

Mission – Today’s Learners, Tomorrow’s Leaders.

Values

- **We have fun**
- **We dream big**
- **We come from heart**
- **We take risks and make mistakes**
- **We work together**
- **We are community**



Inspiring Excellence

School Charter

Strategic and 2018 Annual Plan for

Riversdale School

2018 - 2021

Principals’ endorsement: Kay Stevens.
Board of Trustees’ endorsement: Emma Smaill
Submission Date to Ministry of Education: 28 February 2018.

Riversdale School

Strategic Intentions

<p>Vision</p> <p>Mission</p>	<p>Inspiring Excellence</p> <p>Today's Learners, Tomorrow's Leaders</p>
<p>Values</p>	<p>At Riversdale School the following values are encouraged, modelled and explored:</p> <ul style="list-style-type: none"> ● We have fun ● We dream big ● We come from heart ● We take risks and make mistakes ● We work together ● We are community
<p>Beliefs</p>	<ol style="list-style-type: none"> a. Literacy and numeracy provide a solid base for learning. b. Developing strategies for learning will encourage children to be lifelong learners. c. Positive interpersonal relationships are essential for a healthy school community. d. Committed and highly skilled teachers are a schools most valuable resource. e. The partnership between school and home will enhance children's education. f. A safe physical and emotional environment enhances student learning. g. A fully resourced school is essential to provide a balanced education.
<p>Principles</p>	<p>The Principles put children at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity. They underpin all of Riversdale School's decision making:</p> <p>High Expectations, Treaty of Waitangi, Community Engagement, Coherence, Future Focus Cultural Diversity, Inclusion and Learning to Learn.</p>

<p>National Objectives</p>	<ul style="list-style-type: none"> ● Helping each child and young person attain educational achievement to the best of their potential ● Promoting the development of <ul style="list-style-type: none"> ○ Resilience, determination, confidence and creative and critical thinking ○ Good social skills and the ability to form good relationships ○ Participation in community life and fulfilment of civic and social responsibilities ○ Preparedness for work ● Instilling an appreciation of the importance of <ul style="list-style-type: none"> ○ The inclusion within society of different groups and persons with different personal characteristics ○ The diversity of society ○ Cultural knowledge, identity and the different official languages ○ The Treaty of Waitangi and te reo Maori
<p>Māori dimensions and Cultural Diversity</p>	<p>At the start of 2018 approximately 18% of the total school roll identify as Maori. Our procedures and practices reflect New Zealand’s cultural diversity and values the histories and traditions of all its people.</p>
<p>Special Character Māori Medium status</p>	<p>In order to honour the Treaty of Waitangi at Riversdale School, we will</p> <ul style="list-style-type: none"> ❖ Ensure all teachers equip children with at least elementary Te Reo Maori. ❖ Ensure the teachers are encouraged and fully supported with professional development to extend their current abilities with Te Reo Maori. ❖ Ensure that components of Tikanga and Te Reo are integrated into all aspects of the curriculum. ❖ Hui with Maori families at least once a year formally, and on very regular occasions informally, to provide support and encouragement and identify needs. This will lead to the development of programmes that best meet their learning needs within the New Zealand Curriculum. ❖ Develop positive relationships with the Hokonui Runanga. ❖ Observe and reflect on national days of importance such as Waitangi Day, ANZAC Day and Matariki. ❖ Ensure teachers are familiar with Ka Hikitia and Ta Taitako and implement the relevant aspects of these. <p>The Board of Trustees will provide resources if requested to teach students in Te Reo Maori medium. This will be achieved by:</p> <ul style="list-style-type: none"> ❖ Referring to the Resource Teacher: Maori for advice and assistance.

	<ul style="list-style-type: none"> ❖ Supporting an application for dual enrolment at the Correspondence School for the children. ❖ Liaise with Maori representatives of the Hokonui Runanga for support and guidance. ❖ Utilise the language skills of our whanau who are fluent in Te Reo. ❖ At the first opportunity endeavour to employ an experienced teacher fluent in Te Reo Maori. <p>Quality teaching is the most influential factor in raising Maori achievement.</p> <p>There are a number of critical influences on Maori student achievement which we are mindful of:</p> <ul style="list-style-type: none"> ● Relationships between the student and the teacher. ● Quality teaching interaction using a variety of strategies. ● Having high expectations of the students. ● Provision of feedback and feedforward.
Future Direction	<p>Providing high quality education in a community Year 0-8 rural school, that inspires excellence, is underpinned by strong values, and is driven by effective self-review processes.</p>

2018 School Context

Students' Learning	<p>See appendix 1 – National Standards data 2017. Also refer to school based curriculum reports to the Board of Trustees, and all student achievement information kept at school.</p>
Student Engagement	<p>2017 attendance was monitored each term and followed up on if required. Parents are advised about what constitutes unjustified absence.</p> <p>Acknowledging the diversity and a variety of cultures within our school community supports high levels of student and parent engagement. A continuing focus will be on Maori learners achieving success as Maori in 2018. The National Standards data shows good improvements in our Maori student achievement data across the year. Work in 2018 in reading, writing and mathematics will be on ensuring that children are taught at just the right instructional level for challenge and success to ensure progress. Learning width will be developed through teaching in Science, Social Studies, Technology and Health. Emotional well-being will continue to be a focus through learning in daily pause, breathe and smile (mindfulness) programmes as the positive impact of this is evident for most children.</p> <p>A focus in 2018 is on school improvement through on-going analysis of the work done by teachers in classrooms and the impact on student progress, engagement and well-being. Professional development will support this.</p>
School Organisation and Structures	<p>Health and Safety: The school has a focus on student well-being and the Pause, Breathe and Smile programme data shows that this has been enhanced. The programme will be continued in 2018. The school's physical environment is very attractive and the extensive playing areas are a feature of the school. The Board of Trustees and Staff are responsive to health and safety needs by ensuring it has up to date practices associated with legislation.</p> <p>Personnel: There is a flat management structure with the DP and AP having similar levels of responsibility for curriculum leadership and development. The aim of this is to improve children's achievement through strengthening teaching and learning across the school. The teaching staff is more experienced and there is continuity across classes and the school. There has been a change in teachers and a focus will be on mentoring those new to the school and new to roles within the school.</p> <p>Property: Projects include the upgrade of Room 4 and insulation in the Board owned properties. The Board has invested funds in supporting student achievement through additional teacher and teacher aide expertise in a 5 classroom model for 2018.</p>
Review of Charter and Consultation	<p>At the 20 November meeting the Board of Trustees gave their input to the Charter, Strategic Plan and school programmes, supported by Ann Bixley from STA.. Feedback that was sought from the school community is reflected in the strategic goals. Areas of strength and those for development are considered by the Board of Trustees from the 2017 Analysis of Variance and reporting commentary, and community feedback about areas for development.</p>

2018 - 2021 Strategic Plan

Strategic Goals	Core Strategies for Achieving Strategic Goals 2018 - 2021			
	2018	2019	2020	2021
<p>Student Learning. Beliefs – a, b, c, d, e, f, g.</p> <p>All students will engage and achieve success in learning across all areas of the NZC, giving priority to Literacy and Numeracy.</p>	<p>Review and redesign the topic curriculum to ensure it reflects current teaching practices and to motivate learning.</p> <p>Professional development is valued, and all teachers will undertake this annually, linked to performance management systems.</p> <p>Strengthen the evaluative aspects of internal evaluation to focus more on what the school is doing well and having the best impact for learners (ERO).</p>	<p>Ensure writing, reading and topic contexts link across the curriculum so that all children are motivated to read and write for real purposes.</p> <p>High expectation teaching will ensure all children make progress.</p> <p>Professional development is valued, and all teachers will undertake this annually, linked to performance management systems.</p>	<p>Ensure writing, reading and topic contexts link across the curriculum so that all children are motivated to read and write for real purposes.</p> <p>High expectation teaching will ensure all children make progress.</p> <p>Professional development is valued, and all teachers will undertake this annually, linked to performance management systems.</p>	<p>Ensure writing, reading and topic contexts link across the curriculum so that all children are motivated to read and write for real purposes.</p> <p>High expectation teaching will ensure all children make progress.</p> <p>Professional development is valued, and all teachers will undertake this annually, linked to performance management systems.</p>

