

# Riversdale School

2022-2024 Strategic Plan and **2023 Annual Plan**



*Inspiring Excellence*

*Today's Learners, Tomorrow's Leaders*

This Strategic plan is our guiding document. It provides the direction for all decision making, resource allocation and encouraging excellence in all akonga.

Our School Vision, Values and Logo

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Our School Vision

## Inspiring Excellence

This means being the best we can be as learners, teachers, community members and citizens. We aim high and persevere in the face of difficulties

Our School Values

Responsible - Kawenga

Respectful - Whakaute

Resilient - Manawaroa

Our school values are important qualities that we try to live by and show in the ways that we work and play at Riversdale School.



## Our School Logo

Our school logo has the original Riversdale School sitting at the centre. This was built on the present site and officially opened on November 11<sup>th</sup>, 1882. It represents the Te Whare Tapu Wha model of the four dimensions of well being – physical, spiritual, family and mental health.

The school is placed in the farmland of the Waimea Plains. These represent the broad community values that ground and **whakaute - respectfully** nurture our tamariki to become capable academic and contributing citizens now and for their futures.

The Mataura awa flows through the foreground. This represents the fluid journey that tamariki travel throughout their time at Riversdale School, **kawenga - responsibly** learning a range of strategies and skills for life.

We acknowledge Kati Mamoe chief, Te Rakitauneke, whose famous taniwha (dragon) Matamata now forms the profile of the Hokonui maunga. They stand strong behind the school, representing the **manawaroa - resilience** that we bring to our relationships and learning journey.

## *Aims that contribute towards Achieving Our Goals*

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### The Board of Trustees, and staff are committed to achieving the following:

**Student progress and achievement:** We gather sufficient data to evaluate student progress and achievement and set new learner outcomes based on this information, with a focus on continuous improvement. (NAG 1 and 2). NELP 1 – Learners at the centre. NELP 2 – Barrier-Free Access. NELP 3 – Quality Teaching and Leadership. Ka Hikitia Outcome Domains: Te Whanāu, Te Tangata, Te Kanorautanga, Te Tuakiritanga and Te Rangatiratanga are embedded within our Charter.

**Cultural diversity and Maori achievement:** We are committed to respecting the diverse ethnic heritage of New Zealand and the unique place of Maori as Tangata Whenua of New Zealand. We take all reasonable steps to provide instruction in tikanga Maori (culture) and te reo Maori (language). (NAG 1 and 2). NELP 1 and NELP 2 – Barrier-Free Access Ka Hikitia Outcome Domains: Te Whanāu, Te Tangata, Te Kanorautanga, Te Tuakiritanga and Te Rangatiratanga are embedded within our Charter.

**Curriculum Delivery:** We are required to deliver a curriculum based on the New Zealand Curriculum, with particular emphasis given to local curriculum goals and meeting the needs of our Riversdale tamariki. We will deliver learning that stimulates every child's interest and enjoyment in learning and motivates them to achieve their personal best (Inspiring Excellence). We will use assessment information to increase the knowledge and voice of our tamariki (student agency), and their whanau so that the best outcomes are achieved. (NAG 1 and 2). NELP 1 – Learners at the centre, NELP 2 – Barrier-Free Access, NELP 3 – Quality Teaching and Leadership, NELP 4 – Future of Learning and Work. Ka Hikitia Outcome Domains: Te Whanāu, Te Tangata, Te Kanorautanga, Te Tuakiritanga and Te Rangatiratanga are embedded within our Charter.

### School Organisation ... To ensure that our goals are achieved, the Board of Trustees is committed to:

**Strategic Planning and Evaluation:** Maintaining an on-going programme of evaluation and self-review to measure how well we are achieving our objectives and to inform future priorities and the strategic direction of the school (NAG 2).

**Community Partnership:** Keeping the school community well informed about the school's plans and activities, to encourage engagement and support for the school. To make use of the skills and knowledge within the community to enhance our local curriculum and tamariki learning. Working as part of the Eastern Southland Kahui Ako.

**Personnel:** Being a good employer and to promote high levels of staff performance in relation to the schools aims and objectives, achieved through quality recruitment, continuous development, and positive growth cycles for staff. This will achieve a happy and supportive environment for staff. (NAG 3).

**Finance:** Allocating and monitoring school funds to the best advantage of teaching and tamariki learning according to our school priorities. (NAG 4).

