



# SCHOOL NEWSLETTER

Meadowbank School  
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Dear Parents and Caregivers

It was with a bit of jetlag that I returned to school on Monday morning. It was great to see how well Matt Aukett handled the role of Acting Principal in my absence. It was ideal experience and preparation for his career development ultimately to a principalship of his own.

## QUIZ NIGHT

Well done to the FOMS for organising another great Quiz night for our community. The total profit raised on the night was \$17,200 - \$940 was raised for Robotics. A big thank you to the team who organised a successful and fun night for the school community:-



Sarah Phillips, Belinda Too, Sian Wilson, Kirsty Gray, Rose Bridge, Karla Connor, Olivia Thorburn, Emma MacMillan, Sanna Cooke, Carolyn Ryan, Sarah Valentine and everyone who helped on the night.

### QUIZ -A- THON

Also some wonderful results from children in last Friday's post test. The questions sent them searching the internet and then discussing and debating the alternate answers on offer. We would really like to have all sponsorship money into the office by next Friday, 8 June.

To date we have raised \$10,674 - our target is \$24,000.

## Teacher Only Day Tomorrow

No school tomorrow for children. Parents enjoy a 4 day weekend (with Monday being Queens' Birthday holiday).

Teachers will be involved in a professional learning day encompassing visits to other schools, followed by workshops and reading with a facilitator from Cognition Education. The focus is on developing student agency - children's ownership of their learning and their goals.



## Keeping Ourselves Safe

This valuable programme for students at all year levels commences in week 7 - 11 June. It is about arming children with the knowledge and tools to keep themselves safe and how to seek help.

The programme has been developed in conjunction with the NZ Police and our Constable Gordon Campbell will be working with teachers and children over the fortnight 11-22 June.

Gordon is also holding a Parent Evening for those interested in finding out more about the programme. We look forward to seeing you in the Bruce McLaren Hall next **Tuesday, 5 June at 6.30pm**

## CHAOS AT THE GATE

This is the term which is used by Auckland Transport to describe what happens on the roads outside schools every day at 3pm. Meadowbank is no different, and in fact since the inception of the Drop Off Zone on Waitatarua Road we have become worse.

- Cars are now queueing up to pick up children well past the end of the patrols at 3.15pm. Previously, this was never the case.
- It was the biggest issue raised in the recent Board survey.
- If you stay longer than 2 minutes and/or leave your car, you are breaking the law.
- We have parents abusing other parents, teachers and neighbours. We have parents who feel it is ok to park across and even in neighbours' driveways. If parents followed the law none of this disgraceful role modelling for children would occur.

Just one simple request ... please respect the law and other people.

## SPECIAL NEEDS DEPARTMENT

When I commenced as Principal at Meadowbank School:-

- ♦ The Junior Associate Principal was in-charge and oversaw all matters related to providing support programmes, staffing and funding for children with Special Learning/Behaviour Needs.
- ♦ A Reading Recovery Teacher and one Teacher Aide.

What a different picture we have today:-

- A full time Special Needs Coordinator (Senco) - Michele Hucker.
- A Reading Recovery Teacher - Mel Douglas.
- 2 Booster Teachers - Lorna Stewart (Juniors); Lynlee Dullabh (Seniors).
- 8 Special Needs Teacher Aides - Sam Ponds, Anne O'Connor, Sandra McEwen, Jennifer Yong, Oliva Woodroffe, Kim Murphy, Nina Plamus, Annie Roach.
- An ESOL teacher - Carlene White.
- 2 ESOL Teacher Aides - Machi Christidou, Kim Baker.
- ♦ Few schools could highlight a budget commitment of over \$350,000 to support the needs of our students with learning and behavioural difficulties and their classroom teachers.
- ♦ We have a great team who do a fantastic job!
- ♦ If you believe that your child has a specific behaviour or learning difficulty that has been identified AND they need additional support, please in the first instance talk to your child's classroom teacher.  
To go further contact Michele Hucker 📧 [mhucker@meadowbank.school.nz](mailto:mhucker@meadowbank.school.nz)

## EDUCATION REVIEW OFFICE

- \* You will be aware that ERO visited Meadowbank in the last week of Term 1.
- \* We have received our Draft Report. We are extremely pleased with what the report says, and with the next review scheduled to be in 4-5 years it places Meadowbank in the top 10% of schools reviewed.
- \* We have until Wednesday, 6 June to respond to the report. We will be asking for one minor change, everything else will remain unchanged.
- \* When we receive the final report we will share it with all families.

Here are a few highlights:-

- The school identifies academic success and personal excellence for all students as valued outcomes. To support these goals, the school aims to provide rich learning opportunities in a safe, respectful and nurturing environment.
- Current school targets focus on high achievement in reading and in writing. Achievement of targets is supported by teachers' inquiries into the impact of their practice on learning outcomes for children.
- The school is achieving equitable and excellent outcomes for most of its students.
- The school's data indicates that consistently most students, including Māori and Pacific, achieve very well in reading, writing and mathematics.