<p>Priority Learners.</p> <p>Beliefs – a, b, c, d, e, f, g.</p> <p>All students who are not meeting Riversdale School expectations will be engaged and make progress.</p>	<p>Extend depth of analysis and evaluative summary in student achievement reports to better track those learners not meeting expectations and identify actions to improve their achievement.</p>	<p>Ensure that all children are making the expected progress by providing support for their learning.</p> <p>Extend depth of analysis and evaluative summary in student achievement reports to better track those learners not meeting expectations and identify actions to improve their achievement.</p>	<p>Ensure that all children are making the expected progress by providing support for their learning.</p>	<p>Ensure that all children are making the expected progress by providing support for their learning.</p>
<p>Community</p> <p>Beliefs e.</p> <p>The school community holds high expectations for children - <i>Inspiring Excellence.</i></p> <p>Riversdale is a community school which models kindness and compassion. Community events foster this.</p>	<p>The school values will be taught and children and teachers will model these.</p> <p>Utilize resources within the community to contribute to enriched teaching and learning programmes.</p> <p>Good social skills and the ability to form good relationships will be taught and parents will support these via suggestions in the newsletter.</p> <p>Instilling an appreciation of the importance of the inclusion within society of different groups and persons</p>	<p>The school values will be taught and children and teachers will model these.</p> <p>Utilize resources within the community to contribute to enriched teaching and learning programmes.</p> <p>Good social skills and the ability to form good relationships will be taught and parents will support these via suggestions in the newsletter.</p> <p>Instilling an appreciation of the importance of the inclusion within society of different groups and persons with different</p>	<p>The school values will be taught and children and teachers will model these.</p> <p>Utilize resources within the community to contribute to enriched teaching and learning programmes.</p> <p>Good social skills and the ability to form good relationships will be taught and parents will support these via suggestions in the newsletter.</p> <p>Instilling an appreciation of the importance of the inclusion within society of different groups and</p>	<p>The school values will be taught and children and teachers will model these.</p> <p>Utilize resources within the community to contribute to enriched teaching and learning programmes.</p> <p>Good social skills and the ability to form good relationships will be taught and parents will support these via suggestions in the newsletter.</p> <p>Instilling an appreciation of the importance of the inclusion within society of different groups and</p>

	with different personal characteristics. Positive Behaviour for Learning (PB4L) will support this strategy.	personal characteristics. Positive Behaviour for Learning (PB4L) will support this strategy.	persons with different personal characteristics. Positive Behaviour for Learning (PB4L) will support this strategy.	persons with different personal characteristics. Positive Behaviour for Learning (PB4L) will support this strategy.
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2018 Improvement Plan - Domain: Learning – Student Learning

Strategic Goal:
All students will engage and achieve success in learning across all areas of the NZC, giving priority to Literacy and Numeracy. Further develop teachers knowledge and skills.

Baseline data:
At the end of 2017:

- 86.4% of children are reading at or above in relation to the government’s national standards.
- 79.3% of Maori children are reading at in relation to the government’s national standards.
- 77.1% of children are writing at or above in relation to the government’s national standards.
- 65.5% of Maori children are writing at or above in relation to the government’s national standards.
- 82.3% of children are at or above in mathematics and statistics in relation to the government’s national standards.
- 72.4% of Maori children are at in mathematics and statistics in relation to the government’s national standards.
- 2017 Emotional Safety Survey – the majority of children could state specific strategies they use calm themselves when facing challenge, and help others in the playground.

Student Learning - Key Improvement Strategies:

When: Strategic Goals:	What: (Annual Goals)	Who	Indicators of Progress
Throughout the 2018 School year.	Junior students will improve sentence structure in writing.	Teachers	<ul style="list-style-type: none"> ● Teacher’s reports at professional meetings ● On-gong reports to the Board of Trustees on student achievement. ● Evidence sighted in students’ workbooks. ● Refer to Target 1 – mathematics knowledge development.

<p>Review and redesign the topic curriculum to ensure it reflects current teaching practices and to motivate learning.</p> <p>Professional development is valued, and all teachers will undertake this annually, linked to performance management systems.</p> <p>Strengthen the evaluative aspects of internal evaluation to focus more on what the school is doing well and having the best impact for learners (ERO).</p>	<p>A spelling conscience and positive attitude will be developed across the school.</p> <p>Reading vocabulary will be developed in Years 3 and 4 children.</p> <p>The literacy and numeracy of a group of year 8 boys will show progress.</p> <p>The numeracy of a group of Year 7 children will show progress.</p> <p>Inquiry approach to learning for topic – integrated curriculum areas.</p> <p>All teachers enhance their teaching skills in Maths and Stats and High Expectation teaching.</p> <p>All teachers contribute to curriculum reports, discussing what is working well for children’s progress.</p>		<ul style="list-style-type: none"> ● Student engagement in topic is enhanced, and learning is clear for students. There may be an ‘action outcome’. ● Children are connected to our Riversdale Community and have knowledge about its development. ● Attendance at professional development sessions with Averil Lee and Tiffany. ● Contribution in professional meetings. ● Teachers know about the interventions and programme adjustments that have the most beneficial impact on student learning, and these are continued.
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Progress to Date – Reports to the Board of Trustees

Mid Year Report

End Year Report

Years 0 and 1 -

- Children are being directed to use supports around the room to support their spelling e.g. the sight word wall.
- Integrating topic learning through reading.
- PD with Averil around integrating strand and number to fit all areas in and make links between strands.
- Children use spelling supports from around the room independently now. 5.2 year olds are seen to be copying words from the sight word wall and from models on the board.

- To help develop a spelling conscience words children should be able to spell or find around the room are underlined for them to fix.
- Children have a sight words for the day and practice reading it and spelling it throughout the day.
- Children are taught both simple and compound sentences and are beginning to identify the difference.
- All children are taught to say their sentence before writing it to check it makes sense.

Years 1 and 2 -

- I have used Sheena Cameron resources around sentence structure to develop their sentences.
- We have looked at the role of conjunctions and joining words.
- Integrating topic learning through reading.
- PD with Averil around integrating strand and number to fit all areas in and make links between strands.

Years 3 and 4 -

- I have used abbreviations e.g. sp for spelling
- I am expecting to see evidence of where they are using blends and syllables and to underline any words that are not spelt right.
- Reading vocab is being developed by using thesauruses and looking for other options. We have been looking at synonyms and antonyms to help develop their understanding of words.
- PD with Averil around integrating strand and number to fit all areas in and make links between strands.
- I have ordered the Level 2 linking across the strands text book.

Years 5 and 6 -

- PD with Averil around integrating strand and number to fit all areas in and make links between strands.
- I have added a word wall to increase the students vocabulary to enhance their writing.
- When working with a group of students I focus on areas that need developed e.g. spelling and punctuation.
- During term 2 we focused on interviewing locals in the Riversdale community to help students understand the important role they have.
- Follow up task during reading rotations are focused on increasing vocabulary knowledge through a variety of activities.
- PD with Averil to moderation formal OTJ for mathematics.
- Students have been encouraged to have a spelling conscious while writing and support when editing and proofreading their work.
- I have used abbreviations eg. sp for spelling.

Years 7 and 8 -

- PD with Averil around integrating strand and number to fit all areas in and make links between strands.
- students are expected to underline unknown words and make conscience attempts to correct and spell words
- in writing books I use abbreviations so that students need to correct their own writing e.g. sp (spelling error), C (captial letter), H (homophone), tense, WC (word choice), sense
- I am working with small groups in math to make sure that the students are making gains.
- Our inquiry on Riversdale is being integrated in writing (biography and reports), math (statistical investigation), drama (working in role of someone in the community), social science (History of Riversdale)
- TA is working alongside students that are working towards the expected level in maths
- TA is working with a small spelling group looking at how words are formed.
- Spelling was added in daily schedule to include prefixes, suffixes and root words, along with grammar, focussing on nouns, verbs etc.
- Planned Science inquiry where students worked alongside a partner to complete a series of task (some written and some creative). There were elements of free choice in this. Reading, writing and art were integrated into this unit of work.

Resourcing:

Professional Development School Improvement –

- Averil Lee – Otago University College of Education – three visits this year.
- Literacy Leader supporting teaching and learning in classrooms.
- Mathematics and Statistics Leader supporting teaching and learning in classrooms.
- High Expectation Teachers influencing student achievement.

2018 Improvement Plan - Domain: Learning – Priority Learners

Strategic Goal:

All students will engage and achieve success in learning across all areas of the NZC, giving priority to Literacy and Numeracy. Further develop teachers knowledge and skills.