**Property:** Ensuring the buildings, facilities and equipment are safe and well maintained so they provide an attractive, challenging and healthy environment. (NAG4)

**Health and Safety:** Providing a safe and healthy physical and emotional environment. (NAG 5)

## Strategic Goal 1:



At our school, our staff, whanau, Board and community support *teaching and learning*.

<b>Strategic Objectives</b> With links to National Education Learning Priorities (NELP).and Ka Hikitia.	<b>2022 Goals</b> What we will achieve:	<b>2023 Goals</b> What we will achieve:	<b>2024 Goals</b> What we will achieve:
Our <b>local curriculum</b> is connected, complementary and contextualised to our students' needs across their <b>learning pathway</b> .  (NELP 1, 2, 3, 4 and 5 KH Te Whanau, Te Tangata, Te Kanorautanga, Te Tuakiritanga)	The staff are introducing local learning contexts with children and young people and their families, and developing better understanding about what is effective in engaging learners and lifting attainment.	The staff and Board are consulting with the wider community, including iwi, to develop a curriculum that has identity, language and culture embedded and provides local and culturally relevant contexts and pathways.	Students, parents, family and whānau, and iwi are involved in a productive partnership in the curriculum development decision process.
We make adaptations to our data collection when needed to ensure its quality and relevance. We will analyse this data to <b>impact on children's learning</b> . (NELP 1, 2, 3, 4 and 5, KH Te Whanau, Te Tangata, Te Kanorautanga )	Teachers have high trust in one another and readily share data and evidence when needed. We collectively review the impact of practice on outcomes to drive improvements.	The teachers have confidence that they can make good, evidence based decisions to make improvements in lifting children and young people's achievement. We collectively review the impact of practice on outcomes to drive improvements.	The teachers are able to effectively share data and evidence about learners and progress with students, parents, family,whānau and iwi. We collectively review the impact of practice on outcomes to drive improvements.
We review and refine the way that we improve <b>teaching practice</b> across the school. Our teachers are regularly self-reflecting on their practices and identifying areas for further development. (NELP 6, KH Te Tangata)	Teachers evaluate teaching practice using a range of evidence, (eg. student progress data, teacher self-evaluation, feedback from peers, learners) and use this to plan next steps for learners and for future teacher development.	Teachers are open to conversations about learning and are using evidence to assess student progress and observing other teachers' practice to develop strategies and actions for next steps for their own learners.	There are sustainable systems in place and a culture that encourages teachers to access the resources and support they need to be reflective about their practice and to openly seek support when and where needed.

## Strategic Goal 2:



At our school, our staff, whanau, Board and community take pride in our *learning environment* and quality learning *resources*.

<b>Strategic Objectives</b> With links to National Education Learning Priorities (NELP).	<b>2022 Goals</b> What we will achieve:	<b>2023 Goals</b> What we will achieve:	<b>2024 Goals</b> What we will achieve:
There is a culture of enhancing a <b>learning environment</b> which fosters a respectful, responsible and resilient school community. (NELP 1, 2, 3, 4, 5, 6 and 7 KH Te Whanau, Te Tangata, Te Kanorautanga, Te Tuakiritanga)	We are developing an understanding of how and when it is best to coordinate, cooperate and collaborate to bring about positive changes.	We hold ourselves responsible for contributing to the agreed collective goals and have a shared understanding of how we are all responsible for supporting each other to achieve these.	We are continually reviewing our strategic planning, policies and processes in response to feedback, to guide future actions.
We are ensuring that <b>resources</b> are responsive to the needs of our students as they progress across our pathway. (NELP 1, 3, 4, and 5 KH Te Tuakiritanga)	Structures and processes enable our school to work flexibly across the learner pathway, focusing resources on where they best meet the needs of learners.	Systems are in place to access additional resources, when and where needed, to improve student achievement.	We allocate resources flexibly to align with : <ul style="list-style-type: none"> <li>● our vision</li> <li>● our needs and goals</li> <li>● where they have the greatest collective impact</li> </ul>

## Strategic Goal 3:



At our school, our staff, tamariki, whanau, Board of Trustees and community *show community pride.*

