

RIDGEVIEW SCHOOL CHARTER

Strategic and Annual Plan

2016 - 2019



Creating Confident, Connected, Life-Long Learners

Principal's endorsement:

Board of Trustees' endorsement:

Submission Date to Ministry of Education:

Creating Confident, Connected, Life-Long Learners

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1.

OUR SCHOOL

We are a small semi-rural, decile 9 school situated 8 km outside of Albany township, on a private road bordered by beautiful farmland and quiet surroundings. Our families often take advantage of our beautiful surroundings of bush, waterways and water. The school is close enough to the city to make the most of all that the North Shore and Auckland have to offer. Although some children choose to travel some distance to our school, most can either walk or bike. Students at RidgeView have the advantage of being able to know everyone in the school by name within the week.

The school is the centre of the Paremoremo community – during week days parents come to school to meet their neighbours and celebrate their children’s successes and after hours it is a place where children come to play and swim with their families. The school and community are united in their goals for their children and families.

RidgeView is characterised by its happy, settled tone and positive relationships. Families at our school represent a range of demographics, ethnicities and backgrounds. There is a strong focus on inclusivity, which is fostered from an early age and role-modelled by our older students. Children at our school develop a strong sense of worth, confidence, respect, care towards others and pride in who they are and what they want to become. Parents and students appreciate the way the school embraces diversity.

We aim for our children to be confident and competent ‘all-rounders’ and work to provide them with opportunities in which they can grow and excel in our supportive environment. Our children enjoy successes in their studies, on the sports field, in The Arts and when performing culturally. We plan for our students to become self-regulated learners who are curious, inquiring and self-driven. They enjoy strong learning-focussed relationships with their teachers who encourage them to be active and visible learners. We expect that every child is supported by a strong partnership between home and school, so that they can achieve the highest levels possible. We have very successful programmes in place for students that require the curriculum and teaching methods to be adjusted, in order for them to succeed.

We have committed staff that are supported by a close, connected community. We are lucky to have dedicated parents who are fully involved in many aspects of our school; coaching sports, helping with school events, as parent helpers in and around the school and even supporting our school curriculum. Our parents want our children to achieve high academic standards in a modern digital learning environment. They value education and want to work with us to create “balanced, worldly, well-adjusted, socially adaptable, resilient students”.

The Paremoremo Community is underpinned by a strong network of groups called ‘Sustainable Paremoremo’, which began in 2007 through a small group of people having a common love of the local natural environment and a goal to strengthen their community. Their motto is “Care for ourselves, our families, our neighbours and our environment.” In 2012, this successful group were the supreme winners of the Auckland City Council’s Sustainable Environment Award.

2.

RIDGEVIEW SCHOOL 2016 - 2019

Introductory Section – Strategic Intentions

<p><i>Mission Statement</i></p>	<p><i>Creating confident, connected, life-long learners who show respect, excellence and have positive relationships.</i></p>
<p><i>Vision</i></p>	<p><i>Our Community, School and whanau work together so our children can flourish and become balanced, worldly, well-adjusted, socially adaptable, resilient students.</i></p> <p><i>We strive to provide our children with the opportunities and skills in which they can each grow and excel into confident and competent ‘all-rounders’ through a supportive school environment that has strong partnerships between home and school.</i></p> <p><i>We foster a culture that embraces diversity and promotes inclusiveness in our thinking and attitudes towards others.</i></p> <p><i>Our students develop the self-management skills to become self-regulated learners who are curious, inquiring and self-driven. Through this, they reach their full potential – showing the determination to be the best that they can be.</i></p> <p><i>We encourage our students to engage with technology and become capable learners in a modern digital learning environment, able to make connections and be discerning in the world around them.</i></p> <p><i>We work with families to develop a sense of worth, care towards others and pride in who our students are and what they want to become. Together, we will support our children to take these skills and confidently move to the next step in their education.</i></p>

Values

In 2015, the School consulted with the students, parents, staff and Board before deciding on its new school values. All sectors of the community felt that Respect, Excellence and Positive Relationships were important for our students to develop during their time at RidgeView. This led to the development of the RidgeView R.E.P.s.

RidgeView School is a place where the Community, Staff and Board of Trustees have high expectations of personal and collective commitments, progress and success. We encourage our students to be RidgeView R.E.P.s who show our three main values. We aim for these to be reflected systemically throughout our school.



<i>Respect</i>	<i>Excellence</i>	<i>Positive Relationships</i>
<p><i>We aim for our students to:</i></p> <ul style="list-style-type: none"> • Respect themselves, others, their possessions, equipment and property. • Develop an understanding of kaitiaki and respect for the environment so they are able to make informed choices about sustaining our taonga (treasures) and way of life. 	<p><i>We aim for our students to:</i></p> <ul style="list-style-type: none"> • Learn and make maximum progress. • Have a determination to succeed, persevere and develop a problem-solving attitude. • Show forethought and courage in risk taking. • Develop adaptability and resilient attitudes and behaviours. • Be curious about the world around them. • Think critically and creatively in a caring manner. • Develop a reflective attitude to learning. • Show integrity in attitudes, decision-making and a concern for 'what is right'. • Develop high levels of self-management skills. • Take pride in their own and others' successes. 	<p><i>We aim for our students to:</i></p> <ul style="list-style-type: none"> • Develop strong relationships that are focussed on understanding and communication. • Share their ideas and feelings. • Resolve conflict and negotiate with peers. • Understand and value 'difference' in our inclusive and caring school. • Be connected to multiple groups and communities and have a sense of our wider communities (local, national, global and digital). • Participate widely and value collective achievement.

Principles

RidgeView School is underpinned by the following principles:

Learning with Coherence

Meaningful learning contexts, flexibly constructed for students to make connections with their whanau, the world around them.