Baseline data:

At the end of 2017:

- There are three students WB and 10 students B in reading.
- There is one Maori student WB and 5 Maori students B in reading.
- 10 boys are WB and 7 boys B, 3 girls are B in reading.
- The Year 8 cohort has the most priority learners WB in 2018 with 1 Year 3 student being WB.
- There are 6 students WB and 17 students B in writing.
- There are 2 Maori students WB and 8 Maori students B in writing.
- 4 boys are WB and 12 boys B, 1 girl is WB and 5 girls are B in writing.
- The year 8 cohort has the most priority learners WB (3) and B (4) in 2018 with 1 year 3 student and 1 year 6 student being WB.
- There are 5 students WB and 12 students B in maths.
- There are 3 Maori students WB and 5 Maori students B in maths.
- 3 boys are WB and 9 boys B, 2 girls are WB and 3 girls are B in maths.
- The year 8 cohort and year 7 cohort has the most priority learners WB in 2018 with 1 Year 3 student being WB in maths.

Priority Student Learning - Key Improvement Strategies:

<p>When: Strategic Goals:</p>	<p>What: (Annual Goals)</p>	<p>Who</p>	<p>Indicators of Progress</p>
<p>Throughout the 2018 School year.</p> <p>Extend depth of analysis and evaluative summary in student achievement reports to better track those learners not meeting expectations and identify</p>	<ul style="list-style-type: none"> ● The priority learners tracking table will be kept up to date with notes on progress being made entered. ● High expectation teaching will impact positively on children’s attitudes towards learning. 	<p>All teachers.</p>	<ul style="list-style-type: none"> ● Children are closely monitored by the whole team. ● Children will have a sense of success with their learning and will be scaffolded by their teacher and peers. ● Learning of children is maximised and this is shown through their progress.

actions to improve their achievement.	<ul style="list-style-type: none"> ● Using to best effect teachers aides and teacher support for learners. ● Classroom climate is enhanced through professional development. 		<ul style="list-style-type: none"> ● Effective relationships are developed within classrooms. The school values are modelled as well as the National Objectives.
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Progress to Date – Reports to the Board of Trustees

Mid Year Report

End Year Report

Years 0 and 1 -

- Mixed ability grouping during rotation activities has resulted in more engagement from all students.
- Daily teacher aide support with sight words has made a positive impact on children's retainment as it is consistently happening daily.
- Priority students are tracked and 5 year and 6 year observations are done to see students progress after 8 weeks and 1 year at school.
- I still use mixed ability groups during rotations. This encourages children to work with a range of their peers and support each other with learning.
- I hold high expectations of all students and expect all students to at least try independently before seeking teacher support. This has created independent learners who give everything a go.
- TA regularly tests sight words and gives out new sight words and spelling words which has had positive shifts in students sight word acquisition.

Years 1 and 2 -

- I make regular contact with priority learners parents and give easy tasks they can work on.
- I make sure all children know their goals. They have knowledge goals in their desk they work on every maths lesson.
- Modelling what I want teacher aides to do so they use the same structure and language.

Years 3 and 4 -

- I have a table and am inviting priority children in with their parents to give them easy hands on tips to support at home.
- Using teacher aides effectively by modelling the language, equipment to Victoria so she is more able to support kids the way I want them to be learning.

- I expose all children to the same strategies which engages priority learners more as they see they are doing the same as the other students. Children are buddied in mixed ability pairs and still support each other with the same strategy they just use different numbers.

Years 5 and 6 -

- I keep in contact with priority learners parents. All priority learners have extra tasks at home to support their learning.
- When Victoria comes in I tell her what the children are learning and what I want her to focus on with the group of children.
- I set goals with the students and they all know where they are.
- Continuing to use the teacher aide with spelling and basic facts practice.
- Students have been taking home practice activities to help them retain the skills been taught at school.
- Parents are on-board and aware of where their students are at and what they are working on.

Years 7 and 8 -

- Victoria is used to support my priority learners in Math - looking at word problems (finding the key words, which operation and the expression is recorded) and knowledge at Stages 6 and 7.
- I email and make contact with my priority learners frequently
- I have referred two students to RTLB for extra support with social and behaviour problems
- Use mixed ability groups in Reading, I allow students to choose which text that want to read to improve engagement levels
- Desks are setup to priority learners are sitting next to someone in the class that can support them
- maintained priority learners table throughout the year
- These learners were monitored on a consistent basis
- I organised TA with three groups: a one-on-one math's group with a WB student, a small math group to work on Basic Facts and PAT questions and a third for spelling.
- Trialled seating that wasn't set and that didn't work, so went back to set seating and changed every two weeks.

December 2018

Going forward:

The priority learners document has been kept updated each term and shows progress in reading, writing and maths across the year. This information is easily collated and reported to the Board mid and end of year. Teacher changes for two classes has impacted on this in Term 4 continuity wise, but the new teachers have still made overall teacher judgements for these learners for reporting purposes. In 2019 this will be maintained as it clearly shows progress over time for individual children.

High expectation teaching has occurred with children being encouraged to be their best in experienced teachers classrooms. The Year 7 and 8 students have been expected to assume more responsibility for their own learning and progress. In 2019 this will be driven through our literacy and mathematics professional development, and the continued close monitoring of children's progress.

The teachers aide has been fully utilized across all classrooms that requested help. This will be continued in 2019. Teachers will review the programmes and impact of these at the end of this year so that successful programmes can be continued for those who still require intervention and support. Teachers programmes and the work of the teachers aide need to be complimentary so that children make the most progress.

It is evident that classroom climate impacts hugely on the learning and behaviour of children. Teachers need to foster and maintain a calm and respectful environment where all children are able to learn. This will be a renewed focus with the new team members in 2019.

Resourcing:

Professional Development School Improvement –

- Averil Lee – Otago University College of Education – three visits this year.
- Literacy Leader supporting teaching and learning in classrooms.
- Mathematics and Statistics Leader supporting teaching and learning in classrooms.
- High Expectation Teachers influencing student achievement.

2018 Improvement Plan - Domain: Community

Strategic Goal:

All students will engage and achieve success in learning across all areas of the NZC, giving priority to Literacy and Numeracy. Further develop teachers knowledge and skills.

Baseline data:

At the end of 2017:

- The school picnic was a great success with many of the community supporting this.
- ERO acknowledged that the board, principal and staff consistently maintain strong communication and respectful relationships with children, families and whānau. Communication is open and reciprocal. It is strongly focused on children’s wellbeing, interests and supporting their achievement in all aspects of their lives. Children new to the school and often attending for only a short time are also very well supported in their learning and wellbeing. They are valued as unique individuals, who bring special qualities to be treasured and enhanced within the school environment

Community - Key Improvement Strategies:

When:	What: (Annual Goals)	Who	Indicators of Progress
<p>Throughout the 2018 School year.</p> <p>The school values will be taught and children and teachers will model these.</p> <p>Utilize resources within the community to contribute to enriched teaching and learning programmes.</p> <p>Good social skills and the ability to form good relationships will be taught and parents will support these via suggestions in the newsletter.</p>	<ul style="list-style-type: none"> ● A range of strategies will be used to develop social skills and focus e.g. PBS, parents supporting social skills, PB4L, explicit teaching. ● Children are encouraged to include others in their play. ● Children work with a variety of others in the classroom – desk groups are changed every three weeks and a new learning buddy assigned. ● Community people are supporting school programmes, especially through our topic areas. 	<p>Teachers and the school community.</p>	<ul style="list-style-type: none"> ● Effective relationships are developed within classrooms. ● The school values are modelled as well as the National Objectives. The values are displayed in each classroom. ● Newsletters contain information about social skills. ● Children include others in activities. ● Positive classroom climate is evident as all children work with others and support them in the classroom and playground. ● Children’s work reflects the use of community members in supporting learning.

Instilling an appreciation of the importance of the inclusion within society of different groups and persons with different personal characteristics. Positive Behaviour for Learning (PB4L) will support this strategy.			
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Progress to Date – Reports to the Board of Trustees

Mid Year Report

End Year Report

Years 0 and 1 -

- David comes in once a week to read with the children.
- Social behaviours are discussed e.g. how to ask for something that someone else has.
- Desks are changed so students sit with a range of students.
- Mixed ability rotations provide opportunities for all students to work with each other.
- Parent/community members have supported with our garden project. Parents and grandparents have come in to help build, fill and plant our gardens.
- David comes in once a week to read with children who need it.
- Daily PBS to support focus and to teach calm down strategies.
- Eye contact is modelled and practiced during news and throughout the day.

Years 1 and 2 -

- Desks are swapped and children have some input on who they would like to sit with.
- Discussing whether children are sitting in a 'smart spot' where they are focused and able to learn.

Years 3 and 4 -

- Desks are changed regularly.
- Explicit teaching around school values.
- Every day before morning tea and lunch I tell them to be kind, friendly etc to instill mindful behaviours/kindness.