<b>Strategic Objectives</b> With links to National Education Learning Priorities (NELP).	<b>2022 Goals</b> What we will achieve:	<b>2023 Goals</b> What we will achieve:	<b>2024 Goals</b> What we will achieve:
We have developed a strong sense of whānaungatanga (respectful, trusting, working relationships) with parents and whānau that has led to a partnership based on the <b>learning needs</b> of their children. (NELP 2, 3, 4, 5 and 7 KH Te Whanau, Te Tangata, Te Kanorautanga, Te Tuakiritanga)	The staff and Board has a process in place that enables two way engagement and communication with parents, family and whānau. This in turn is beginning to build a sense of whānaungatanga (strong, healthy relationships) with parents, family and whānau.	The staff and Board is listening and learning about the aspirations and priorities from parents, family and whānau and, where practical, incorporating them into the Charter, annual achievement goals and detailed planning.	Parents, family and whānau views, ideas and culture are openly included and valued in planning, processes and development. There is a true sense of whānaungatanga where the relationships are strong, sustainable and respectful.
Our relationships with our community result in changes that benefit our children. ( <b>Extra-curricular</b> ) (NELP 2, 3, 4, 5 and 7 KH Te Whanau)	The school has strengthened its ties with parents, family and whānau and together they have a clear understanding of the learning opportunities for their children, and agree that these provide good future opportunities.	We are working with the community to develop relationships where whanau share their knowledge and skills to improve engagement levels and learning experiences for children.	We are drawing on whanau, local and wider community and iwi strengths to develop strategies and actions to improve learning outcomes.
Our strong sense of whānaungatanga ( <b>respectful, trusting, working relationships</b> ) has enabled a culture of collaboration. (NELP 2, 3 and 7 KH Te Whanau, Te Tangata, Te Kanorautanga, Te Tuakiritanga )	We are developing a level of trust that extends between the staff, Board of Trustees, learner, whānau and wider community, including iwi.	We have trusting professional relationships which enable a culture of collaboration, open communication and shared feedback.	We understand the diverse views and needs of our children and young people, their families and whānau as well as the wider community and include them when making decisions through productive partnerships.



## 2023 ANNUAL PLAN

**Strategic Goal 1:** At our school, our staff, whanau, Board and community support teaching and learning.

<b>Strategic Goal</b> <i>What we plan to do...</i>	<b>What</b> <i>Our actions for 2023...</i>	<b>Resources</b> <i>Personnel, budget, timeframe...</i>	<b>Outcomes and Impact</b> <i>What has happened and the impact...</i>
<p>The staff and Board are consulting with the wider community, including iwi, to <u>develop a curriculum that has identity, language and culture embedded and provides local and culturally relevant contexts and pathways</u>.</p>	<p>1.1 All staff and students will learn about their own stories and heritage to develop their own pepeha. (Using Kahui Ako progression).            1.2 Staff will develop an understanding of local stories through the Kahui Ako bus trip around the Eastern Southern area.            1.3 Delegated teachers will develop an understanding of other local areas (e.g. Northern Southland area - FINS Kahui Ako).            1.4 Whanau hui will be held and will contribute to our Graduate Profile</p>	<p><i>Teachers</i>  <i>ESKA bus trip</i>  <i>FINS Col</i>  <i>Raiha Johnson</i>  <i>Lloyd Esler</i></p>	<p>All staff and students will be able to recite their pepeha.            All staff will teach one aspect of the bus trip to their class.            Teachers will have knowledge of further local stories about our area.            Whanau voice will be reflected in a draft Graduate Profile.</p>
<p>The teachers have confidence that they can <u>make good evidence based decisions</u> to make improvements in lifting children and young people's achievement. We collectively <u>review the impact of practice on outcomes</u> to drive improvements. Teachers are <u>open to conversations about learning</u> and are using evidence to assess student progress and observing other teachers' practice to develop strategies and actions for next steps for their own learners.</p>	<p>1.5 Contextual literacy learning will ensure reciprocity across reading and writing. Explicit links between the two will be made on a daily basis in instructional groups.            1.6 All kaiakako will teach a daily writing group to lift achievement through ALL 10 week project each term. Pre and post data collection will show acceleration.            1.7 The English Curriculum plan will be reviewed and updated.            1.8 Accelerated teaching in Mathematics will be implemented across the school            1.9 The NZ Histories curriculum will be embedded in teaching in Literacy and topic areas.</p>	<p><i>Teachers</i></p>	<p>Students will be able to state links between reading and writing.            Reading and writing data will be closely aligned (within 5% difference) at mid and end of year.            Children who are not meeting expected level will accelerate through ALL and ALiM teaching.            The English curriculum plan reflects current school systems and practices.            NZ Histories teaching will be evident in planning and student workbooks. Students and teachers will be able to articulate their growing knowledge.</p>



## 2023 ANNUAL PLAN

**Strategic Goal 2:** At our school, our staff, whanau, Board, and community take pride in our [learning environment](#) and quality learning [resources](#).