Development of the self-management skills needed to be a life-long learner.

High Expectations

High expectations of everyone involved in our school for the benefit of our students' learning.

Treaty of Waitangi

Understanding and consideration of the Treaty of Waitangi in our decision making.

Learning of Te Reo Maori and integration of tikanga principals within school life.

Diversity and Inclusivity

Embracing diversity and striving for inclusivity across our wider school community.

Future Focused

Creating capable, adaptable, learners prepared for a modern world.

Maori Dimensions and Cultural Diversity

New Zealand's cultural diversity

- *In 2015 the parents of Maori students reviewed the employment of the 0.1 FTTE part time Teacher of Maori. They confirmed this as a priority in future years, should the funding be available.*
- *We aim to have either a Maori Liaison person linked to the Board of Trustees or a Maori representative on the Board.*
- *We teach at least one curriculum based unit each year across the School, focussed on the Treaty of Waitangi.*
- *We plan, teach and assess progress in Te Reo as part of the planned teaching and learning programmes.*
- *We focus on Maori tikanga within planned curriculum units and aim to embed Maori practices within and across our school.*
- *We sing waiata (including the National Anthem) in Maori and English and discuss the translations.*
- *We have a Kapa Haka group which will participate in an annual Cultural festival. The wider school participates in ceremonies such as a powhiri, local blessings etc.*
- *We aim to engage the support of local kaumatua, iwi and whanau to help us further identify and meet the learning needs of our Maori tamariki.*
- *We display local taonga (carvings) in our foyer and discuss their history and importance with our children each year.*

The unique position of the Maori culture:

- *Basic Te reo is taught in all classrooms and evidence of Te reo can be seen and heard in and across learning environments.*
- *Planned aspects of tikanga is taught in all classrooms.*
- *Maori reading material is available in all classes for children to select and take home to share with whanau.*
- *The Treaty of Waitangi is included in the appraisal of all teachers.*
- *Maori programmes such as Te Reo Kori, Kia Kaha are considered for integration into our planning throughout the school.*
- *The school aims to investigate and develop Maori at all levels of our school through Ministry documents such as Ka Hikitia, Tataiako and Hautu.*
- *Student Achievement of Maori children in Literacy and Numeracy is tracked, monitored and reported to parents, whanau, to the Board of Trustees and Ministry of Education.*
- *Maori children's involvement and inclusion in Special Needs programmes (including Gifted and Talented provisions) is actively monitored.*

What reasonable steps will the school take to incorporate tikanga Maori (Maori culture and protocol) into the school's curriculum?

- *RidgeView School plans for the inclusion of learning of Te Reo, Tikanga and The Treaty of Waitangi as part of the teaching and learning programmes. Children also have experiences of Maori culture through waiata, mihi, powhiri and related out of school experiences.*
- *Aspects of Maori will be integrated across the curriculum.*
- *We aim to engage Maori parents and whanau to lead the Kapa Haka group where possible.*
- *Children will be involved in a 'Marae experience' each year as part of their learning. This may include a trip to the Museum where a traditional marae is not readily available.*

What will the school do to provide instruction in te reo Maori (Maori language) for full time students whose parents request it?

Basic Te reo Maori is taught in all rooms. We take all possible steps to meet the needs of parents who request full time Te Reo. The School will discuss requests for full time instruction in Te reo Maori with the Board of Trustees who will consider its ability to provide classes (in relation to personnel, finance and property).

Advice will be sought from Birkdale Primary School in relation to meeting the needs of families wanting full time instruction in Te reo Maori for their children. Birkdale Primary School has a Maori immersion unit on-site. It has agreed to being a 'point of contact' for RidgeView School and its families who require guidance in relation to bilingual education. The Board of Trustees may approach the Ministry of Education to request funding to set up a class.

If the options above are not successful, the parents requesting instruction for their child will be advised of alternative local venues which may meet their needs. We encourage parents and families to share their Maori heritage, skills and strengths in our school. We actively encourage Maori presence and leadership in te reo, tikanga and waiata.

What steps will be taken to discover the views and concerns of the school's Maori communities?

- The RidgeView School 2016 – 2019 Strategic Plan includes specific plans to develop productive partnerships with whanau in order to share knowledge and expertise and gain a greater understanding of our children's cultural learning needs. This plan will be actively followed while engaging local Maori families within the community and through gaining the support of MoE advisors.*
- In 2016 a hui will be held to continue to gain current views, track progress, share successes and plan for the future. Personal invitations will be given in writing with a verbal follow up to all our Maori whanau to attend the hui to discuss the learning successes and needs of their children.*

3. Baseline Data and School Context

Students' Learning

At RidgeView School, teaching and learning programmes are designed to meet students' needs and progress them to their next learning steps. Students' progress is carefully monitored and teachers respond to their individual needs through a 'closing the gap' approach. The school operates in a flexible manner, which allows for students to move across the school, to be taught at their individual levels.

Teachers have close learning focussed relationships with students. 'Assessment for Learning' and 'Inquiry' are key pedagogies that underpin the school at all levels. Students are encouraged to ask, predict and inquire in an attempt to support them in becoming self-regulated, lifelong learners. The curriculum is being redesigned to ensure that strong connections are made across all strands and areas.

Over the last four years, there has been a focus on developing students' literacy skills. This decision was driven by previous longitudinal data that showed clear patterns of greater achievement in Numeracy than literacy. The school has been focusing on:

- I. developing and integrating sensory learning tools in literacy
- II. developing a 'Transference Model' that provides teaching and learning experience where writing techniques are explicitly modelled in read texts.