Years 5 and 6 -

- Regular desk changes. The children have input by choosing three people they would like to sit near and one they don't.
- We are focusing on showing gratitude.
- We discussed anti bullying and have a kindness box in the classroom. Children write notes and put them in the box.
- The children are all told they are responsible for the classroom and community.
- Regular desk changes to ensure students are working with different people.
- Class meetings to bring up any issues or feelings that need to be discussed as a class.
- Students interviewed members of the community to learn more about the role they have.

Years 7 and 8 -

- Leadership opportunities are offered to the Year 7/8 students
- Desk changes regularly
- Homework based around school values
- Use of people from the community to support our inquiry about Riversdale (e.g Ian McClintock , Alex McLellan, Grace McLeay etc).
- At camp and in class, all group work is based on working with every student in the class (e.g one boy in each group, a mix of Year 7 and 8 students, someone you don't play with)
- Continued to change desk partners regularly
- Set up partners for inquiry project that were not friends
- Encourage social value of eye contact when dealing with students
- Daily PBS and aspects of MindUp programme after lunch to settle students after lunch
- Christine O'Connor local artist supported Year 7 and 8 class with arts.

December 2018

Going forward:

We continue to focus on children's social skills. All teachers are doing a mindful practice after lunch in their classroom which helps children to settle. Going forward the principal needs to do further staff training and support staff to do some training on-line with PBS if they have a commitment to this. The Chatbus initiative will support children with anxiety, low self esteem, social issues or other mental health issues. The Principal continues to work with a core of very unfocused children, with varying impact. The most distracted children are not benefitting from this small group work, but the programme acknowledges that for the 'hardest 5%' it will not work. The teachers need to discuss actions with these children in 2019 around how we can best support them to become more self managing.

The school picnic at the end of this year is an opportunity for the community to come together. Self Review of the reporting system will seek community feedback on what they value most. This will inform reporting in 2019.

Discussion about holding a community evening where we celebrate the different cultures within the school in 2019.

December 2018

The school values will be taught and children and teachers will model these.

As part of our PB4L learning we decided to change our school values to the 3 R's. These will be taught in-depth at the beginning of the 2019 school year. We have defined what each of the values 'looks like' and teachers will work on these in Term 1.

Utilize resources within the community to contribute to enriched teaching and learning programmes.

Teachers have used community folk to support teaching and learning programmes. Specifically, arts, inquiry and swimming as well as school camps and trips. We value the expertise and support of community members.

Good social skills and the ability to form good relationships will be taught and parents will support these via suggestions in the newsletter.

All year we have focussed on 'eye contact' when speaking to another person. This has been in each weeks newsletter, and teachers have reinforced this when speaking to children, and when children are speaking to one another.

Instilling an appreciation of the importance of the inclusion within society of different groups and persons with different personal characteristics. Positive Behaviour for Learning (PB4L) will support this strategy.

We are inclusive of diversity and it is positive that we have so much diversity in our school now. Next year we are planning to celebrate this diversity further with an evening where children show their cultures to parents. This will fit with our inquiry topic across a term. Further work on PB4L will be lead by Kimberley on Teacher Only Day.

Resourcing:

Professional Development in professional meetings

Colleague to colleague support.

2018 Student Achievement Target One –

By the end of 2018 all children will have improved their knowledge understanding in maths.

Strategic Goals:

All students will engage and achieve success in learning across all areas of the NZC, giving priority to Literacy and Numeracy.

All students who are not meeting Riversdale School expectations and National Standards, or who are working well beyond these, will be engaged and achieve educational success.

All Maori will be engaged in learning and achieve educational success.

The school community holds high expectations for children - *Inspiring Excellence*.

Riversdale is a community school which models kindness and compassion as part of our value of respect for the well-being of all.

Baseline data:

At the end of 2017:

- 71.8% of Riversdale children are reading at the Government's national standards
- 4.9% are reading above the Government's national standards
- 74.1% of male children and 80% of female children are reading at or above the national standards.
- 72% of Maori children are reading at the national standards.
- Our 2016 data shows a drop of 16.3% from 2015 data of children at or above the national standards.

Target One - Key Improvement Strategies:

When:	What:	Who	Indicators of Progress
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Throughout the year	<ul style="list-style-type: none"> ● Student Agency (including teacher inquiry) will be a focus across all teaching and learning (taking responsibility for our own learning). ● All students will make progress in Numeracy. ● Averil Lee - professional development that will meet the needs of teachers and impact positively on student achievement. ● Meetings support teachers with maths programmes and priority learners. ● Using student achievement data to know where to go to next and to identify those who need support and extension. 	All Teachers	<ul style="list-style-type: none"> ● All children will have a maths goal, and be able to articulate it. ● Maths data will reflect children's entry levels, and the gains made across the year. ● Explore mixed ability groupings of students (trial and innovate) and share ideas of how to do this at various levels. ● Improved student achievement data is reported to the Board of Trustees and parents/whanau. ● Increased professional learning conversations are occurring about maths programmes and student progress. ● Feedback from Averil Lee and Lead Teacher – Tiffany.
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Progress to Date – Reports to the Board of Trustees

Mid Year Report

End Year Report

Years 0 and 1 -

- Daily focus on patterns to 10 (tens frames, fingers, dice), counting to and from 10/20, fly flips.
- I use gloss/jam and I Kan to inform my teaching and to identify children's next steps.
- Knowledge is practiced and taught daily. Especially patterns as these are required for strategy and basic facts.
- Number ID and number before and after have been a focus this term.
- We have a number of the day and look at this number each morning. write in numeral, words, even/odd, number before/after, equations that equal the number.
- JAM assessment data is used to inform next steps along with daily noticings.

- The Year 1 priority student has had TA support to help cement number ID, number before and after and addition and subtraction to 10.

Years 1 and 2 -

- I use gloss/jam and IKan to inform my teaching and to identify children's next steps.
- Each student has their individual maths goal (knowledge) that they work on every maths lesson. The students are aware of their goal and the materials needed to practise their goal. Priority Learners - Majority of the PL also have their knowledge goal to work on at home plus the equipment needed (The parents were shown at the interview).

Years 3 and 4 -

- I have been using equipment when teaching knowledge as opposed to rote learning to make the teaching more explicit.
- I use gloss/jam and IKan to inform my teaching and to identify children's next steps.
- Priority students are doing more hands on activities to support at home instead of pencil and paper.
- Homework is now for children to teach their parents what they have been learning in class.

Years 5 and 6 -

- I use gloss/jam and IKan to inform my teaching and to identify children's next steps.
- Averil came and observed me last week and gave me some good goals to work on. I have been trying to give the students more opportunities to work with each other to help with their maths.
- Priority learners have a goal to work on to help them with their knowledge.
- All students are aware of where they are at and what their next step is.
- Using both summative and formative assessment to identify the next steps for students.
- Meeting with Averil to moderate OTJ as well as staff meeting PD
- Using IKAN to identify gaps in students number knowledge learning. The gaps have then been covered by the everyday practice done during class time.

Years 7 and 8 -

- Students know where they are at and what their next learning steps are
- TA support with unpacking problem solving questions
- Support from Averil to support high achieving students in my room to show their thinking mathematically
- Use knowledge tracking sheets to find gaps across my class and use as a knowledge hotspot
- Use GLOSS to inform next steps
- support from Averil to learn leadership skills in mathematics
- explicit teaching of knowledge was taught daily before numeracy groups or strand teaching
- daily basic facts
- Curriculum Plan development - updating Math Curriculum plan document

Pasifika									
Asian			2	33.3%	2	33.3%	2	33.3%	6
European/Pakeha/Other European	9	11.7%	7	9.1%	56	72.7%	5	6.5%	77
All other ethnicities including MELAA (not published)									
Male	9	16.7%	7	13.0%	35	64.8%	3	5.6%	54
Female	4	8.3%	5	10.4%	34	70.8%	5	10.4%	48

Reading	Below		Working Towards		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school	2	14.3%			12	85.7%			14
After 2 years at school	2	12.5%			14	87.5%			16
After 3 years at school	2	18.2%	1	9.1%	6	54.5%	2	18.2%	11
End of Year 4	1	7.7%	3	23.1%	6	46.2%	3	23.1%	13
End of Year 5	4	28.6%	1	7.1%	9	64.3%			14
End of Year 6	1	12.5%	1	12.5%	6	75.0%			8
End of Year 7			5	35.7%	8	57.1%	1	7.1%	14
End of Year 8	1	8.3%	1	8.3%	8	66.7%	2	16.7%	12
Total	13	12.7%	12	11.8%	69	67.6%	8	7.8%	102