<b>Strategic Goal</b> <i>What we plan to do...</i>	<b>What</b> <i>Our actions for 2023...</i>	<b>Resources</b> <i>Personnel, budget, timeframe...</i>	<b>Outcomes and Impact</b> <i>What has happened and the impact...</i>
We hold ourselves responsible for <u>contributing to the agreed collective goals</u> and have a shared understanding of how we are all responsible for supporting each other to achieve these.	2.1 Develop the courts area with Flexipave surface. 2.2 The Digital technology resources will be well utilized across the school. 2.3 Teachers will be teaching digital technology as part of the technology curriculum.	<i>School funds            Community of Southland Grant            Fundraising            \$30, 000</i>	The courts are all weather and get maximum use with line markings. The community respects the courts. The technology curriculum plan is updated and reflects digital technology teaching.
<u>Systems are in place to access additional resources</u> , when and where needed, to improve student achievement.	2.4 Teachers are applying to the RTLB service for teacher aide support for learning programmes 2.5 Resource Teacher Literacy supports our at risk readers and writers.	<i>RTLB Funding            R T Lit support.            \$45,000 EI funds            and additional funding from RTLB Cluster</i>	Impact on student achievement T Aide timetables discussed at staff meetings Senco is managing referrals Close liaison with RTLB and LSC Intervention tracker is kept updated RT Lit in school 13 Feb till 2 March working with referrals.



## 2023 ANNUAL PLAN



**Strategic Goal 3:** At our school, our staff, whanau, Board, and community show community pride.

<b>Strategic Goal</b> <i>What we plan to do...</i>	<b>What</b> <i>Our actions for 2023...</i>	<b>Resources</b> <i>Personnel, budget, timeframe...</i>	<b>Outcomes and Impact</b> <i>What has happened and the impact...</i>
<p>The staff and Board is <u>listening and learning about the aspirations and priorities from parents, family and whānau</u> and, where practical, incorporating them into the Charter, annual achievement goals and detailed planning.</p>	<p>3.1 A Graduate Profile is developed in consultation with the whanau, Board of Trustees, senior students, and teachers. This is back-mapped into what it will look like at Years 1-3 and Years 4-6. It is closely linked to our school vision, mission and values.                      3.2 Student voice will be collected about school programmes and events. This will become a regular part of our school culture and systems.</p>	<p>Raiha Johnson                      Whetu Cormick                      Tiffany Przewieda                      Kay Stevens                      All staff                      \$5000</p>	<p>The beginning of a profile is shaped. Consultation takes place and outcomes are discussed and recorded.                      Student voice notes are recorded, and their impact can be seen.</p>
<p>We are working with the community to develop relationships where <u>whanau share their knowledge and skills</u> to improve engagement levels and learning experiences for children.</p>	<p>3.3 Whanau are consulted about this Charter.- When the new strategic plans come into place, whanau are consulted about the direction of the school. Review of our three strategic goals will take place.</p>	<p>Tiffany Przewieda                      Kay Stevens</p>	<p>Strategic goals are updated to be current for 2024.                      New strategic plan is formatted to meet Ministry of Education requirements, including NELP's and Ka Hikitia.</p>
<p>We have <u>trusting professional relationships</u> which enable a culture of collaboration, open communication and shared feedback.</p>	<p>3.4 Kevin Knight observations and feedback will occur to ensure effective teaching practice is occurring across the school.                      3.5 Professional learning with Lauren Latimer. Unpacking the LPF. Learning about teaching English when the Curriculum is refreshed.                      3.6 All teachers will participate in the Cultural Competency and the Literacy PD provided by the Kahui Ako                      3.7 Professional learning with Averil Lee through ALiM intervention.</p>	<p>Kay Stevens                      Kimberley Harper                      Tiffany Przewieda                      Jessica Stevenson                      Georgia Callander                      Lynette King                      Marion Frei</p>	<p>Teachers are learners.                      Changes to teaching practice will be evident and noted in PGC.                      Teachers are developing their understanding of the Learning Progression Framework, and English curriculum refresh. This is reflected in their planning.                      Attendance at KA PD will be reflected in teaching and noted in PGC.                      Student achievement improvements for ALiM groups.</p>