2015 End of Year Student Achievement Data (unstripped)

EOY 2015	Reading		Writing		Mathematics	
	No.	%	No.	%	No.	%
Well Below	2/75	3%	2/75	3%	2/75	3%
Below	15/75	20%	13/75	17%	12/75	16%
At	22/75	29%	32/75	43%	36/75	48%
Above	36/75	48%	28/75	37%	25/75	33%

EOY 2015	Reading		Writing		Mathematics	
	No.	%	No.	%	No.	%
Below	17	23%	15	20%	14	19%
At or Above	58	77%	60	80%	61	81%

It should be noted that this data is 'unstripped' and includes ORS, ESOL students and children who have not been at our school for 1 year, several having enrolled with us in Terms 3 or 4.

	<p><i>We were pleased with the progress that our school has made in regard to achieving and exceeding National Standard benchmarks. The 2015 focus was on improving writing in literacy through a combined Sensory Phonics Programme and our own 'Literacy Transference Model' in reading and writing. These combined interventions successfully accelerated student achievement in writing. 80% of all students achieved at or above the National Standard in writing. Of these, over one third of students (37%) performed above the National Standard. In reading, nearly half of our students (48%) achieved above the National Standard. Mathematics also resulted in high levels of achievement, with 33% achieving above the National Standard and both boys and girls made similar progress, as did all ethnic groups.</i></p>
<p>Student Engagement</p>	<p><i>Student attendance and engagement is high across the school. All students are encouraged to become independent, self-regulated learners. Student voice is strong – children are encouraged to contribute towards the decisions around learning.</i></p> <p><i>Students are able to speak about their learning, articulating 'where they are at' and their 'next learning steps'. They have a clear understanding of their achievement in relation to the National Standard for their age level in reading, writing and mathematics.</i></p> <p><i>The intentional introduction of digital technologies to support learning in 2015 has supported engagement in literacy. Students especially enjoy the use of collaborative writing tools, and senior students actively seek feedback on their texts from peers and the wider school staff.</i></p> <p><i>The roll is diverse and made up of families from different ethnicities and socio-economic backgrounds. The 2014 ERO report noted that 'the school's prevailing sense of inclusiveness and teachers' active engagement with parents of Maori students has prompted success for and as Maori'.</i></p> <p><i>There are several students who require support to access the curriculum and the supportive nature of the school works to seamlessly integrate these students. There is not a local pre-school or Kindergarten in Paremoremo, however most students experience some time in an Early Years' Centre before attending school.</i></p>
<p>School Organisation and Structures</p>	<p><i>The School is managed by the Principal with three teachers supporting her. All staff contribute and take on aspects of leadership to provide the students with as many opportunities as possible in this small school. All support staff are employed on a part-time basis. There is a shared vision and culture (that extends to all staff employed by the School), which is underpinned by caring for our students and promoting their learning, both academically and socially.</i></p> <p><i>RidgeView School has three large classrooms and an adjoining Library that are joined by internal glass sliding doors, which allow for spaces to be changed to the needs of the learning. Transparent and flexible teaching and learning approaches are evident in the open, variable learning environments.</i></p> <p><i>Teachers and students generally teach within their own space, however students fluidly cross-group for literacy and numeracy each day. The space is often opened to allow whole school experiences or access to greater spaces, equipment or resources.</i></p>

	<p><i>Following a review of the Cross Grouping approach in 2013, it was decided to combine 'reading' and 'writing' times into a literacy timeslot to allow teachers the flexibility to make stronger connections in students' learning. The Principal teaches a literacy class for 1/3 of each day so that class sizes are smaller and students receive more instructional teaching time. There is a teacher professional development focus on developing the transference of skills from reading to writing and vice versa.</i></p> <p><i>Student achievement data is monitored regularly and staff look for individuals and groups of students who need support. The 2015 Maths Intervention allowed a group of students to work in a small environment with an experienced teacher and make shifts in their learning from 'below' to 'at' the National Standard.</i></p>
<p>Review of Charter and Consultation</p>	<p><i>The school has strong, productive partnerships that are focused on student learning. Parents tell the school, Board and Education Review Office that they feel valued and empowered to contribute to their children's education.</i></p> <p><i>The Board is made up of members who are committed to ensuring the sustainability of our increasingly successful school vision. This group continues to promote the engagement of additional members that represent the diversity of school roll. It looks to co-opt members to support them in reflecting the ethnic make-up of the school community and to add value and support to Governance areas such as finance.</i></p> <p><i>The school plans consultations with it's community and acts on information gained from these. There is an established framework for self-review that is used to strengthen school management, procedures, curriculum delivery and approaches to inclusiveness, teaching and learning, and school culture.</i></p> <p><i>The annual hui with Maori families and ongoing feedback throughout the year confirmed the community's desire to employ a Teacher of Maori in the future if funding can allow this. The Board have made a decision to employ a Teacher of Maori for the 2016 year.</i></p> <p><i>In addition to formal self-reviews, the school gains large amounts of information from ongoing informal discussions with families on a day-to-day basis. This can result into emergent reviews that are used to inform future practice and decision making. The Principal will often seek feedback from selected families to find out their ideas and opinions related to school organisation, procedures and processes.</i></p>

4. RIDGEVIEW SCHOOL 2016 - 2019 Strategic Section

4a Strategic Aims

The School and its Community have the following Strategic Aims:

Sustain a self-managing Board of Trustees that identifies and supports the diversity of its families as they collaboratively work towards a sustainable 21st century learning environment for their children.

Develop property and learning resources in order to maximise students' growth and achievement.

Continue to provide a balanced curriculum with planned access to all learning areas while being centrally focussed on high achievement in Literacy and Numeracy.

Reduce student under-achievement through personalised programmes designed for all learners, which carefully incorporate identification of achievement, progress, needs, planned interventions and allocation of resources.