Writing	Below		Working Towards		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	14	13.7%	25	24.5%	58	56.9%	5	4.9%	102
Maori	4	21.1%	7	36.8%	8	42.1%			19
Pasifika									
Asian			2	33.3%	2	33.3%	2	33.3%	6
European/Pakeha/Other European	10	13.0%	16	20.8%	48	62.3%	3	3.9%	77
All other ethnicities including MELAA (not published)									
Male	10	18.5%	14	25.9%	28	51.9%	2	3.7%	54
Female	4	8.3%	11	22.9%	30	62.5%	3	6.3%	48
Writing	Below		Working Towards		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school	1	7.1%	1	7.1%	12	85.7%			14

After 2 years at school	2	12.5%			14	87.5%			16
After 3 years at school	2	18.2%	5	45.5%	3	27.3%	1	9.1%	11
End of Year 4	1	7.7%	5	38.5%	4	30.8%	3	23.1%	13
End of Year 5	4	28.6%	3	21.4%	7	50.0%			14
End of Year 6	1	12.5%	3	37.5%	4	50.0%			8
End of Year 7	1	7.1%	5	35.7%	8	57.1%			14
End of Year 8	2	16.7%	3	25.0%	6	50.0%	1	8.3%	12
Total	14	13.7%	25	24.5%	58	56.9%	5	4.9%	102

Maths	Below		Working Towards		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	10	9.8%	21	20.6%	67	65.7%	4	3.9%	102
Maori	3	15.8%	6	31.6%	8	42.1%	2	10.5%	19
Pasifika									
Asian	0		3	50.0%	3	50.0%			6
European/Pakeha/Other European	7	9.1%	12	15.6%	56	72.7%	2	2.6%	77

All other ethnicities including MELAA (not published)									
Male	6	11.1%	10	18.5%	37	68.5%	1	1.9%	54
Female	4	8.3%	11	22.9%	30	62.5%	3	6.3%	48

Maths	Below		Working Towards		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school			2	14.3%	12	85.7%			14
After 2 years at school	2	12.5%	1	6.3%	12	75.0%	1	6.3%	16
After 3 years at school	3	27.3%	4	36.4%	4	36.4%			11
End of Year 4	1	7.7%	5	38.5%	7	53.8%			13
End of Year 5	1	7.1%	1	7.1%	12	85.7%			14
End of Year 6					8	100.0%			8
End of Year 7	2	14.3%	5	35.7%	6	42.9%	1	7.1%	14
End of Year 8	1	8.3%	3	25.0%	6	50.0%	2	16.7%	12
Total	10	9.8%	21	20.6%	67	65.7%	4	3.9%	102

Reporting commentary on students in years 1 to 8 that use *The New Zealand Curriculum*.

Date: December 2018

School name: Riversdale School

School number: 4007

NAG2A (b)(i) Areas of strength

National Standard subjects: **Reading, Writing and Mathematics and Statistics**

Discussion:

Reading:

In **2018 67.6%** (2017 76.0%), (2016, 71.8%) of Riversdale children are reading at in relation to the NZ Curriculum expectations, (2017 - 10.4%), (2016 - 4.9%) and **7.8%** of children are reading above, making a total of **75.4%** (2017 - 86.4%) (2016 - 76.7%) of children at or above in relation to the NZC.

In **2018 70.4%** (2017 - 82.5%) (2016 - 74.1%) of male children are reading at or above in relation to the NZC. In **2018 81.2%** (2017 - 92.3 %) (2016 - 80%) of female children are reading at or above in relation to the NZC.

Maori data shows that 63.2% (2017 - 79.3 %) (2016 - 72%) of Maori children are reading at in relation to the New Zealand Curriculum.

In **2018** data shows that there has been a **significant decrease (-11%)** in achievement (improvement in 2017 compared with 2016 +9.7%) in the percentage of children achieving at or above the New Zealand Curriculum expectations.

Currently as **Year 1 14.3%** are below and **85.7%** are at.

Currently as **Year 2 12.5%** are below, **87.5%** are at (2017 Yr 1 - 85.7% At)

Currently as **Year 3 18.2%** below, **9.1%** working towards, **54.5%** at, **18.2%** above (72.7%), (2017 - Yr 2 - 92.3% At) (2016 - Yr 1 78.6% At)

Currently as **Year 4 7.7%** below, **23.1%** working towards, **46.2%** at, **23.1%** above (69.3%), (2017 Yr 3 - 92% At) (2016 -Yr 2 – 81.8% at)

Currently as **Year 5 28.6% below, 7.1% working towards, 64.3% at.** (2017 Year 4 - 58% At and 34% Above, 92%) (Yr 3 56.3% at and 25% above 81.3%).

Currently as **Year 6 12.5% below, 12.5% working towards, 75% at.** (2017 Year 5 - 56% At and 22% Above, 78%), (2016 Yr 4 77.8% at).

Currently as **Year 7 35.7% working towards, 57.1% at, 7.1% above (64.2%).** (2017 Year 6 - 93% At). (2016 Yr 5 85.7% at and 7.1% above, 92.8%).

Currently as **Year 8 8.3% below, 8.3% working towards, 66.7% at, 16.7% above (83.4%)** (2017 Year 7 - 50% At and 14% Above, 64%) (2016 Yr 6 78.6% at).

This is a result of:

- Change of reporting systems within the school:
 - Children needed to be one year behind in order to be below level according to the National Standards.
 - Now our working towards is within six months below the expected level.
 - Therefore this has decreased the number of children achieving at the expected level, compared this previous year's National Standards data
- Changes in two classroom teachers for Term 4, therefore possibly differing expectations and judgements.
- Lack of consistent moderation to develop shared understanding when making an Overall Teacher Judgement.

Specific Areas of Strength:

- Improved Year 8 data from previous years.
- Improved Year 2 data from previous year.

Writing:

In 2018 56.9% of children are writing at the expected level, and 4.9% are above, making a total of (60.9%), (2017 - 77.1%), (2016 – 71.9%).

In 2018 51.9% boys are at and 3.7% are above (55.6%), (2017 - 71.9%), (2016 – 64.9%). In 2018 62.5% girls are at and 6.3% above (68.8%) (2017 - 84.6%), (2016 – 80.5%).

Maori data: in 2018 - 21.1% are below, 36.8% are working towards, 42.1% are at. (2017 - 65.5%), (2016 - 68%).

The **2018** data shows a **significant decrease** in the overall percentage (-**16.8%**) of children achieving at or above the curriculum levels (based on OTJ) in the New Zealand Curriculum. This is compared with National Standard data - **2017 (in green), and 2016 (in blue)**.

Currently as **Year 1 - 14.2% Below or working towards, 85.7% At.**

Currently as **Year 2 12.5% Below, 87.5% at, (2017 Year 1 – 78.5% At).**

Currently as **Year 3 - 18.2% below, 45.5% working towards, 27.3% at and 9.1% above. (2017 Yr 2 - 84.6% At), (2016 Yr 1 - 85.7% At).**

Currently as **Year 4 - 7.7% below, 38.5% working towards, 30.8% at, 23.1% above, (2017 Yr 3 - 67% At and 17% Above, 84%) (2016 Yr 2 – 72.7% at).**

Currently as **Year 5 - 28.6% Below, 21.4% working towards, 50% at, (2017 Yr 4 - 67% At and 25% Above 92%) (2016 Yr 3 – 81.3% at and 6.3% above).**

Currently as **Year 6 - 12.5% below, 37.5% working towards, 50% at, (2017 Yr 5 - 56% At and 11% Above 67%) (2016 Yr 4 – 88.9% at.**

Currently as **Year 7 - 7.1% below, 35.7% working towards, 57.1% at, (2017 Yr 6 - 79% At and 0% Above 79%) (2016 Yr 5 – 64.3% at).**

Currently as **Year 8 - 16.7% below, 25% working towards, 50% at, 8.3% above, (2017 Yr 7 - 43% at and 7% Above 50%), (2016 Yr 6 – 64.3% at).**

This is a result of:

- Change of reporting systems within the school:
 - Children needed to be one year behind in order to be below level according to the National Standards.
 - Now our working towards is within six months below the expected level.
 - Therefore this has decreased the number of children achieving at the expected level, compared this previous year's National Standards data
- Changes in some teachers for Term 4, therefore possibly differing expectations and judgements.
- Lack of professional development.
- Lack of consistent moderation to develop shared understanding when making an Overall Teacher Judgement for new teachers.

Specific Areas of Strength:

- Improved Yr 8 data compared with 2017.
- Improved Yr 2 data compared with 2017.

Mathematics and Statistics:

In 2018 65.7% (2017 - 68.8% and 2016 – 73.8%) of Riversdale children are at in mathematics and statistics in relation to the New Zealand Curriculum and **3.9%** (2017 - 13.5% and 2016 – 6.8%) of children are above, making a **total of 69.6%** (2017 - 82.3% and 2016 – 80.6%) of children at or above in relation to the New Zealand Curriculum.