## Appendix A

### The Consultation process and outcomes from this.

The Board of Trustees worked with Gigi Hollyer on Wednesday 24<sup>th</sup> March 2021. At this workshop the Board brainstormed ideas about what Riversdale School values and does well and areas for development under three broad headings:

1. Teaching and learning
2. Learning environment
3. Community pride

On Friday 25<sup>th</sup> June a community consultation was held in Room 7. Parents dropped in and recorded their thoughts about what they valued about the school under these same three broad headings. In forming the Charter and Strategic Plan, these ideas were considered and grouped under each heading. The number in brackets is how many whanau indicated they value this about the school.

1. Teaching and Learning:  
Culturally responsive, Inclusive education and learning differences, Student achievement, Improving teaching, Hands on learning, Foundation knowledge in literacy and numeracy (3), Teaching staff are amazing (2), a male teacher, Reading recovery (2), Quality Teacher Aides (4), Smaller class sizes (9), REAP for tamariki (3), Digital technology (5), Integrated learning local curriculum, history.
2. Learning Environment:  
Strong financial position, Property – covered walkway to Room 6 & 7, verandah at office (2), Swimming pool, Outdoor play equipment and sports gear, Rewards for positive behaviour (2), School values – pride in the school, sustainability, strong relationships, Well-being focus and Chat bus, Leadership opportunities for tamariki.
3. Community Pride:  
Extra-curricular opportunities – pet day, gold guitars, kapa haka, choir, ANZAC (2), Reporting to whanau and tamariki, Communication about tamariki, Whanau engagement – meet and greet, Matariki breakfast, assemblies, Rural character – Agri kids, EOTC, School uniform (3), School Garden.

The responses were collated and developed into 8 broad strategic objectives for the progress of the school across the period 2022 – 2024. From these objectives, annual goals were developed, and from the annual goals specific actions for each year are developed

## 2023 STUDENT ACHIEVEMENT TARGETS

**2023 Student Achievement Target One – Through a connected literacy approach teachers will:**

1. expose students to deep, connected, contextual literacy learning (narrative data collection)
2. reading and writing data will be comparable reflective of connected reading and writing teaching (OTJ reading and writing data collection)

**Strategic Goals:**

*Teachers have high trust in one another and readily share data and evidence when needed. We collectively review the impact of practice on outcomes to drive improvements.*

*Teachers evaluate teaching practice using a range of evidence, (eg. student progress data, teacher self-evaluation, feedback from peers, learners) and use this to plan next steps for learners and for future teacher development.*

**Baseline data:**

*At the end of 2022 that data showed that 67.8 % of children were writing at or above the expected level, and 75.5% of children were reading at or above the expected level based on teachers' overall judgments.*

**Target One - Key Improvement Strategies:**

<b>When:</b>	<b>What:</b>	<b>Who:</b>	<b>Indicators of Progress:</b>
<ul style="list-style-type: none"> <li>● Across all 2023.</li> </ul>	<ul style="list-style-type: none"> <li>● Professional Development with Lauren Latimer through:</li> </ul>	<ul style="list-style-type: none"> <li>● All teachers.</li> </ul>	<ul style="list-style-type: none"> <li>● Increase in knowledge about effective literacy practice.</li> <li>● Daily teaching of writing from the planning and assessment sheets target next</li> </ul>