Adopt the cyclical process of Inquiry to direct the decision making of the school, the teaching focus of the staff and the directions of the children's learning.

Enhance learning-focussed relationships within the classroom, so that students are self-regulated, active and visible learners and have the attitudes and tools to confidently co-construct challenging goals and learning pathways.

Use technological devices which reflect the modern age, to increase the effectiveness of content delivery and the children's ability to access information. To develop children's information literacy through combining library and ICT resources.

4b

Strategic Goals and Targets

Domain	Strategic Goals	2016	2017	2018	Report
Students' Learning and Engagement	<i>To use technological devices which reflect the modern age, to increase the effectiveness of content delivery and the children's ability to access information. To develop children's information literacy through combining library and ICT resources.</i>	<p><i>To improve student engagement and achievement in literacy through the smart use of digital technologies.</i></p> <ul style="list-style-type: none"> ✓ <i>To review effective pedagogy and the place of digital technologies in our school.</i> ✓ <i>To purchase additional technological devices and learning based software to support learners' needs.</i> ✓ <i>To increase eLearning leadership to ensure sustainability of the new initiatives and pedagogy.</i> ✓ <i>For a WSNUP (Wireless Network Upgrade) to be completed.</i> 	<p><i>To improve student engagement and achievement in literacy through the smart use of digital technologies.</i></p> <ul style="list-style-type: none"> ✓ <i>For improved student engagement and achievement for priority learners through direct use of digital tools.</i> ✓ <i>For students to use technologies to create and communicate authentic learning.</i> ✓ <i>For teachers and students to understand and plan for the needs and requirements of safe digital citizens in our school environment.</i> 	<p><i>To improve student engagement and achievement in literacy through the smart use of digital technologies.</i></p> <ul style="list-style-type: none"> ✓ <i>For learning needs across the school to be supported by well-managed technologies and infrastructure.</i> ✓ <i>For students to make connections with and between home and school.</i> ✓ <i>To raise awareness of Digital Citizenship in the home environment and during independent student use.</i> 	
	<i>To reduce student under-achievement through personalised programmes designed for learners, which incorporate careful identification of achievement, progress, needs, planned</i>	<ul style="list-style-type: none"> ✓ <i>To reach the National Standard in reading and writing.</i> ✓ <i>To review literacy resourcing in reading with a particular focus on meeting the needs of Maori boys.</i> 	<ul style="list-style-type: none"> ✓ <i>To increase teachers' ability to explicitly transfer literacy skills across the inquiry focused areas of Science, Social Studies, Technology and The Arts.</i> ✓ <i>To adopt and deliver the newly designed Curriculum</i> 	<ul style="list-style-type: none"> ✓ <i>To review how the transference model that underpins literacy can be used to support students in mathematics (with a specific focus on problem solving and comprehending</i> 	

	<p><i>interventions and allocation of resources.</i></p> <p><i>To continue to provide a balanced curriculum with planned access to all learning areas while being centrally focused on high achievement in Literacy and Numeracy.</i></p>	<ul style="list-style-type: none"> ✓ <i>To explicitly focus on the transference of reading into writing through the use of an exemplar based approach.</i> ✓ <i>To transfer literacy skills across the curriculum.</i> ✓ <i>To support Year 1-3 students and those with additional needs in gaining the fundamental phonological understanding through consistent use of sensory phonological tools.</i> 	<p><i>Scheme.</i></p>	<p><i>questions.</i></p>	
	<p><i>To review the delivery, progress and achievement of teaching and learning programmes</i></p>	<p><i>The Board will review progress and achievement against National Standards.</i></p> <p><i>The School will review the Curriculum Delivery Scheme with a focus on meeting the unique needs of RidgeView Learners. NB This will address areas other than Literacy and Mathematics.</i></p> <p><i>The Board will review policies and procedures related to:</i></p> <ul style="list-style-type: none"> ✓ <i>Use of Digital tools</i> ✓ <i>Culture, Language and Identity</i> <p><i>The school will review:</i></p>	<p><i>The Board will review progress and achievement against National Standards.</i></p> <p><i>The School will implement the new Curriculum Scheme.</i></p> <p><i>The Board will review alignment of the New Zealand Curriculum in relation to:</i></p> <ul style="list-style-type: none"> ✓ <i>Inquiry</i> ✓ <i>Support systems for students with additional needs.</i> <p><i>The school will review the progress and achievement of:</i></p> <p><i>South African</i></p> <p><i>Pasifika</i></p>	<p><i>The Board will review progress and achievement against National Standards.</i></p> <p><i>The School will review alignment of the New Zealand Curriculum in relation to:</i></p> <ul style="list-style-type: none"> ✓ <i>PB4L</i> ✓ <i>Technology</i> ✓ <i>P.E. and Health</i> <p><i>The school will review the progress and achievement of:</i></p> <p><i>South African</i></p> <p><i>Pasifika</i></p> <p><i>Maori</i></p>	