In 2018 70.4% (2017 - 78.9% and 2016 - 84.5%) of male children are at or above in relation to the New Zealand Curriculum. **68.8%** (2017 - 87.1% and 2016 - 75.6%) of female children are at or above in relation to the New Zealand Curriculum.

Maori data - 42.1% (2017 - 72.4% and 2016 - 76%) of Maori children are at in relation to the New Zealand Curriculum.

The **2018** data shows that there has been a small **decrease (-3.1%)** in the percentage of children achieving at or above the expected level according to the New Zealand Curriculum. As compared with **2017 (in green)**, and **2016 (in blue)**.

Currently as **Year 1, 85.7% at.**

Currently as **Year 2, 75.0% at and 6.3% above (81.3%)**, and as **Year 1, 78.5% at and 7.1% above (85.6%)**.

Currently as **Year 3, 36.4% at**, as **Year 2, 84.6% at and 15.3% above (99.9%)** and as **Year 1, 78.6% at and 7.1% above (85.7%)**.

Currently as **Year 4, 53.8% at**, as **Year 3, 76% at and 8% above (84%)** and as **Year 2, 81.8% at**.

Currently as **Year 5, 85.7% at**, as **Year 4, 58% at and 34% above (92%)** and as **Year 3, 62.5% at and 18.8% above (81.3%)**.

Currently as **Year 6, 100.0% at**, as **Year 5, 78% at** and as **Year 4, 77.8% at and 11.1% above (88.9%)**

Currently as **Year 7, 42.9% at and 7.1% above (50.0%)**, as **Year 6, 57% at and 14% above (71%)** and as **Year 5, 71.4% at and 7.1% above (78.5%)**.

Currently as **Year 8, 50.0% at and 16.7% above (66.7%)**, as **Year 7, 57% at and 7% above (64%)** and as **Year 6, 64.3% at and 7.1% above (71.4%)**.

This is a result of:

- Teacher's knowledge of curriculum levels
- Change of teachers for Term 4 2018, with variable understanding of our reporting systems
- Change of reporting systems within the school:
 - Children needed to be one year behind in order to be below level according to the National Standards.
 - Now our working towards is within six months below the expected level.
 - Therefore this has decreased the number of children achieving at the expected level, compared this previous year's National Standards data

Specific Areas of Strength:

- Support from Averil Lee (Numeracy Advisor)
- Teacher Aide support alongside children who are finding it difficult
- Children learning from other children
- Professional meetings around Mathematics, shared understanding of expectations in Terms 1-3
- Trailing methods to improve assessment practices and student agency around strand learning and collecting data of this consistently schoolwide.

NAG2A (b)(i) Areas for improvement

National Standard subjects: **Reading, Writing and Mathematics and Statistics.**

Reading:

Target set for Reading: By the end of 2018, (refer COL target)

There is a commitment to continuous improvement in children's learning and achievement in reading.

Specific Areas for Improvement:

- develop a consistent understanding of what fluent reading is (phrasing, intonation, juncture)
- development of comprehension

Writing

There is a commitment to continuous improvement in children's learning and achievement in writing.

Specific Areas for Improvement:

- Teacher understanding of effective teaching of writing.
- Teachers need to have a surface feature WALT in each writing session and make purpose clear.
- Children will have their own surface feature goal, and be able to 'prove' when it is achieved.

Mathematics and Statistics

Target set for Mathematics and Statistics: By the end of 2018, all children will have improved their knowledge understanding in maths.

There is a commitment to continuous improvement in children's learning in mathematics and statistics.

Specific Areas for Improvement:

- Explicit teaching of Algebra and Ratios and Proportions.
- Ensure teacher content knowledge of their level.

NAG2A (b)(ii) Basis for identifying areas for improvement

Discussion:

All teachers review and closely analyse all of our data in Literacy and Mathematics. Mid-year analysis of data occurs. Management team review levels of achievement continuously across the year discussing areas for improvement. The Board of Trustees reviews mid-year and end of year student achievement against the New Zealand Curriculum..

This year's data shows a decrease in student achievement levels in reading and writing, and work needing done in 2019 to improve achievement in specific year groups is identified.

NAG2A (b)(iii) Planned actions for lifting achievement

Discussion:

2019 Actions to achieve the improvements in Reading

- Additional teacher support early in the year for new teachers.
- Reviewing our teaching practices - working with Literacy advisor.
- Using supporting text – NZC, ELP, LLP's, Sheena Cameron, Alison Davis tools for explicit teaching.
- Careful selection of text to meet specific purpose.
- High Expectation Teaching.
- Within classes appropriate support programmes target those children identified as needing acceleration.
- Reading Recovery for children between 6 and 7yrs.
- Ensure teachers have reading as a priority in their programmes, and that planning, teaching, assessment and differentiation cater for children's needs as outlined in the Curriculum Plan, with support from the Literacy Leader.
- Ensure teachers are asking for parental support and providing them with specific strategies to help their children.
- Build a positive classroom climate
- Make explicit links between reading and writing
- Provide visual reminders of strategies used to decode unknown words and revise them daily
- Staff PD to develop a consistent understanding of what fluent reading is (phrasing, intonation, juncture)
- Staff PD to develop an understanding of comprehension strategies at each level.
- Develop Reading Learning Progressions (from LLP's) to make them more usable for children.

2019 Actions to achieve the improvements in Writing

- Links to reading made explicit
- Purpose and audience made very clear
- Choosing meaningful contexts
- Within classes appropriate support programmes target those children identified as needing acceleration.
- Develop positive classroom climates
- Ensure teachers have writing as a priority in their programmes, and that planning, teaching, assessment and differentiation cater for children's needs as outlined in the Curriculum Plan, with support from the Literacy Leader.
- Choice with what they want to write about
- Moderation of writing to build shared understanding of achievement levels.
- Goal ownership
- Kimberley and Kay to work alongside others to support their practice - different tools
- Professional development with Literacy advisor.
- Look at using supports around the room to spell words correctly
- Read texts which model quality descriptive language
- Teachers will have a surface feature WALT in each writing session.

- Children will have their own surface feature goal, and be able to ‘prove’ when it is achieved.

2019 Actions to achieve the improvements in Mathematics and Statistics

- Knowledge programme for groups of students below the their expected level.
- Get parents on board to support basic facts learning through games.
- Upskill teachers at professional development meetings – Tiffany Maths leader
- Within classes appropriate support programmes target those children identified as needing acceleration.
- Develop positive classroom climates.
- Ensure teachers have Mathematics as a priority in their programmes, and that planning, teaching, assessment and differentiation cater for children’s needs as outlined in the Curriculum Plan, with support from the Mathematics Leader.
- Purchase of mathematics materials that support teaching and learning programmes, and utilise school maths resources effectively to meet children’s needs.
- High Expectation Teaching
- Daily exposure to number patterns and daily basic fact practice.
- Student evidence slips are used to show achievement and ensure adequate evidence is provided to form OTJs.
- Explicit teaching of Algebra and Ratios and Proportions.
- Staff PD to ensure teachers have content knowledge of their level.

NAG2A (b) (iv) Progress Statement

Discussion:

The Board of Trustees and school teachers acknowledge the trends evident in the Analysis of Variance 2018, and seek improvements in these core areas so that we are on track to achieve our strategic goals in the 2018-2021 period.

The main focus in 2019 will be on improving teaching practice through intensive professional development, a regular observation and feedback cycle and very strong classroom management and organisation of learning time so that this is maximised for all children. Further actions will involve professional dialogue, spiral of inquiry, embedding the techniques of the observation and feedback cycle for the leadership team, collegial support across the teaching team and getting parents on board with priority learners.

The Board of Trustees and teaching staff will focus for 2019 on seeing all children’s levels of achievement show gains in the core areas.

