

# RIDGEVIEW SCHOOL CHARTER

## Strategic and Annual Plan

### 2017 - 2020



*Creating Confident, Connected, Life-Long Learners*

# *Creating Confident, Connected, Life-Long Learners*

## **Contents**

	Page
1. Our School	3
2. Kahui Ako: Whanau ki te Ako – Albany Learning Pathway	4
3. Introductory Section – Strategic Intentions	
a) Mission Statement	5
b) Vision	5
c) Values	6
d) Principles	7
e) Maori Dimensions and Cultural Diversity	8
4. Baseline Data and School Context	
a) Students’ Learning	10
b) Student Engagement	11
c) School Organisation and Structures	11
d) Review of Charter and Consultation	12
5. Strategic Section	
a. Strategic Aims	13
b. Strategic Goals and Targets	14
b) Specific Improvement Plan	
i. Literacy - Writing	22
ii. Mathematics	26
iii. 21 <sup>st</sup> Century Skills	30
c) 2017 Key Improvement Strategies to Achieve Strategic Vision	33

# 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 bush, waterways and local reserves. 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 Paremoro 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 the 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 strong sense of community and 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. Families place importance on the acquisition of foundation literacy and numeracy skills within a modern learning environment. They support the school’s ability to ensure students learn at their individual levels. Our active children enjoy learning and gain success academically, 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. Students enjoy strong learning-focused 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 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 Paremoro Community is underpinned by a strong network of groups called ‘Sustainable Paremoro’, 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.

# WHANAU KI TE AKO KAHUI AKO – COMMUNITY OF LEARNERS

*RidgeView School is a member of Whanau ki te Ako – Kahui Ako. This Community of Learners is made up of five contributing schools: Albany Primary School, Coatesville School, Greenhithe School, RidgeView School and Upper Harbour Primary School. These are feeder schools to Albany Junior High School, which in turn provides a pathway to Albany Senior High School.*

*Whanau ki te Ako formed in 2016 to enhance achievement and provide opportunities for all students. Goals in writing, mathematics, NCEA and University Entrance have been set for the next three years. An additional focus is the acceleration of Maori, Pasifika and Chinese learners. Throughout 2017, the CoL plans to endorse their Achievement Challenge, appoint Leadership roles, explore identified strategies for improvement (with a focus on Collaboration), and begin CoL related inquiry processes.*

*The CoL has devised interim reporting targets for 2017.*

### 3.

## RIDGEVIEW SCHOOL 2017 - 2020 Introductory Section – Strategic Intentions

<i>Mission Statement</i>	<i>Creating confident, connected, life-long learners who show respect, excellence and have positive relationships.</i>
<i>Vision</i>	<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.*



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

# 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, focused 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 participates 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.*
- *Maori programmes such as Te Reo Kori are considered for integration into our planning throughout the school.*
- *The school uses Ka Hikitia, Tataiako and Hautu documents to enhance relationships and cultural responsiveness systemically.*
- *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 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. We have established links with Awataha Marae. We plan to visit this marae every alternate year and the Auckland Museum (traditional marae) every other year.*

***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 2017 – 2020 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 external support.*
- Following the Board's involvement in Hautu, they have planned a 2017 a hui to meet with Maori families. They aim 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.*

## 4. 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-focused relationships with students. 'Assessment for Learning' and 'Inquiry' are key pedagogies that underpin the school at all levels. Students are supported to make strong connections between their prior knowledge and new learning. They are encouraged to ask, predict and inquire, as teachers support them to become self-regulated, lifelong learners. The curriculum is being redesigned to provide a modern 21<sup>st</sup> Century learning environment.

Over the last five years, there has been a focus on developing students' literacy skills. The school developed its own sensory phonics and 'Literacy Transference' models to support learners. These successful approaches have resulted in accelerated progress in writing for all student groups.

#### 2016 End of Year Student Achievement Data (unstripped)

EOY 2016	Reading		Writing		Mathematics	
	Number	Proportion	Number	Proportion	Number	Proportion
<b>Well Below</b>	2	3%	2	3%	2	3%
<b>Below</b>	16	25%	10	15%	11	17%
<b>At</b>	17	27%	26	41%	26	41%
<b>Above</b>	29	45%	26	41%	25	39%
<b>Below</b>	18	28%	12	18%	13	20%
<b>At or Above</b>	46	72%	52	82%	51	80%

It should be noted that this data is 'unstripped' and includes High Learning Needs (6%), ESOL learners (13%) students and those that have not been at our school for 1 year, several having enrolled with us in Terms 3 or 4.