		<i>the progress and achievement of: South African Pasifika Maori boys</i>	<i>Maori</i>		
School Finance and Property	<i>To develop property and learning resources in order to maximise students' growth and achievement.</i>	<p><i>Financial</i> To achieve a surplus end of year budget.</p> <p>To continue to review the finances accrued for Cyclical Maintenance (external and internal painting).</p> <p>To review the School's financial commitment to e-learning and digital technologies.</p> <p>To review the School's major fundraiser (\$5,000 - \$7,000) for 2016 and assess options for the future based on the success of past activities, support of organising groups and collect new ideas to consider.</p> <p>To explore eligibility for additional learning spaces in relation to roll growth in 2017.</p>	<p><i>Financial</i> To achieve a surplus end of year budget.</p> <p>To seek ways of attaining funds or allocating staffing in order to employ a 0.1 FTTE Teacher of Maori based on the successful 2015 model.</p> <p>To run at least one major fundraising event that raises \$5,000 - \$7,000.</p> <p><i>Property</i> To revise the 5 Year Plan in relation to needs and any roll growth.</p> <p>To ensure that roll growth is planned for in regard to new a learning space/s</p> <p>To begin Stage #2 of the planned internal classroom upgrades.</p>	<p><i>Financial</i> To achieve a surplus end of year budget.</p> <p>To seek ways of attaining funds or allocating staffing in order to employ a 0.1 FTTE Teacher of Maori based on the successful 2015 model.</p> <p>To run at least one major fundraising event that raises \$5,000 - \$7,000.</p> <p><i>Property</i> To conclude Stage #2 of the planned internal classroom upgrades.</p> <p>To begin a Stage #2 of the Computer Replacement Scheme to be implemented.</p> <p>To run two Working Bees to ensure ongoing maintenance and repairs of buildings, gardens and property.</p>	

		<p>To review Health and Safety in relation to the Health and Safety in the Workplace Act.</p> <p>To seek funding support to upgrade the swimming pool surrounds.</p> <p>To purchase a replacement swimming pool cover.</p> <p>To run two Working Bees to ensure ongoing maintenance and repairs of buildings, gardens and property. They will seek the support of skilled volunteers to support these.</p> <p>To seek support and funding to lay a pathway throughout the newly formed Sculpture Walk.</p> <p>To conduct a Health Survey with the community, which will include aspects of Sexual Education.</p> <p>To explore funding opportunities to replace the front fence.</p> <p>To complete a WSNUP (Wireless Upgrade assessment through the MOE).</p>	<p><i>To begin a Stage #1 of the Computer Replacement Scheme to be implemented.</i></p> <p>To run two Working Bees to ensure ongoing maintenance and repairs of buildings, gardens and property.</p> <p>To extend the Sculpture Walk to provide an interactive community resource.</p> <p>To continue to monitor the health of established trees around the grounds and perimeter to ensure they are safe.</p> <p>To develop a computer replacement scheme to ensure students have premium access to modern, on-line learning tools.</p>	<p>To review the school's play spaces for students (playgrounds, court areas and fields).</p>	
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<p>Health and Safety</p>	<p><i>To regularly review policies and procedures to ensure best practice approaches within our school.</i></p>	<p>The Board will review Health and Safety Policies in line with the Self Review Schedule, whilst including any emerging reviews as decided.</p> <p>The Board will implement the Health Curriculum review and its delivery of Sexuality Education in relation to the new MOE guidelines.</p>	<p>The Board will review Health and Safety Policies in line with the Self Review Schedule, whilst including any emerging reviews as decided.</p> <p>The Board will investigate options with the Auckland City Council for safer student travel to school along Paremoremo Road. i.e. Reduced speed zone.</p> <p>The Board will revisit the of the Bible in Schools Programme following its past review-based actions.</p>	<p>The Board will review Health and Safety Policies in line with the Self Review Schedule, whilst including any emerging reviews as decided.</p> <p>The Board will conduct a two-yearly review of the Health Curriculum.</p>	
<p>Personnel</p>	<p><i>To sustain a self-managing Board of Trustees that identifies and supports the diversity of its families as they collaboratively work towards a sustainable 21st century learning environment for their children.</i></p>	<p>To continue the 2015 review of all Policies as part of the 'Board of Trustees' Systems and Operations' Booklet'.</p> <p>To complete the new Induction folder for the new Board.</p> <p>To consider providing consistency for its school by adopting a rolling 18-month term.</p> <p>To provide an induction programme for new members, which will include external</p>	<p>The Board will complete the review of all Policies related to:</p> <ul style="list-style-type: none"> • Treaty of Waitangi • Equal Employment Opportunities • Financial Management • Health and Safety • Complaints • Before and After School Care <p>To review plans for increasing the school roll based on current trends and patterns.</p>	<p>The Board will complete the review of Policies related to:</p> <ul style="list-style-type: none"> • Curriculum Delivery • School Uniform • Appointments • Performance Management • Principal Appraisal • Protected Disclosures • Property • Animal Care <p>To engage support from community members on to it's Board as part of the rolling 18 month term</p>	

		<p>training.</p> <p>To begin succession planning in order to engage new Board members for the triennial elections.</p> <p>To consider the new Board make-up following the triennial elections in relation to diversity, meeting the needs of its community and consider co-option where appropriate. Special consideration will be given to overseeing financial matters.</p> <p>For the Property Sub-Committee too review the Cleaner and Caretaker roles.</p> <p>To explore the feasibility of employing a part time Teacher of Maori in 2016 to teach all children once per week based on the 2015 model.</p> <p>To consider additional staffing based on projected roll growth for 2017 and beyond.</p> <p>To seek to appoint a Teacher of Maori for up to 0.1 FTTE using Operational Funding.</p>		<p>elections.</p> <p>To engage in succession Planning to attract new members onto its rolling Board.</p> <p>To provide an induction programme for newly elected members, which will include external training.</p> <p>To re-consider the Board's make-up in relation to diversity, meeting the needs of its community and consider co-option where appropriate. Consideration will be given to the meeting the cultural diversity of the community.</p>	
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<p>Community Engagement</p>	<p><i>To create a sustainable learning community through enhanced community engagement and input.</i></p>	<p>The School will consult with the families of Pasifika, Maori and South African students annually.</p> <p>To consult with the wider Community in relation to forming the 2017 – 2020 Charter and Strategic Plan.</p> <p>To engage all families in the community to attend school events and contribute towards fundraising initiatives.</p> <p>To use the Hautu tool to review it's Maori Cultural Responsiveness.</p>	<p>The School will consult with the families of Pasifika, Maori and South African students annually.</p> <p>To focus on identified areas from its Hautu Review.</p> <p>To engage all families in the community to attend school events and contribute towards fundraising initiatives.</p>	<p>To consult with the families of Pasifika, Maori and South African students annually.</p> <p>To continue to focus on being culturally responsive through use of the Hautu tool and in its review with different groups of the community.</p> <p>To focus on engaging all families in the community to attend school events and contribute towards fundraising initiatives.</p>	
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4c RIDGEVIEW SCHOOL 2016 - 2019 Annual Section