## EDUCATION REVIEW OFFICE CONTINUED

- Over time, small disparities in achievement for different groups of students have been identified and addressed. The school is taking appropriate steps to respond to the existing disparity between boys and girls in writing.
- Leaders gather considerable student responses during the course of their internal evaluations. This information tells them that most children:-
  - feel safe and happy at the school, understand the school values, are well engaged in their learning,
  - feel empowered to make decisions about their learning.
- The school has good evidence to show that they are effective in accelerating the learning of the small number of children who need to make accelerated progress.
- The school sets appropriate achievement targets. These targets aim to ensure all students make good progress towards achieving excellence in reading, writing and mathematics and to extend those children who already achieve well. Targets are in line with the aspirations and expectations that leaders and the community have for children's learning.
- Teachers use assessment tools to identify gaps in students' learning and to measure their progress. They identify learners within their class who need to make accelerated progress in reading, writing and mathematics. Some students receive additional literacy and mathematics support through well designed learning programmes. School data show that most students, including Pacific students, who participate in these programmes make accelerated progress.
- Teachers engage in forums to discuss, clarify and evaluate their practice related to their individual professional inquiry to improve outcomes for students. Leaders and teachers consider the strengths and interests students bring to their learning. They make strategic decisions based on this information to support the overall success of the student. As a result of these good practices, teaching teams assume collective responsibility for student success and personalise their teaching approaches to meet students' learning needs.
- Leaders actively seek out ways to accelerate progress for students who need to achieve better, and to monitor their progress.
- The school has established a clear direction for teaching and learning. Guiding documents including the charter and local curriculum, are well aligned to support this direction. The school's vision is underpinned by values, attitudes and behaviours for learning that are well understood by students and teachers. Consultation with the community and local iwi has supported this development. This focus on learners helps to promote equity and excellence for students.
- Leadership is effective and well distributed across all levels of the school. Leaders have high expectations of teachers and students. They are committed to teacher development and contribution to the wider education community. Leaders have established comprehensive systems and frameworks to guide school processes. This good practice helps to ensure consistency of good practices across the school.
- The school's curriculum is highly responsive to the local context and environment. Students experience a broad curriculum with many opportunities to learn aligned to the school vision and values. Specialist teachers, te reo Māori and Mandarin language learning, Enviro school, Garden to Table, education outside the classroom promote the excellence for students.
- The Community of Schools focus on student agency is well suited to the school's focus on students' self-managing their own learning.
- A highly professional learning culture for teachers is evident. Teachers value working in this inclusive and productive learning community where they share high expectations for student learning and wellbeing. Teachers have high expectations of themselves and are encouraged to individually and collectively take responsibility for their own professional development and improvement. Professional development is well aligned with school goals and future directions.
- The school community benefits from the commitment to ongoing improvement. The board of trustees is improvement focused and ensures that the school is responsive to external evaluation. Parents, teachers and students have opportunities to contribute their ideas and suggestions. There has been a concerted effort to improve communication at all levels. As a result, groups spoken to by ERO feel well informed and involved in decision making.
- For sustained improvement and future learner success, the school can draw on existing strengths in: -
  - a clear school direction that is learner focused for student success distributed leadership that supports coherence across the school
  - a curriculum that provides rich and varied opportunities for students
  - a professional culture that supports high expectations of teachers
  - a commitment to ongoing development that has improved communication at all levels.

# SPORTS EXCHANGES

On Tuesday our Year 5 & 6 students were involved in their second sports exchange with other local schools. The results were:-

## FOOTBALL

Meadowbank A	7	St Michaels	3
Meadowbank B	2	St Michaels	2
Meadowbank C (girls)	7	St. Kentigern's Girls	1
Meadowbank D	10	St. Kentigern's Girls	0



## RUGBY

Meadowbank A	6	Victoria Avenue	0
Meadowbank A	2	Epsom Normal	1
Meadowbank B	0	Victoria Avenue	6
Meadowbank B	3	Epsom Normal	5



## NETBALL

Meadowbank A	18	St Kentigern's Girls	10
Meadowbank B	2	St Kentigern's Girls B	2
Meadowbank C	8	St. Kentigern's Girls B/C	3
Meadowbank D	3	St. Kentigern's Girls B/C	0



## HOCKEY

Meadowbank A	8	St Michaels A	1
Meadowbank B	17	St Kentigern's Girls	1
Meadowbank C	17	St. Michaels B	2



Well done to all children who participated and thank you for your strong parent support. We apologise for last minute changes which were forced upon us by withdrawals of Cornwall Park School (Parent-Teacher Interviews) and Dilworth (Gastro bug sweeping through the school).

## What's Happening

### JUNE

- 1 **TEACHER ONLY DAY - school closed**
- 4 Queen's Birthday - **school closed**
- 5 Parents Awareness Meeting (KOS) - 6.30pm
- 6 FOMS Meeting - Junior Staffroom 7.30pm
- 8 Room 9 & 10 Assembly presentation - 2.15pm
- 12 Year 5 & 6 Sports Exchange
- 15 Matariki Day
- 20 BOT Meeting - 7pm - Senior Staffroom
- 22 Room 37 & 38 Assembly presentation - 2.15pm
- 26 NE, Year 1 & 2 Poetry Recital - 9am
- Year 5 & 6 Sports Exchange
- 27 Open Morning - Junior School (details soon)
- 28 Open Afternoon - Senior School (details soon)
- 29 Auckland Mayor Phil Goff presentation assembly

## MAYPOLE TEAM

Rae Storey and the Maypole team will be performing on Monday at The Cloud on Queens Wharf at 1.30pm and 3pm ..... come along and enjoy a taste of British festivities.

"I'm proud to roll up my sleeves and serve my community."



**STEVE HOOD**  
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Barfoot & Thompson