

PRINCIPALS' DISCRETIONARY FUND 2016 SNAPSHOT



\$510,035



96 Schools

To enable students experiencing hardship to participate in school activities (Part A).

Proportion of funding by activity





Supporting active participation in artistic and cultural activities

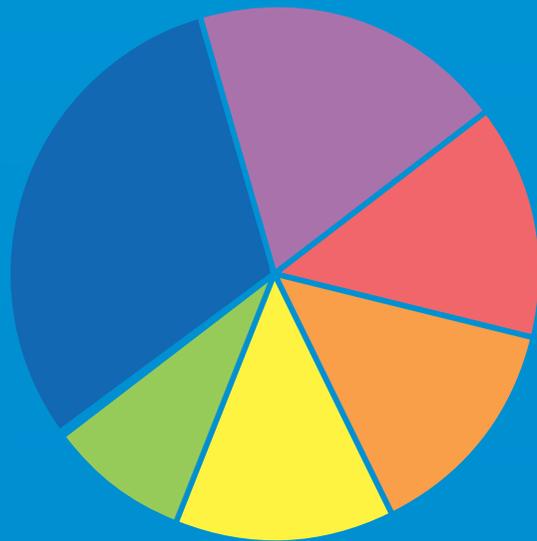


Number of students benefiting by activity



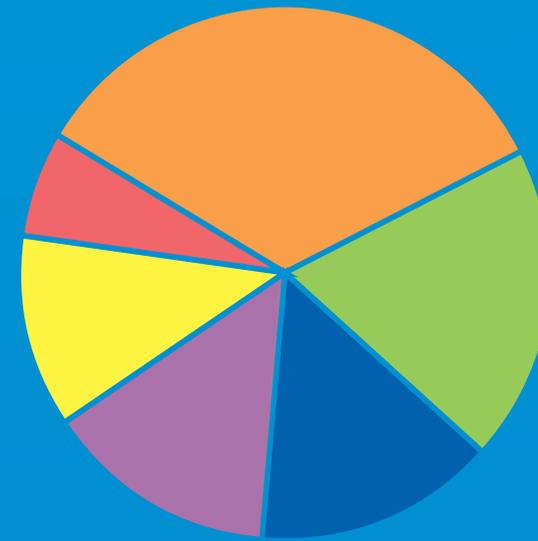
To support schools to raise student achievement, address inequalities and reduce barriers to participation (Part B).

Spend by CTOS priorities



- Raising achievement of identified under achieving year 1-8 students
- Addressing issues of inequality that present barriers to learning and participating
- Students identified by their school as being at risk of disengaging

Number of students benefiting by CTOS priorities



- Increase awareness and access to arts and culture; and to support active participation
- Preparation of students for life after their schooling
- Provide grassroots support for life long active participation and engagement