4c(i)	Specific Improvement Plan – Domain: Positive Behaviour for Learning (PB4L)		
Strategic Goals:	<ul style="list-style-type: none"> ✓ Continue to provide a balanced curriculum with planned access to all learning areas while being centrally focussed on high achievement in Literacy and Numeracy. ✓ Reduce student under-achievement through personalised programmes designed for all learners, which incorporate careful identification of achievement, progress, needs, planned interventions and allocation of resources. ✓ Enhance learning-focussed relationships within the classroom, so that students are self-regulated, active and visible learners and have the attitudes and tools to confidently co-construct challenging goals and learning pathways. 		
Annual Goal:	To create a framework that will support academic and behavioural outcomes for students with severe and challenging needs.	Annual Targets:	<ul style="list-style-type: none"> ○ To develop a continuum of evidence based interventions to support staff in improving student engagement and achievement across the school. ○ To implement school-wide strategies that consistently manage behaviour across all areas of our school. ○ To attain 80% progress (reflected in 2015 and 2016 'End Point' data) to allow entry to Tier #2 PB4L in 2017.
Baseline Data Statement:	Our school has a disproportional number of children with severe and challenging needs. Over the last five years, there have been times when the over-representation has challenged the whole staff and management of our small school which has affected the safety of students and their ability to learn. Most of our children thrive in our school's strong learning culture, both behaviourally and academically. The focus is now on building school-wide capacity in the analysis of severe behaviours and responding to them in a consistent approach that empowers students and staff.		

Key Improvement Strategies

When?	What?	Who?	Indicators of Progress
January - November	The Coach and Team Manager will develop values based lesson plans for inclusion in the classroom.	PB4L team	Lesson plans are produced. Staff meetings are timetabled for the year to share lesson plans.
January, 2016	A PB4L 'Team Manager' and 'Coach' will be re-confirmed.	Principal	Roles will be appointed. Yearly training schedule will be shared. Release will be organised and noted on calendar.
February – December	The PB4L programme is communicated with parents and wider school community.	PB4L team	Families and community members are contacted via newsletters, meetings, emails etc.
February, 2016	Provision will be made for teacher release from class and the development of the PB4L programme.	Principal	The coach will be released for set hours each month to implement PB4L. The coach will be released to schedule and co-facilitate the Self Evaluation Assessment Tool (SET) in our school. The Team Manager will have scheduled release on a monthly basis to plan for the implementation of PB4L.
February, 2016	Review Active Supervision with staff.	Team Manager and Coach	Active Supervision Guidelines reviewed, documented and shared with staff and relievers.
February - November	The Coach and Manager will receive ongoing specialised training from the Ministry of Education as part of a cluster group.	Team Manager and Coach	Coach and Manager will attend training on 24 th February and on set days throughout the year. Coach and Manager will feedback to Principal via the PB4L team.
March – November	The PB4L team will meet together regularly.	Team Manager	The whole PB4L team will meet a minimum of once per month.
March, 2016	The school will take part in the Evaluation Tool (SET).	Coach	The SET assessment will be completed.
March, 2016	The PB4L team will reconfirm its make-up due to the departure of a Teacher Aide at the end of 2015.	Team Manager and Coach	The PB4L team will be made up of 4-6 members that represent the school community.
April - December	All teachers implement PB4L programmes in their classes on a weekly basis.	Team Manager and Coach	Weekly planning reflects specific teaching. The effects of the PB4L leadership is visible in the school). Staff are supported by the coach to ensure (i) common understanding of expectations (ii) consistent delivery

			<i>(iii) espoused pedagogy is aligned with behaviours/actions</i>
<i>May, 2016</i>	<i>Temporary signage will be displayed to promote our values.</i>	<i>Team Manager and Coach</i>	<i>Temporary signage will be considered and erected inside and/or outside the school (as decided).</i>
<i>June, 2016</i>	<i>Continuum of Procedures for Discouraging Inappropriate Behaviours is compiled.</i>	<i>Team Manager and Coach</i>	<i>Major, Minor and Crisis behaviours are defined for our school, understood by the staff and clear procedures are in place for managing these consistently.</i>
<i>July, 2016</i>	<i>Establish consistent data collection systems of inappropriate behaviours.</i>	<i>Team Manager and Coach</i>	<i>Investigate data collection systems. Decide and implement school system ready for analysis.</i>
<i>August, 2016</i>	<i>Continuum for Encouraging Expected Behaviours is compiled.</i>	<i>Team Manager and Coach</i>	<i>Reward systems are considered. Student voice is collected as part of this consultation. Actions result from discussions and consultation.</i>
<i>September - October, 2016</i>	<i>To consider changes to the school's key documents so that PB4L is reflected.</i>	<i>PB4L team, Principal and Board of Trustees</i>	<i>Charter updated for 2017. Staff Handbook updated. School Information Pack updated.</i>
<i>November- December</i>	<i>A plan for 2017 will be devised with MOE staff and an application made for entry to Tier #2 PB4L.</i>	<i>Team Manager</i>	<i>Application for 2017 received and accepted.</i>
Monitoring:	<i>Team attendance at MOE courses. Consultation between PB4L team and staff. Interim data collected from SET. Priorities reset. Teacher workshops. Teachers complete ongoing data collection of major and minor behaviours. Professional Learning Discussions Classroom observations and 1:1 support – minimum of 1 each per term Ongoing informal discussion and sharing within our four teacher, shared learning space school. Termly teacher 'Checkpoints' include discussion and monitoring of the use of PB4L in Terms 1-4. Performance Management/Appraisals include whole school focus on teaching explicit behaviours for learning. Feedback from MOE facilitators.</i>		
Resourcing:	<i>Ministry of Education PB4L - \$10,000 to be allocated to:</i> <ul style="list-style-type: none"> <i>✓ Release key staff</i> <i>✓ Attend training and meetings</i> <i>✓ Coaching sessions</i> <i>Resourcing implementation and signage.</i>		