<ul style="list-style-type: none"> <li>● Face to face PD Terms 1, 2, and 3..</li> <li>● Weeks 3 and 7 KA hui in Terms 2 and 3.</li> <li>● At staff professional meetings on Thursday afternoons across 2023.</li> </ul>	<ol style="list-style-type: none"> <li>1. Private consultancy visits once or twice a term.</li> <li>2. Kahui Ako professional development twice a term (Weeks 3 and 7)</li> <li>3. Observation and feedback when Lauren is on-site.</li> </ol> <ul style="list-style-type: none"> <li>● Professional development on what reciprocity looks like across literacy.</li> <li>● Investigate shared reading and how this can deliver contextual literacy learning. Implement this in programmes once a week in Term 1.</li> <li>● Review assessment for learning to ensure it is purposeful and reflects our practice. Is literacy learning reciprocal?</li> <li>● Continue to implement BSLA across the junior classes</li> <li>● Develop senior spelling programmes that reinforce and build on BSLA skills learned.</li> <li>● Monitoring meetings support teachers with how to shift those hardest to make progress.</li> <li>● Review priority learners sheets that measure the progress for our priority learners. Are these manageable and goals incremental enough to show progress.</li> <li>● Close tracking of our Māori tamariki to ensure they are making progress. Teaching contexts designed to engage wherever possible.</li> <li>● ALL writing groups in Term 1, 3 and Term 4.</li> </ul>		<p>learning steps to move tamariki on. Reflect how these link to the reading planning sheets - reciprocity.</p> <ul style="list-style-type: none"> <li>● Priority learners meet their goals and keep moving through the goal setting process.</li> <li>● Whanau understand the progress that their tamariki are making if they are a priority learner.</li> <li>● Better Start Literacy continues to impact on our new entrants and Year 1, 2 and 3 tamariki.</li> <li>● Spelling programmes are developed for the senior school that build on phonological awareness from BSLA.</li> <li>● Teachers are proficient at moderating writing and can identify the next most important learning that will move the child on. This will link to reading.</li> <li>● Teachers can identify where reciprocity is evident when teaching writing and reading.</li> <li>● Writing across the curriculum is evident with engaging contexts (reflecting culture and heritage where possible). Reading reciprocity ensures achievement data is closing the gap.</li> <li>● Maori tamariki are making progress and this is similar in reading and writing (refer to curriculum reports).</li> <li>● ALL groups established in each classroom in Term 1, 3 and in Term 4. Independent e-asTTle sample will report shifts in achievement.</li> </ul>
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**Progress to Date – Reports to the Board of Trustees**

**Mid Year Report**

**Room 1 -**

**Room 7 -**

**Room 6 -**

**Room 3 -**

**Room 4 -**

**Room 5: -**

**Professional Development:**

Professional Development with Lauren on ..... for .....

**End of Year Report**

**Room 1 -**

**Room 7 -**

**Room 6 -**

**Room 3 -**

**Room 4 -**

**Room 5 -**

**Professional Development:**

**2023 Student Achievement Target Two – ALiM**

*By the end of Term 4 2023, all students in the ALiM intervention programme will accelerate with their learning, improving by at least one set in the specific aspect of the intervention.*

**Strategic Goals:**

*Teachers have high trust in one another and readily share data and evidence when needed. We collectively review the impact of practice on outcomes to drive improvements.*

*Teachers evaluate teaching practice using a range of evidence, (eg. student progress data, teacher self-evaluation, feedback from peers, learners) and use this to plan next steps for learners and for future teacher development.*

**Baseline data:**

*Teachers will gather data about where their intervention students are achieving at the end of Term 1, 2023.*

*Data will be collected at the pre-intervention stage, at the beginning of Term 2 ,2023 for the first intake and then again at the beginning of Term 3, 2023 for the second intake.*

**Target Two - Key Improvement Strategies:**



When:	What:	Who:	Indicators of Progress:
<ul style="list-style-type: none"> <li>● Across all 2023</li> <li>● Face to face Terms 2, 3 and 4</li> <li>● Cluster zooms in Terms 2 and 3</li> <li>● At staff professional meetings on Thursday afternoons across 2023.</li> </ul>	<ul style="list-style-type: none"> <li>● Professional Development with Averil Lee through:               <ol style="list-style-type: none"> <li>1. ALiM visits once or twice a term in Terms 2-4.</li> <li>2. Cluster Zooms professional development</li> <li>3. Observation and feedback when Averil is on-site.</li> </ol> </li> <li>● Review assessment for learning to ensure it is purposeful and reflects our practice.</li> <li>● Lead teacher attends meetings and brings back ideas to staff meetings.</li> <li>● Refine planning and assessment onto one sheet so that teaching is targeted to specific needs.</li> <li>● Continue to implement knowledge programmes within the school</li> <li>● Utilize TA support with basic facts and knowledge programmes</li> <li>● Monitoring meetings support teachers with how to shift those hardest to make progress.</li> <li>● Priority learners sheets measure the progress for our priority learners.</li> <li>● Close tracking of our Māori tamariki to ensure they are making progress. Teaching contexts designed to engage wherever possible.</li> <li>● ALiM project in Terms 2 to Term 4</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers increase their knowledge of teaching mathematics.</li> <li>● Daily teaching of mathematics from the planning sheets target next learning steps to move tamariki on.</li> <li>● Development of combined planning and assessment sheets and these are trialled and refined.</li> </ul>