School Name:	Riversdale	School Number:	4007
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Strategic Aim:	All students will engage and achieve success in learning across all areas of the NZC, giving priority to Literacy and Numeracy.
Annual Aim:	<p>Student achievement improved in reading, writing and mathematics.</p> <p>Provide challenging and differentiated learning programmes for those children with learning needs (who are well below the National Standard, and are gifted and talented).</p> <p>Maori student achievement improved in reading, writing and mathematics.</p>
Target:	By the end of 2018 all children will have improved their knowledge understanding in maths.
Baseline Data:	<p><i>At the end of 2017:</i></p> <ul style="list-style-type: none"> ● <i>68.8% of Riversdale children are at the Government's national standards in maths.</i> ● <i>13.5% are above the Government's national standards in maths.</i> ● <i>82.3% are at or above the Government's national standards in maths.</i> ● <i>78.9% of male children and 87.1% of female children are at or above the national standards in maths.</i> ● <i>72.4% of Maori children are at the national standards in maths.</i>

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> ● Student Agency (including teacher inquiry) will be a focus across all teaching and learning (taking responsibility for our own learning). ● All students will make progress in Numeracy. ● Averil Lee - professional development that will meet the needs of teachers and impact positively on student achievement. ● Meetings support teachers with maths programmes and priority learners. ● Using student achievement data to know where to go to next and to identify those who need support and extension. 	<p>This target has been met. Every student at Riversdale has improved in their knowledge understanding in maths as a result of explicit teaching of knowledge throughout the year.</p> <ul style="list-style-type: none"> ● 69.6% of children are at or above the expected level according to the NZC in maths. ● 59% of the students improved in their understanding of forward number word sequences. ● 57% of the students improved in their understanding of backwards number word sequences. ● 65% of the students improved in their understanding of fractions. ● 63% of the students improved in their understanding of place value. ● 50% of the students improved in their understanding of basic facts. 	<p>The target set presented many challenges.</p> <ul style="list-style-type: none"> ● There are five different domains of knowledge. All students made improvements, but not in all of the domains, according to the IKAN test. ● IKAN was used to collect baseline and end of the year data. This test is difficult for many students and often does not reflect what they can do in class. This is due to time restrictions. ● Data was collected and monitored in class, but teachers found that students could complete tasks in isolation but were not applying this to new strategies taught or not maintained. 	<ul style="list-style-type: none"> ● Students working towards in the expected level will be picked up as priority students and monitored closely throughout the year. ● TA support for students in the priority groups, over and beyond their daily lessons with the teacher. ● Explicit teaching of knowledge will continue in each classroom on a daily basis. ● Student Agency will continue to be an area of focus. ● A system of collecting data, involving student agency, will be implemented in 2019, in all student workbooks. ● Termly moderation of strand areas will be completed in professional staff meetings.
Planning for next year:			
<ul style="list-style-type: none"> ● Continued professional development with Averil Lee in Terms 2 and 3, 2019. ● Mathematics expert teacher working alongside other teachers ● Monitoring and specific programmes for priority learners ● A focus on algebra and proportions and ratios for content workshops with Averil Lee in Terms 2 and 3, 2019. 			

Kāhui Ako Name:	Eastern Southland	Kāhui Ako Number:	99055
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Strategic Aim:	Curriculum; for all students to be able to access the New Zealand Curriculum at the appropriate level, evidenced by progress in Literacy and the broader curriculum
Annual Aim:	<p>To accelerate the rate of progress for students in Year 3, 5, 7 and 9 not accessing the curriculum at the appropriate level.</p> <p>All students from the above year groups from 13 schools identified through a shared inquiry process. Schools were asked to identify their numbers in their own copy of Charter goal by completing "At OUR SCHOOL this is X number of Year X and X number of Year X"</p>
Target:	<p>2018-2020 Target</p> <ul style="list-style-type: none"> To reduce the number of ākonga working below the expected curriculum level in reading by 15%: From 126 students in Y3, 5, 7 and 9 to 107 To reduce the number of ākonga working below the expected curriculum level in writing by 15%: From 176 students in Y3, 5, 7 and 9 to 150
Baseline Data:	Using the across school OTJs from 2016 and the shared Spiral of Inquiry data from October 2017 meeting, students from across the thirteen schools were identified. Data from 2016 and scan, focus, hunch, new learning, taking action applied to 2017 data to date.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Each school completed a Spiral of Inquiry and this information was gathered, shared and used to write the target. Focus was on reading more than writing.</p> <p>Each school had the opportunity to continue with 'business as usual' or to follow the actions as identified in their own Spiral.</p> <p>The planned actions are attached with last years completed target.</p>	<p>In the first year of this target the Kāhui Ako has focused progress and interventions in literacy to access the broader curriculum. Reading data is recorded below:</p> <p>By the end of 2018 the number of students reading below or well below the expected curriculum level reduced from 126 students to 108 students</p> <p>Writing data is comparable but not as well tracked and whilst progress has been made it cannot be commented on at this point.</p>	<p>When accelerated progress was identified in the school's data successful strategies included: Specific reading and writing interventions, increased expectations and teacher knowledge (through specific PLD), formative assessment strategies in relation to progress indicators (inc. Learning Progression Framework), specific learning action plans, some WEAPs), employing specific reading intervention teachers. Other interventions include specific lesson observations, revisiting Effective Literacy (ELP), ensuring literacy rich classrooms and introducing interventions that will be ongoing for the child throughout their primary years.</p>	<p>The data indicates that the Kāhui Ako's next steps would be to:</p> <ul style="list-style-type: none"> • Develop an Across School understanding of accelerated learning • Share expertise from within Kāhui Ako – using the schools where accelerated progress has occurred, share interventions and apply them (in that school's context) <p>This is the first year of a three year target, 2018 was the year to see what business as usual looked like in each school and to identify good practice. 2019 is the year to apply that good practice, to move it out of pockets and into each other's schools</p>
Planning for 2019 and 2020			
<p>Identify ākongā that require further support community wide, and use this information as a baseline for progress</p> <p>Reproduce the Spiral Of Inquiry completed in 2017 and build on learning, Share our experiences in relation to successful interventions in 2018, Decide as a leadership team if, and what external PLD would be required, Identify the capabilities that already exist in our community and access these resources to support learning, including the RTLb, RTLt, , Research new practices, and share good current practice across the schools. Employ the external PLD provider as necessary, Link precision teaching strategies to Learning Progression Framework, or school's own progressions, Use precise interventions appropriate to each school to make a difference for their ākongā</p> <p>Include options like:Y3 screening programme (COPS, LASS), Student Voice Survey, Barriers to Potential trial across more schools as they increase partnerships across the community.</p>			

EASTERN SOUTHLAND KAHUI AKO ACHIEVEMENT AIM 2018
Improving Student Achievement across the Eastern Southland Kahui Ako (COL NUMBER 99055)

<p>Target Area: READING/ WRITING in order to access the broader curriculum</p>	<p>Strategic Aim: Curriculum; for all students to be able to access the broader New Zealand Curriculum at the appropriate level, evidenced by progress in Literacy and the broader curriculum</p>		<p>2018 TARGET: To accelerate the rate of progress for students in Year 3, 5, 7 and 9 not accessing the curriculum at the appropriate level. At St Mary's this is 2 (rdg), 5(wtg) number of Year 3 and 1 for writing in Year 5</p>	
<p>Assessment Tools: easTTLe, asTTLe, PAT – punctuation and grammar, reading vocabulary, reading comprehension, PROBE, Running Records, 6 year net, OTJS, NCEA, internal assessments and external assessment.</p> <p>Baseline Data: Using the across school OTJs from 2016 and the shared Spiral of Inquiry data from October 2017 meeting students from across the thirteen schools were identified. Data from 2016 and scan, focus, hunch, new learning, taking action applied to 2017 data to date.</p>			<p>Target group: all students from the above year groups from 13 schools identified through a shared inquiry process. The Year 3 students have two students who are in both groups. The groups are made up of boys and girls, and includes studentss who have made accelerated progress last year in reading.</p> <p>Target: to accelerate the rate of progress in reading in order for these children to better access the whole curriculum</p>	
<p style="text-align: center;">Actions</p>	<p style="text-align: center;">Resources and PLD</p>	<p style="text-align: center;">Time-frame and Personnel</p>	<p style="text-align: center;">Monitoring and Progress Indicators</p>	<p style="text-align: center;">Progress at all schools</p>
<p>Scanning Identify children who are below in reading, writing evidence (2016 data) and across school sharing of 2017 using the Spiral of Inquiry</p>	<p>Spiral of Inquiry, meeting times, all principals of the 13 schools</p>	<p>Principals from the 13 schools October 2017</p>	<ul style="list-style-type: none"> • In the first meeting of staff year all teachers at each school are aware of the children being targeted in this achievement aim • Teachers are aware of these students and their needs even though they are not in their class or school 	<p>All principals at end of 2017 met together and completed Inquiry cycle</p>
<p>Scanning Interrogate the data using Timperley's Spiral of Inquiry to search for patterns in behaviour, esteem, attitude, culture and learning in order to address presenting issue Continue with the good practices and successful interventions across schools such as Reading Recovery</p>	<p>Knowledge of learner inc. interventions to this point Student voice collection, 'me, as a learner' from lesson observations completed within each school by each school Time as a staff team, SLT and Kahui Ako Management team</p>	<p>Teachers to share across schools Principal Reading recovery teacher, Class teachers/subject teachers, RTLBs Mgt grp, Feb 2018</p>	<ul style="list-style-type: none"> • Teachers and leaders share experiences and conversations and develop inquiry approaches together • Relationships with whanau, runanaga and external support agencies are encouraged to be involved in the creation of hunches 	<p>Some schools shared with teachers, some shared with RTLb, RTLit and some shared this info across schools</p>
<p>Focus Complete achievement challenge reflecting the current needs of Eastern Southland Kahui Ako and meeting the MoE's requirements</p>	<p>Information gathered from the the Social Sector Trials, the Hokonui Highway implementation, the Southland Murihiku Cluster and the RTLit, Education Counts, MoE and Spirals completed by principals</p>	<p>Establishment principal with guidance from Community, Stewardship and MoE November 2017</p>	<ul style="list-style-type: none"> • Collaboration happens in pockets, with each group's views pulled together to create document • Document lodged with local ministry office • Document approved at local level and forwarded to central office • Document approved and with each school as part of their stategic documents. 	<p>Achievement challenge created in the form of a learning framework and accepted by MoE in August 2018</p>