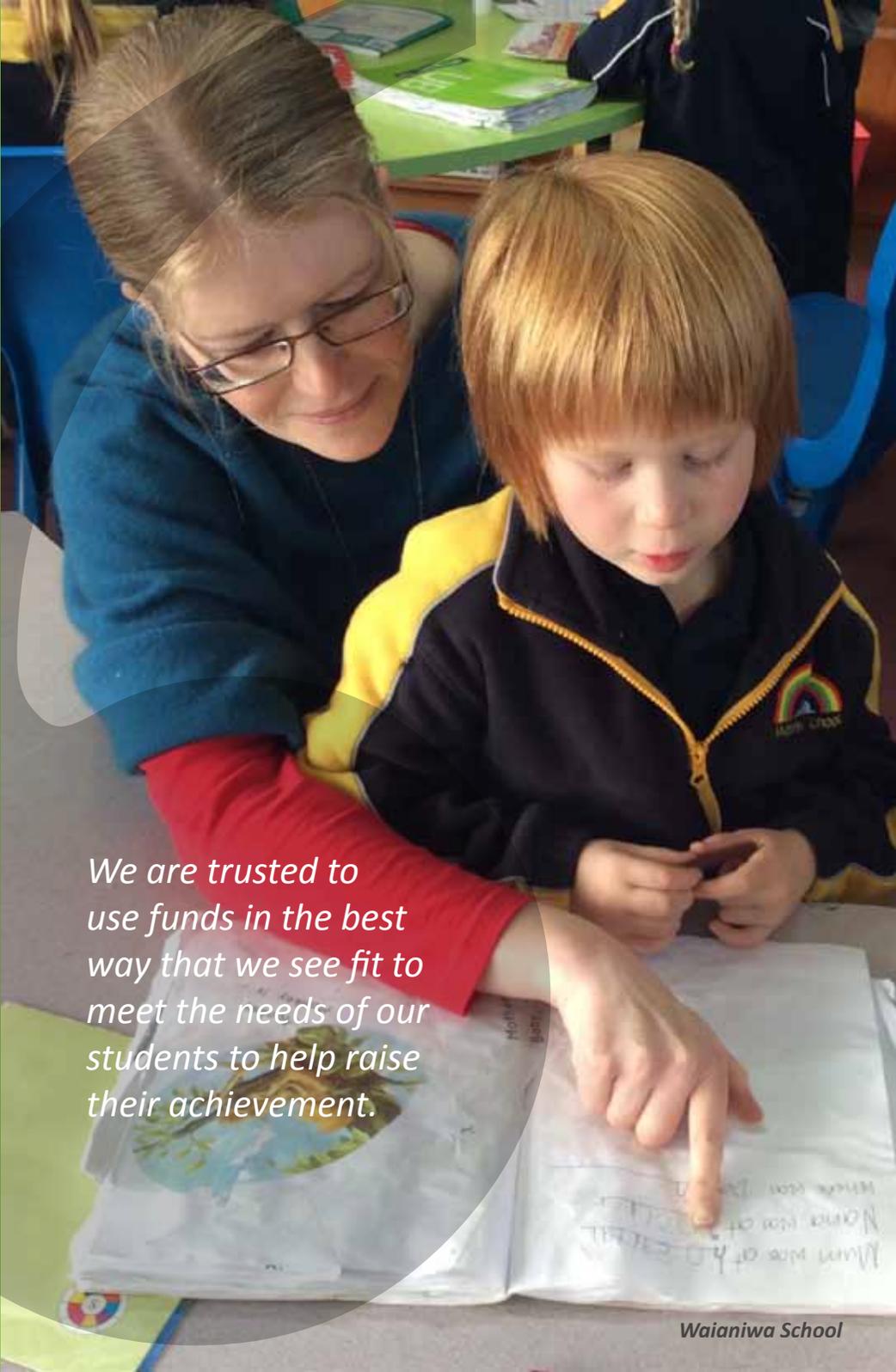
93% of principals were extremely satisfied with Part B

The Principals' Discretionary Fund was expanded in 2016 to include Part B

What Principals most liked about Part B funding

(Abridged excerpts from school accountability reports)

- ✓ Benefits children not able to participate in school activities
- ✓ Can be spent on areas within the school that might not get funding otherwise
- ✓ Enables us to make a real difference to the learning of students
- ✓ The ability to use the money in a variety of ways
- ✓ The breadth of focus
- ✓ A greater number of students can receive support for their learning
- ✓ Access to a greater range of opportunities regardless of individual circumstances
- ✓ The ability to fund programmes that address student achievement
- ✓ The emphasis on younger students
- ✓ Flexibility to target where most needed



We are trusted to use funds in the best way that we see fit to meet the needs of our students to help raise their achievement.



Provide grassroots support for life long active participation & engagement

Outcomes from Part B funding

(Abridged excerpts from school accountability reports)

Raising achievement of identified under achieving Year 1-8 students

- 👤 Feuerstein Programme - for those children on the programme we have seen significant shifts that we would not have gained through our core programmes. It has had a significant impact not just academically but also in terms of self-esteem.
- 👤 40 students went through the Quick 60 reading programme. There was a notable positive shift in learning against National Standard (NS).
- 👤 Numeracy specialist worked with Year 4-6 children not achieving the NS in maths. All but one made measurable progress with a significant number now achieving the maths standard.
- 👤 The reading of these students has increased. One increased three levels and another student two levels. Their self-esteem has taken a huge leap and the students are happy to write and read without being 'pushed' every step of the way.
- 👤 We targeted students in Years 7 and 8 who were below NS in reading and writing. Students made significant progress, with one student achieving results at an advanced level compared to the national average and several more lifting their ability to be proficient at the standard level.
- 👤 Oral Language Support programme helped develop targeted students' oral language. Most students (11 out of 12) achieved the goals set for them.

- 👤 Dyslexia testing allowed the school to find out the specific needs of this student and put an appropriate programme in place.
- 👤 Staff trained in Feuerstein Instrumental Enrichment Programme which helps accelerate cognitive development and social competence.

Addressing issues of inequality that present barriers to learning and participating

- 👤 Teacher Aide working with Early Childhood Education (ECE) centres around transition to school. Achieved 100% of whanau coming to school to go over what they can do to assist with learning at school, and shared what the students need to work on next. All students who participated came into school more ready.
- 👤 Trialled a before school boxing programme - to set children up for a really positive start to the day. The results have been very pleasing with teachers commenting on improved behaviour, attendance and academic focus.
- 👤 School shoes, uniform and sports uniform supplied to needy students who could not afford to pay for these and this allowed these students to participate in sports.