4c(ii)				Improvement Plan – Domain: Literacy Learning			
Strategic Goals:		<ul style="list-style-type: none"> ✓ Continue to provide a balanced curriculum with planned access to all learning areas while being centrally focussed on high achievement in Literacy and Numeracy. ✓ Reduce student under-achievement through personalised programmes designed for learners, which incorporate careful identification of achievement, progress, needs, planned interventions and allocation of resources. 					
Annual Goals:		<p>For all Year 1-3 students to reach the National Literacy Standard in writing after 1, 2 and 3 years at school.</p> <p>For all senior students to reach the National Literacy Standard in writing at the end of Year 4, 5 and 6.</p>		Annual Targets:		<ul style="list-style-type: none"> ○ For the RVS Literacy Transference Model to be embedded in the school. ○ For students to transfer literacy skills across the wider curriculum. ○ For student achievement in reading and writing to increase. ○ For Sensory Phonics tools to be routinely integrated into classroom lessons. 	
Baseline Data:		<p><u>Background Information</u> The RidgeView School Literacy Transference Model has resulted in positive gains in both reading and writing achievement data across our school. Writing achievement now exceeds reading. Therefore, the school is now well placed to focus on the transference of literacy skills across the curriculum.</p>					
Key Improvement Strategies							
When?		What?			Who?		Indicators of Progress
Embedding the Literacy Transference Model							
February/March		Literacy Leader confirmed and plan formed for 2016.			Principal		Literacy Leader appointed with 1 Management Unit allocated. Meeting with Principal to decide on plan for 2016.
February – November		Professional Learning Groups run by Literacy Leader to develop staff understanding of the genre focused ‘transference model’. This will include supporting a new staff member in engaging and understanding this unique model.			Literacy Leader		3-4 weekly workshops with teachers which include: <ul style="list-style-type: none"> ✓ Teacher feedback on improved practice ✓ Discussions around ‘best practice’ (literacy context and school pedagogies) ✓ Literacy Leader’s support ✓ New learning/ideas/next steps

			✓ <i>Time to strengthen understanding and seek support</i>
	<i>Teachers are supported in exemplifying writing standards.</i>	<i>Literacy Leader</i>	<i>Teachers are supported by the Literacy Leader in using texts to:</i> ✓ <i>Stimulate ideas and the motivation for writing</i> ✓ <i>Break down writing (learning intentions and success criteria)</i> ✓ <i>Form exemplars that depict/represent the specific skill to be taught</i>
	<i>Teachers model writing tools to students.</i>	<i>Literacy Leader</i>	<i>The Literacy Leader will support teachers to use exemplars (own and pre-selected) to:</i> ✓ <i>Model learning intention</i> ✓ <i>Articulate specific decision making during the process of writing (e.g. Think alouds)</i> ✓ <i>Provide references for students during independent activities</i>
	<i>For teachers to improve their content knowledge in literacy.</i>	<i>Literacy Leader</i>	<i>The Literacy Leader will encourage staff to:</i> ✓ <i>Identify when they do not have sufficient content knowledge required for delivery and independently seek to improve own ability.</i> ✓ <i>Use NZC literacy support documents (e.g. National Standards, Literacy Learning Progressions)</i> ✓ <i>Use RVS literacy support documents (e.g. Writing Genre Expectations Levels 1-4)</i> ✓ <i>Provide scaffolding tools so that students have repeated opportunities to practice the specific stages of learning.</i>
<i>March - April</i>	<i>The RVS Literacy Transference Model will be documented.</i>	<i>Literacy Leader, Principal</i>	<i>The Transference Model will be documented and placed in the RVS Curriculum Folder for reference. (This could be a shared Google document that is added to throughout the process.)</i>
<i>Transferring Literacy across the Curriculum</i>			
<i>February</i>	<i>For staff to consider the current level of literacy of their students in Science, Technology, The Arts, Social Sciences.</i>	<i>Principal</i>	<i>Dawn will lead a staff meeting that introduces the concept of literacy transference across the curriculum. Staff will use the asTTle writing assessment tool as the driver for identifying transference goals for their students</i>