<p><b>Student Engagement</b></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 their own learning, goals and school decisions.</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>Digital technologies are being integrated into all areas of the curriculum alongside students gaining the foundation skills of literacy and numeracy. Students especially enjoy the use of collaborative writing tools, where 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><b>School Organisation and Structures</b></p>	<p><i>The School is managed by the Principal with the support of a Deputy Principal and three teachers. 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 a genuine care for the students. All staff work together to promoting 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. An additional learning space is being delivered at the beginning of 2017. 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-up to allow whole school experiences or access to greater spaces, equipment or resources. The teaching of literacy is a strength of the school. Students learn to read and write alongside each other, using one to model the other. The success of this approach has seen both priority students and those with exceptional abilities flourish and succeed.</i></p> <p><i>Student achievement data is monitored regularly and staff routinely identify individuals and groups of students who need support or who are not meeting their potential.</i></p>

**Review of  
Charter and  
Consultation**

*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.*

*The Board is made up of members who are committed to ensuring the sustainability of our increasingly successful school vision. This group continue to promote the engagement of additional members that represent the diversity of the school roll. The Board looks for opportunities to co-opt members to support them in reflecting the ethnic make-up of the school community and to add value and support to areas of Governance.*

*The school plans consultations with its 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.*

*The school and Board have a regular hui with Maori families. The Board is committed to strengthening its relationships and cultural responsiveness through Hautu.*

*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 in 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.*

*The school is part of a Community of Learners that formed in 2016. This group of contributing schools fall within a 5km radius of each other. Our principal is the Lead Principal of the CoL; she is committed to accelerating achievement and providing additional opportunities for pathway students. Her involvement in this work means that the Deputy Principal acts in the Relieving Principal role in her absence for two days each week.*

### 5a Strategic Aims

***The School and its Community have the following Strategic Aims:***

*To work collaboratively within Whanau ki te Ako – Albany Learning Pathway – Kahui Ako (CoL) to provide accelerated opportunities for pathway students.*

*Sustain a self-managing Board of Trustees that identifies and supports the diversity of its families as they collaboratively work towards a sustainable 21<sup>st</sup> 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.*

## 5b

## Strategic Goals and Targets

<b>Domain</b>	<b>Strategic Goals</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>Report</b>
<b>Community of Learners</b>	<p><i>To establish a functioning Community of learners.</i></p> <p><i>To develop collaborative practices across schools.</i></p> <p><i>To engage professional support to develop teacher practices.</i></p>	<ul style="list-style-type: none"> <li>✓ <i>To complete the CoL Achievement Challenge.</i></li> <li>✓ <i>To gain endorsement of the Achievement Challenge.</i></li> <li>✓ <i>To form a Stewardship/Oversight Group.</i></li> <li>✓ <i>To employ the CoL Leadership Team.</i></li> <li>✓ <i>To take part in a CoL-wide conference at ASHS.</i></li> <li>✓ <i>To identify collaborative targets for our CoL.</i></li> <li>✓ <i>To establish across-CoL connections and relationships.</i></li> <li>✓ <i>To develop the identified 'drivers' and a Theory of Improvement.</i></li> <li>✓ <i>To submit a Professional Learning Development application to meet needs where decided.</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>To monitor Achievement Challenge interim targets and review focus areas (2nd-year review).</i></li> <li>✓ <i>To develop communication between key staff in pathway schools.</i></li> <li>✓ <i>To improve transitions between schools.</i></li> <li>✓ <i>To strengthen assessment practices across schools.</i></li> <li>✓ <i>To contact ECE centres and tertiary institutions.</i></li> <li>✓ <i>To continue to develop 'drivers' and inquire into the Theory of Improvement.</i></li> <li>✓ <i>To submit a PLD application to MoE to meet needs.</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>To monitor Achievement Challenge Targets and review focus areas (3rd-year review).</i></li> <li><i>To be decided by CoL.</i></li> <li>✓ <i>To continue to develop 'drivers' and reflect on Theory of Improvement.</i></li> </ul>	

	<p><i>To improve student achievement.</i></p>	<ul style="list-style-type: none"> <li>✓ <i>For teachers to become familiar with Achievement Challenge targets.</i></li> <li>✓ <i>For teachers to receive Inquiry time.</i></li> <li>✓ <i>For teachers to identify priority students.</i></li> <li>✓ <i>School to monitor and report on interim targets.</i></li> <li>✓ <i>To track progress made towards 2019 CoL targets and review next steps.</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Teachers devise interventions for priority learners that align with CoL targets.</i></li> <li>✓ <i>School to monitor interim targets.</i></li> <li>✓ <i>To track progress made towards 2019 CoL targets and review next steps.</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Teachers devise interventions for priority learners that align with CoL targets.</i></li> <li>✓ <i>School tracks progress toward 3-yearly CoL targets.</i></li> <li>✓ <i>To review progress made towards 2019 CoL targets and review next steps.</i></li> </ul>	
--	---	--	---	---	--