<p>Focus Work with the wider community to promote community interventions including Reading Together, local resources such as library and runanga</p>	<p>Connections with local community, engage through the Hokonui Highway links, and the projected wraparound service. Lead time – and particular principals depending on focus</p>	<p>Management, Lead Principal and schools as necessary External support agencies Ongoing throughout year</p>	<ul style="list-style-type: none"> • Developed sense of purpose across the wider community • Reading Together promoted in whichever school/ whichever provider • Local library promotions shared across schools 	<p>August 2018 all principals addressed all staff about the Kahui Ako</p>
<p>Hunch Following approval of the the Community of Learning Achievement Challenges appoint the Across School (ASL) and Within School Leaders (WSL) with philosophies that reflect the vision and values of the Kahui Ako, and have the capabilities and skills required to accelerate progress for our ākonga</p>	<p>Job descriptions, external support provided by MoE</p>	<p>Stewardship group and external MoE provided. Term 2 start – or sooner depending on achievement challenge</p>	<ul style="list-style-type: none"> • The Kahui Ako has Across School Leaders • The Kahui Ako has Within School Leaders • Support for ASL and WSL is clear through the Ministry of Education • Clear lines of communication are maintained and promoted • Principals and teachers report that progress and pedagogy is enhanced through the work of the ASL and WSL 	<p>NOT COMPLETE ASL positions advertised twice, only two positions filled. ASLs will start in 2019 WSLs plan to begin T2 2019</p>
<p>Hunch Develop a student voice survey on akonga view on engagement, sense of belonging, sense of self as learner cultural responsiveness (which do not “Kiwi-ise” ESoL approaches), increase technology to ‘hook’ learners Develop family/whanau relationships through programmes such as Reading Together Screening programme for possible barriers to potential trialled for Year 3s</p>	<p>External support, internal teacher knowledge from across the Kahui Ako Vivianne Robinson Personal Best theory –<i>Student Centred Leadership</i> Specific sabbatical and inquiry report findings.</p>	<p>Lead principal with input from the management principals and support from ASL and WSL by end of term 1</p>	<ul style="list-style-type: none"> • A learner profile is created and is of one set pattern integrating best practice across schools • PLD journal for whole Kahui Ako complete to develop digital fluency across the schools • Student voice directs us in engaging boys, using technology and culturally responsive practices • Trial identifies barriers to potential and offers ‘next steps’ to teachers • Reading Together is used in some schools in the Community, and in partnership with providers across wider community 	<p>Reading Together ran by Runanaga and promoted through schools Three schools worked together on Barriers start</p>
<p>New Learning Employ precision teaching techniques – mini lessons target specific needs in the classroom and link this to the appraisal process for ASL and WSL Link precision teaching to Learning Progression Framework guiding teachers in what progress looks like and how to accelerate progress</p>	<p>Precision teaching paperwork from external support (expert partner) and from internal expertise evidenced by the successful outcomes already in the community</p>	<p>Every term – beginning W2</p>	<ul style="list-style-type: none"> • Precision paperwork is in planning and appraisal documents • Mini-lessons accelerate progress are evident across the schools • The Learning Progression Frameworks are used across schools to identify next steps and to indicate accelerated progress 	<p>Happened in some schools. Without ASL difficult to begin LPF facilitator attended a couple of Change Management days</p>
<p>New Learning Using the research and experience of ASL and WSL begin to further investigate hunch from Spiral of Inquiry to specifically identify barriers to the potential for these students part of which may focus also on absenteeism and transience Consider mixed ability grouping which can have a positive impact on learning Develop passion projects to engage ākonga</p>	<p>Time allocated from Kahui Ako implementation time and the ASL/WSL hours Staff meetings in schools</p>	<p>Lead principal ASL and WSL Teachers Management principals</p>	<ul style="list-style-type: none"> • Teachers, school staff and families have are informed of next steps for learners • In some schools the practices of mixed ability groupings (Christine Rubie-Davis) are in action with positive effects • Akonga are engaged in their learning which is evident in passion projects • Student voice reports positive self image as a learner, a sense of belonging and a growth mindset – I can’t do it... yet 	<p>Well being and belonging strongly linked. This goal not achieved across KA but happened in some schools. Reviewed in the Transitions inquiry group</p>

Research shared on belonging, growth mindsets and showing the value of the learning to the student all being of importance			<ul style="list-style-type: none"> The value of each lesson is clear at all levels of learning 	
<p>Taking Action Use specific literacy knowledge, skills and attitudes found in the Learning Progressions Framework to develop literacy expertise to enable students to access all areas of the curriculum</p> <p>Engage with families through programmes such as Reading Together</p>	Staff meetings PLD, recap with Janelle Stevenson as required Access support of Across School Leaders and Within School Leaders	Establishment principal and Principals to lead All teachers in classroom Across school and Within school teachers	<ul style="list-style-type: none"> Learning Progressions Frameworks exemplars are referred to in planning documentation Literacy Learning Progressions are evident in displays, in feedback and in feed-forward PLD is focused on developing literacy knowledge, skills and attitudes Children referred to external supports across schools in order to maximise resources Shared PLD journals reflect joint goals 	Three schools are using LPFs, four schools have expressed interest, one other school has been contacted
<p>Checking Promote our schools relationships by jointly supporting each other as we make progress and ākongā achieve their goals</p>	Link to community Ensign/Newslink Hokonui Action Plan Lead principal time	All teachers, all staff, school leaders, lead principal Ongoing throughout year	<ul style="list-style-type: none"> Stewardship group knows of success across schools Management group celebrate success at a reporting time in each meeting Principals and teachers from each other's schools celebrate success across the schools Community acknowledge progress at all our schools 	More work in this area – comms group had facebook pages for community and for KA. Introductions and awareness raised but celebrations not yet happening
<p>Checking Regularly review the data continuing to search for patterns in behaviour, esteem, attitude and learning in order to prepare for the next group of ākongā that have specific and varied needs</p> <p>Review effectiveness of all of the above with the Stewardship and Management group early terms 2 and 3. Mid term 4 Make changes as required</p>	Lead principal time Management time Stewardship group time Spiral of inquiry and/or ERO indicators to measure effectiveness and build on next steps.	Lead principal Management Ongoing throughout year Reporting to Stewardship where possible	<ul style="list-style-type: none"> Data is regularly reviewed for progress Hunches are explored, action had been taken Measurements of progress are shared across the schools Precision teaching techniques and changes reflect self review as an ongoing and relevant process 	Information shared with some schools, but not all. Not regularly reviewed. Inquiry groups raised new issues and refined focus areas
<p>Actual Outcomes:</p> <p>Reading: By the end of 2018 the number of students reading below or well below the expected curriculum level reduced from 126 students to 108 students</p> <p>Writing data is comparable but not as well tracked and whilst</p>	<p>Reasons for Variance:</p> <p>Overall schools continued with their business as usual – which includes the acceleration of students who are working below the expected curriculum level.</p> <p>A number of schools worked together to focus on specific needs that could be holding back reading progress – at least three schools used COPs and LASS and worked together for students at different schools.</p> <p>A shared understanding of accelerated learning and progress is to be developed</p>		<p>Further Development:</p> <p>This goal is for 3 years, over that time the Kāhui Ako will be able to track the progress of these three cohorts which will determine the goals beyond 2020, will support the target related to NEETs (students leaving school not in education or further training).</p> <p>The positives of the schools working together include learning from one another, smoother transitions for our ākongā and to realise our vision</p>	

progress has been made it cannot be commented on at this point.

of raising the achievement and well-being of all our learners.