			<i>across the curriculum.</i>
<i>March – November</i>	<i>Teacher workshops will support staff in understanding the literacy expectations across the curriculum.</i>	<i>Principal</i>	<i>Dawn to lead timetabled workshops using MOE documents and tools. Staff develop understanding and school devised exemplars of literacy learning expectations across the curriculum. Staff identify and monitor the progress in target areas.</i>
<i>November</i>	<i>End of Year Overall Teacher Judgements in Literacy include the consideration of Inquiry based curriculum areas (Science, Social Sciences, Technology and The Arts) for Year 4 – 6 students.</i>	<i>Principal</i>	<i>Year 4 – 6 OTJs include the consideration of the wider curriculum.</i>
Increasing Student Achievement			
<i>March – November</i>	<i>Target students and those at risk of not achieving the National Standard are monitored through 3/4 weekly Literacy workshops, anecdotal evidence and formal assessments.</i>	<i>Principal, Literacy Leader</i>	<i>Target students' progress and achievement is tracked and interventions considered where appropriate. This data will form the basis of discussions and reviews with staff and Board.</i>
<i>May</i>	<i>To review available resources, delivery and teaching strategies to further engage Maori boys in reading.</i>	<i>Principal, Literacy Leader</i>	<i>An audit of school owned reading material/resources will be conducted. The staff will engage in readings and research related to Maori boys' student achievement. Staff identify strategies to trial in class with target students. Staff will consult with the parents of Maori boys. Results of trials will be shared with staff and refined for further action. Overall findings will form an action plan for implementation in 2017. Budgeting of provisions will be considered for 2017.</i>
Sensory Phonics Integration			
<i>January</i>	<i>Barbara Brann Blocks are purchased for all classes.</i>	<i>Principal</i>	<i>Classes without identified resources are provided.</i>
<i>February</i>	<i>Sensory Phonics' Tools workshop with staff.</i>	<i>Teacher Aide</i>	<i>All teachers attend Phonics workshop. All teachers are provided with Barbara Brann blocks to use in the classroom. Teachers model the use of blocks with groups of students in classes.</i>

			<i>Teacher Aide is available to support further implementation of tools.</i>
<i>April</i>	<i>Dawn to share Sensory Phonics tools identified through 2015 Sabbatical inquiry focus.</i>	<i>Principal</i>	<i>Dawn shares sensory support tools with staff at workshop. Staff decide how to distribute tools. Staff identify additional resources required. Staff consider how tools could be used and aligned with current practices and programmes.</i>
<i>May – November</i>	<i>Dawn to model use of Sensory Phonics tools in classrooms for teachers.</i>	<i>Principal</i>	<i>Dawn models use of Sensory Tools at Levels 1 and 2 of the curriculum and for those students with additional needs. Dawn works with internal and external support staff to align use of Sensory Tools with pre-designed programmes. E.g. RT Literacy.</i>
<i>November</i>	<i>Programme implementation reviewed and plans for future made.</i>	<i>Principal, Literacy Leader</i>	<i>Review of literacy interventions completed and established programmes documented:</i> <ul style="list-style-type: none"> ✓ <i>Transference model</i> ✓ <i>Literacy Transference across the Curriculum</i> ✓ <i>Effect on student achievement</i> ✓ <i>Sensory Phonics tools</i>
Monitoring:	<i>Monthly PLG reflections of leader</i> <i>Teacher participation in PLGs</i> <i>Literacy Leader and Principal discussions (min. 1 per term)</i> <i>Observations in classrooms</i> <i>Student and teacher voice</i> <i>Student bookwork</i> <i>MOY data – June, EOY data - December</i>		
Resourcing:	<i>Teacher Release Budget code 68359 Professional Development \$1,000</i> <i>Minimum of 1 day per term</i> <i>1 Management Unit (Staffing)</i>		

<i>Property – Managing Resources</i>	<i>Report</i>	<i>Finance</i>	<i>Report</i>
<p>The Board will explore eligibility for additional learning spaces in relation to roll growth in 2017.</p> <p>The Board will review Health and Safety in relation to the Health and Safety in the Workplace Act.</p> <p>The Board will seek funding support to upgrade the swimming pool surrounds.</p> <p>The Board will purchase a replacement pool cover.</p> <p>The Board will run two Working Bees to ensure ongoing maintenance and repairs of buildings, gardens and property. They will seek the support of skilled volunteers to support these.</p> <p>A Sculpture Walk pathway will be formed at the back of the school.</p> <p>The Board will conduct a Community Health Survey, which will include aspects of Sexual Education.</p> <p>A computer replacement scheme will be devised to ensure students will have premium access to modern, on-line learning tools.</p> <p>The Board will look for funding opportunities to replace the front fence.</p> <p>The Board will complete a WSNUP (Wireless Upgrade assessment through the MOE).</p>		<p>The Board will focus on achieving a surplus end of year budget.</p> <p>The Board will continue to review the finances accrued for Cyclical Maintenance (external and internal painting).</p> <p>The Board will review its financial commitment to e-learning and digital technologies.</p> <p>The Board will review its major fundraiser (\$5,000 - \$7,000) for 2016 and assess options for the future based on the success of past activities, support of organising groups and collect new ideas to consider.</p>	

<i>Personnel</i>	<i>Report</i>	<i>Community Engagement - Creating a Sustainable Learning Community</i>	<i>Report</i>
<p>The Board will complete the new Induction Folder and Policy Guidelines for the new Board.</p> <p>The Board will consider providing consistency for its school by adopting a rolling 18-month term.</p> <p>The Board will provide an induction programme for new members, which will include external training.</p> <p>The current Board of Trustees will engage in succession planning in preparation for the triennial elections.</p> <p>The new Board will consider its make-up in relation to diversity, meeting the needs of its community and consider co-option where appropriate. Special consideration will be given to overseeing financial matters.</p> <p>The Property Sub-Committee will review the Cleaner and Caretaker roles.</p> <p>The Board will look to employ a part time Teacher of Maori in 2017 to teach all children once per week based on the 2015 model.</p> <p>The Board will consider additional staffing based on projected roll growth for 2017 and beyond.</p> <p>The Board will seek to appoint a Teacher of Maori for up to 0.1 FTTE using Operational Funding.</p>		<p>The School will consult with the families of Pasifika, Maori and South African students.</p> <p>The new Board will consult with the wider Community in relation to forming the 2017 – 2020 Charter and Strategic Plan.</p> <p>There will be an ongoing focus on engaging all families in the community to attend school events and contribute towards fundraising initiatives.</p> <p>The Board will use the Hautu tool to review its Maori Cultural Responsiveness.</p>	