**Progress to Date – Reports to the Board of Trustees**

**Mid Year Report**

**Room 1 -**

**Room 7 -**

**Room 6 -**

**Room 3 -**

**Room 4 -**

**Room 5 -**

**Professional Development:**

**End of Year Report**

**Room 1 -**

**Room 7 -**

**Room 6 -**

**Room 3 -**

**Room 4 -**

**Room 5 -**

**Professional Development:**



# Analysis of Variance Reporting Literacy 2023

<b>School Name:</b>	Riversdale	<b>School Number:</b>	4007																
<b>Strategic Aim:</b>	<p>Teachers have high trust in one another and readily share data and evidence when needed. We collectively review the impact of practice on outcomes to drive improvements.</p> <p>Teachers evaluate teaching practice using a range of evidence, (eg. student progress data, teacher self-evaluation, feedback from peers, learners) and use this to plan next steps for learners and for future teacher development.</p> <p>Teachers evaluate teaching practice using a range of evidence, (eg. student progress data, teacher self-evaluation, feedback from peers, learners) and use this to plan next steps for learners and for future teacher development.</p>																		
<b>Annual Aims:</b>	<p>1.5 Contextual literacy learning will ensure reciprocity across reading and writing. Explicit links between the two will be made on a daily basis in instructional groups.</p> <p>1.6 All kaiako will teach a daily writing group to lift achievement through ALL 10 week project each term. Pre and post data collection will show acceleration.</p> <p>1.7 The English Curriculum plan will be reviewed and updated.</p> <p>3.4 Literacy and Kevin Knight observations and feedback will occur to ensure effective teaching practice is occurring across the school.</p> <p>3.5 Professional learning with Lauren Latimer. Unpacking the LPF. Learning about teaching English when the Curriculum is refreshed.</p> <p>3.6 All teachers will participate in the Cultural Competency and the Literacy PD provided by the Kahui Ako</p>																		
<b>Target:</b>	<p><i>By the end of 2023</i></p> <p>Through a connected literacy approach teachers will:</p> <ol style="list-style-type: none"> <li>3. expose students to deep, connected, contextual literacy learning (narrative data collection)</li> <li>4. reading and writing data will be comparable reflective of connected reading and writing teaching (OTJ reading and writing data collection)</li> </ol>																		
<b>Baseline Data:</b>	<p><i>Our writing data shows:</i></p> <table border="1"> <thead> <tr> <th>Whole School Data</th> <th>End of Year 2021</th> <th>Mid Year 2022</th> <th>End of Year 2022</th> </tr> </thead> <tbody> <tr> <td>Students working above the expected level</td> <td>3.1%</td> <td>2.3%</td> <td>2.8%</td> </tr> <tr> <td>Students working at the expected level</td> <td>62.3%</td> <td>62%</td> <td>65%</td> </tr> <tr> <td>Students working below the expected level</td> <td>34.6%</td> <td>35.7%</td> <td>32.2%</td> </tr> </tbody> </table>			Whole School Data	End of Year 2021	Mid Year 2022	End of Year 2022	Students working above the expected level	3.1%	2.3%	2.8%	Students working at the expected level	62.3%	62%	65%	Students working below the expected level	34.6%	35.7%	32.2%
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**67.8% of students working at or above.**

<b>Maori Data</b>	<b>End of Year 2021</b>	<b>Mid Year 2022</b>	<b>End of Year 2022</b>
Students working above the expected level	(0)	0%	0%
Students working at the expected level	(15) 57.7%	60% (18)	60%
Students working below the expected level	(11) 42.3%	40% (12)	40%

*Our reading data shows:*

<b>Whole School Data</b>	<b>End of Year 2021</b>	<b>Mid Year 2022</b>	<b>End of Year 2022</b>
Students working above the expected level	3.0%	3.9%	3.5%
Students working at the expected level	67%	67.4%	72%
Students working below the expected level	29.3%	28.7%	24.5%

<b>Maori Data</b>	<b>End of Year 2021</b>	<b>Mid Year 2022</b>	<b>End of Year 2022</b>
Students working above the expected level	(0) 0%	0%	(0) 0%
Students working at the expected level	(18) 69.2%	63.3%	(20)66.7%
Students working below the expected level	(8) 30.8%	36.7%	(10) 33.3%