Students identified by their school as being at risk of disengaging

- 👤 Provided a range of equipment e.g. washing machines, Electrolux and tools and supported the children to strip these and create amazing alternatives. These students were less likely to engage in inappropriate actions during break times because their minds were otherwise engaged.
- 👤 Enabled us to take some risks. The outcomes have been a marked increase in attendance, sustainable because we have been able to set expectations with students and while backing up during emergency situations. This has

built connection of families to school and relationships between staff and families.

- 👤 The information resulting from cognitive testing has benefited families, the school and students. Information was used to build individual learning plans and has been used as evidence for the Board of Trustees to grant increased funding for teacher aide hours.
- 👤 Diagnostic testing for four specifically identified students prior to the intervention and then again afterwards – the shifts were significant.
- 👤 Identified students with specific needs and organised opportunities accordingly e.g. music and discovery inquiring opportunities. Students gained mainly self-management skills, especially older students as they applied these in the classroom and coped far better when stressed. The younger children gained self-confidence and became far more engaged in the classroom.

Preparation of students for life after their schooling

- 👤 Trialled a careers programme offered by the Graham Dingle Foundation. This gave our NCEA students the tools to assist them in planning their future career pathways. It was so successful we will be running the full course in 2017.
- 👤 Careers Education - more students are choosing subjects specifically for the future career prospects rather than randomly taking courses because they think they might like it/sounds interesting/like the teacher/my friend doing that class.
- 👤 Financial Literacy - senior class (Years 4 -8) used the Banquer financial literacy programme. The children learnt about loans, interest, saving, having to use their 'money' for fictitious trips such as Rio for the Olympics, working for their money in class (classroom jobs, finishing homework) and at the end of this year they hold an auction. This has been a remarkable programme with a strong knowledge base around financial literacy.

Outcomes from Part B funding cont.

(Abridged excerpts from school accountability reports)

Provide grassroots support for life long active participation and engagement

- 👤 New lunchtime programme aimed at Year 7-8 students to encourage participation in physical activity.
- 👤 Out of the 24 children in our school, only five attend swimming lessons outside of school. This is often due to cost of both the lessons and the travel. A lot of our children rely on our swimming lessons to get them confident in the water and have the possibility of being able to save themselves when in difficulty swimming.
- 👤 Support has meant that children who would not otherwise play are now actively participating in organised sport.
- 👤 30% more students were able to be involved in sporting groups this year with the subs covered for the families. Students confidence, social skills and attitude towards working with others and learning came from this sporting opportunity.
- 👤 A Sports Activator supported each one of our classes with the fundamental skills necessary for children to be able to engage successfully in any sport.

Increase awareness of and access to the arts & culture; and to support active participation in artistic, and cultural activities

- 👤 Production - this involved the whole school and gave the students who do not normally shine in the classroom the opportunity to shine on stage. These students blossomed with confidence and this confidence flowed into the classroom with these students beginning to talk more and share ideas and thoughts with a wider group.

👤 We were able to pay a number of outside providers from the Arts community to work with students for an intensive two day programme including: Oamaru stone carving, pottery, drama, photography, fabric art, song writing, interactive-wall design, painting, ballroom dancing and planter box construction for our local elderly people's home. Our teaching staff helped with the activities but it was fantastic to be able to pay talented experts from our wider community to come in and work with the students to take the quality of their experiences and finished products to a higher level.

👤 Education in relation to mana and tapu - professional learning in school around the rituals that protect, enhance and restore the mana of our most struggling children. This has given the adults in school the opportunity to reflect upon, and build up rituals that restore the sacramentality of the children in our school who have lost their esteem.

👤 The community feedback was positive for cultural recognition and appreciation. Students involved fed back that they felt valued and teachers noted a more positive attitude and self-confidence towards learning.

👤 Nga Taonga is a voluntary programme aimed at reconnecting Maori whanau with their culture. It has been a runaway success. It plays a major role in the fact that our Maori whanau are strongly supportive of the school; and is a likely contributor to the fact that this year, our Maori student achievement against the national standards matches or slightly exceeds that of any other groups of kids in the school.

👤 Having such a large number of students exposed to events such as Putangitangi and Polyfest had a number of benefits including; opportunities to work with different age groups across the school, leadership development, exposure to Te Reo and cultural protocols. It also allowed for the growth in confidence for many of our children to be able to perform on a stage.



Mataura School



Tuturau School