplifting environments that reflect belonging and identity

- Upgraded learning spaces
- New permanent ILE & specialist teaching spaces
- Interactive play spaces (sand, water, music, trees)
- Front entrance, gate and signage
- Landscaped & interactive gardens, shade areas, seating, decks and fencing
- Sustainable environment / community gardens
- Learning and Meeting Spaces
- Play spaces (fields, courts, playgrounds etc)
- Access ways and parking upgrade (asphalt / concrete)

Respecting our past, being proud of our present and taking charge in shaping our future (Community, Inclusivity and Diversity).

- Our place - Our story - Our culture Unique and Bicultural New Zealand (Tikanga Māori and Reo)
- Global Citizenship, Inclusivity and Diversity
- Shared ownership in learning partnerships (passion, interests and authentic opportunities to take action)
- Community engagement in social activities, cultural events and celebrations
- Sense of belonging and identity for all (murals, sculptures and gardens that reflect our community)

'Where learning makes a difference...'

Albany Primary School - Strategic Directions 2024 - 2025 (Albany 1000)

ALBANY PRIMARY SCHOOL – ANNUAL GOALS 2025 – DRAFT

Annual Goal One:

Sustaining Excellence in Leading, Teaching and Learning (Students, Teachers, Parents, Community, Community of Learning)

a) Our Albany Primary Curriculum (APC)

To continue developing teacher knowledge and understanding of the eight learning areas (with the transition from Achievement Objectives to Progress Outcomes through Understand, Know and Do) in alignment with the revised Te Mātaiaho NZ Curriculum (NZC)

b) Teacher Pedagogy (PGC – CRP / A4L / Growth Coaching / Te Reo & Tikanga / Collaboration)

To continue to implement structured literacy and numeracy approaches through targeted professional development for staff to reduce the achievement gaps between groups of students.

To embed best practice for all teachers and teacher aides through our Professional Growth Cycle (PGC) and working collaboratively using a 'GROWTH' Coaching approach to track progress against the Albany quality practice statements

To refresh and update staff job descriptions, teacher expectations and moderation of assessment practices, ensuring these are supported and used by all teachers and aligned to the common practice model and revised NZ Curriculum (Te Mātaiaho)

To continue developing Teacher Effectiveness by focusing on Assessment for Learning (A4L) approaches across Reading, Writing and Maths, and then the remaining six curricular strands

To enrich Cultural Effectiveness through collaboration and a focus on shifting pedagogical practice; reflecting understanding (and true partnership) of Te Tiriti o Waitangi (all three articles), and being Culturally Responsive to all staff, students and their families

To develop Teacher and staff effectiveness through understanding histories, heritages, languages and cultures of all partners to Te Tiriti o Waitangi (celebrating our place Ōkahukura - Albany, respecting bicultural NZ and connecting with the rich history that embodies Aotearoa)

c) Middle Management (Mentors / Team Leaders / Project Leaders / Collaboration)

To build and sustain high trust relationships, professional community and collective leadership

To build evaluative capability and robust systems for tracking, review and evaluation of how effective practice enhances improvement in learner outcomes

To build evaluative capability and robust systems for tracking and reporting attendance

To revisit and update job descriptions, teacher expectations and moderation of assessment practices, ensuring these are supported and used by all teachers

**Annual Goal Two:
Enhancing Community and Stakeholder Partnerships
(Students, Teachers, Parents, Community, Community of Learning and Industry)**

Enhance community collaborations that enrich opportunities for students to become confident, connected, actively involved, lifelong learners

Empower school and community working together to support students to make effective transitions at critical points on their educational journey

Proactively identifying and drawing on community resources to enhance student learning opportunities, achievement, and wellbeing

Strengthen an ongoing schoolwide commitment that ensures genuine relationships with iwi, in addition to local whānau, to develop authentic te ao Māori learning opportunities.

To continue to engage with whānau and external services to reach Ministry of Education regular attendance targets.

**Annual Goal Three:
Governing and Leading with Equity and Excellence
(National Administration and Education Guidelines)**

Our Board is committed to its role, the Board is actively representing and serving the school and education community, and upholding the principles of Te Tiriti.

The Board, inclusive of Māori and Pacific whānau, (hapū and iwi perspectives where and if possible), effectively plans for and acts in the schools medium and long-term interests to realise the school community's vision and values.

The Board consistently responds to targets, and provides the relevant resourcing in order to improve learners' progress and achievement.

The Board continues to increase their own knowledge through; learning from each other, networking with other Whānau ki te Ako Board members, and NZSTA training opportunities. We will continue to use our individual skill sets to support key portfolios of the role (e.g. finance, policy, property, community partnerships), self review against our own performance, and implement a succession plan