**75.5% of students working at or above.**

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Record the specific actions you have taken throughout the year to achieve, or make progress towards achieving, the target set out in your charter. These actions may include changes to practice, implementation of different strategies, use of new resources/personnel etc.</p>	<p>Record details of the outcomes you have achieved in relation to the target you set. Provide numbers and percentages where appropriate (eg, of students or cohorts of students that are now achieving at expected levels). You may also like to consider recording outcomes such as the reaction/response of teachers and/or students to the specific actions taken (were there changes in attitude, motivation or engagement).</p>	<p>Record an analysis of your results and discuss the possible reasons for any difference in the aims and targets set in your charter and the outcomes you have achieved.</p> <p>You might like to consider the following questions:</p> <ul style="list-style-type: none"> <li>- Why did you get (or not get) the outcomes you thought you would?</li> <li>- Which strategies worked well and had a significant impact on your progress in achieving your target? Why do you think this was the case?</li> <li>- Which strategies were not effective and had little or no impact in achieving your target? Why do you think this was the case?</li> </ul>	<p>You might like to consider the following questions:</p> <ul style="list-style-type: none"> <li>- Based on the outcomes and the reasons for these, what will you do the same/ differently next year?</li> <li>- What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?</li> <li>- Have you identified any ongoing teacher or student needs?</li> <li>- What funding/resourcing may be necessary to support identified actions and needs?</li> </ul>
<p><b>Planning for next year:</b></p>			
<p>Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.</p>			



# Analysis of Variance Reporting Mathematics 2023

<b>School Name:</b>	Riversdale	<b>School Number:</b>	4007
<b>Strategic Aim:</b>	<p>Teachers have high trust in one another and readily share data and evidence when needed. We collectively review the impact of practice on outcomes to drive improvements.</p> <p>Teachers evaluate teaching practice using a range of evidence, (eg. student progress data, teacher self-evaluation, feedback from peers, learners) and use this to plan next steps for learners and for future teacher development.</p>		
<b>Annual Aims:</b>	<p>1.8 Accelerated teaching in Mathematics will be implemented across the school</p> <p>2.4 Teachers are applying to the RTLB service for teacher aide support for learning programmes</p> <p>3.4 Kevin Knight observations and feedback will occur to ensure effective teaching practice is occurring across the school.</p> <p>3.7 Professional learning with Averil Lee through ALiM intervention.</p>		
<b>Target:</b>	<p><i>By the end of Term 4 2023, all students in the ALiM intervention programme will accelerate with their learning, improving by at least one set in the specific aspect of the intervention.</i></p>		
<b>Baseline Data:</b>	<p><i>Teachers will gather data about where their intervention students are achieving at the end of Term 1, 2023.</i></p> <p><i>Data will be collected at the pre-intervention stage, at the beginning of Term 2 ,2023 for the first intake and then again at the beginning of Term 3, 2023 for the second intake.</i></p>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Record the specific actions you have taken throughout the year to achieve, or make progress towards achieving, the target set out in your charter. These actions may include changes to practice, implementation of different strategies, use of new resources/personnel etc.</p>	<p>Record details of the outcomes you have achieved in relation to the target you set. Provide numbers and percentages where appropriate (eg, of students or cohorts of students that are now achieving at expected levels). You may also like to consider recording outcomes such as the reaction/response of teachers and/or students to the specific actions taken (were there changes in attitude, motivation or engagement).</p>	<p>Record an analysis of your results and discuss the possible reasons for any difference in the aims and targets set in your charter and the outcomes you have achieved.</p> <p>You might like to consider the following questions:</p> <ul style="list-style-type: none"> <li>- Why did you get (or not get) the outcomes you thought you would?</li> <li>- Which strategies worked well and had a significant impact on your progress in achieving your target? Why do you think this was the case?</li> <li>- Which strategies were not effective and had little or no impact in achieving your target? Why do you think this was the case?</li> </ul>	<p>You might like to consider the following questions:</p> <ul style="list-style-type: none"> <li>- Based on the outcomes and the reasons for these, what will you do the same/ differently next year?</li> <li>- What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?</li> <li>- Have you identified any ongoing teacher or student needs?</li> <li>- What funding/resourcing may be necessary to support identified actions and needs?</li> </ul>
<b>Planning for next year:</b>			
<p>Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.</p>			