<b>Students' Learning and Engagement</b>	<p><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.</i></p>	<p><i>To improve student engagement and achievement across the curriculum through the smart use of digital technologies.</i></p> <ul style="list-style-type: none"> <li>✓ <i>To begin to teach 21<sup>st</sup> Century Skills across the school.</i></li> <li>✓ <i>To purchase additional technological devices and learning-based software to support learners' needs.</i></li> <li>✓ <i>To increase eLearning leadership to ensure sustainability of the new initiatives and pedagogy.</i></li> <li>✓ <i>To continue to explore the provision of WSNUP (Wireless Network Upgrade) from MoE.</i></li> <li>✓ <i>For students to make connections (via digital technologies) in their learning with and between home and school.</i></li> </ul>	<p><i>To improve student engagement and achievement across the curriculum through the smart use of digital technologies.</i></p> <ul style="list-style-type: none"> <li>✓ <i>For improved student engagement and achievement for priority learners through direct use of digital tools.</i></li> <li>✓ <i>For students to use technologies to communicate and create authentic learning.</i></li> <li>✓ <i>For teachers and students to understand and plan for the needs of safe digital citizens in our school environment.</i></li> </ul>	<p><i>To improve student engagement and achievement across the curriculum through the smart use of digital technologies.</i></p> <ul style="list-style-type: none"> <li>✓ <i>For learning needs across the school to be supported by well-managed technologies and infrastructure.</i></li> <li>✓ <i>To raise awareness of Digital Citizenship in the home environment and during independent student use.</i></li> </ul>	
	<p><i>To reduce student under-achievement through personalised programmes designed for learners, which incorporate careful identification of achievement, progress, needs, planned</i></p>	<ul style="list-style-type: none"> <li>✓ <i>To focus on CoL achievement challenges and interim targets in Writing and Mathematics.</i></li> <li>✓ <i>To adopt and deliver the newly designed Curriculum Scheme.</i></li> <li>✓ <i>To inquire into the</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>To focus on CoL achievement challenges and interim targets in Writing and Mathematics.</i></li> <li>✓ <i>To increase teachers' ability to explicitly transfer literacy skills across the inquiry focused areas of</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>To focus on CoL achievement challenges and end point targets in Writing and Mathematics.</i></li> <li>✓ <i>To review CoL achievement goals (in relation to our school)</i></li> </ul>	

	<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>	<p><i>difference between reading and writing achievement.</i></p> <ul style="list-style-type: none"> <li>✓ <i>To review literacy resourcing in reading with a particular focus on meeting the needs of Maori boys.</i></li> <li>✓ <i>To support two specific groups to develop in mathematics (i) Year 5/6 students (ii) Maori students.</i></li> <li>✓ <i>To transfer literacy skills across the curriculum.</i></li> <li>✓ <i>To support Year 1-2 students to reach National Standards in reading after 40 and 80 weeks at school.</i></li> </ul>	<p><i>Science, Social Studies, Technology and The Arts.</i></p> <ul style="list-style-type: none"> <li>✓ <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 questions.</i></li> <li>✓ <i>For reading progress to increase across all groups and cohorts.</i></li> </ul>	<p><i>and set next three-yearly targets.</i></p> <ul style="list-style-type: none"> <li>✓ <i>To review the inquiry model against best practice models.</i></li> </ul>	
	<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 implement the new Curriculum Scheme.</i></p> <p><i>The Board will review policies and procedures related to:</i></p> <ul style="list-style-type: none"> <li>✓ <i>21<sup>st</sup> Century Skills</i></li> <li>✓ <i>Inquiry Learning</i></li> <li>✓ <i>Teaching as Inquiry</i></li> </ul> <p><i>The school will review: the progress and achievement of:</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"> <li>✓ <i>P.E. and Health</i></li> <li>✓ <i>Support systems for students with additional needs (including Gifted and Talented students)</i></li> <li>✓ <i>Culture, Language and Identity</i></li> </ul> <p><i>The school will review the</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"> <li>✓ <i>Use of Digital tools</i></li> <li>✓ <i>Technology</i></li> </ul> <p><i>The school will review the progress and achievement of: South African Pasifika</i></p>	

		<p><i>South African</i> <i>Maori</i> <i>Pasifika</i> <i>Maori boys</i></p>	<p><i>progress and achievement of:</i> <i>South African</i> <i>Pasifika</i> <i>Maori</i> <i>Maori boys</i></p>	<p><i>Maori</i></p>	
<p><b>School Finance and Property</b></p>	<p><i>To develop property and learning resources in order to maximise students' growth and achievement.</i></p>	<p><i>Financial</i> To achieve a surplus end of year budget.</p> <p>To apply for grants to replace the Junior Playground.</p> <p>To begin a Stage #1 of the Computer Replacement Scheme to be implemented. Chromebooks for Year 5/6 learning.</p> <p>To reinvigorate the fundraising committee and support them to raise \$6,000 and contribute towards a new playground.</p> <p><i>Property</i> To revise the 5 Year Plan in relation to needs and any identified roll growth.</p> <p>To continue to review the WSNUP (Wireless Upgrade assessment through the MOE) provisions.</p> <p>To install a temporary</p>	<p><i>Financial</i> To achieve a surplus end of year budget.</p> <p>To run at least one major fundraising event that raises \$5,000 - \$7,000.</p> <p>To begin a Stage #2 of the Computer Replacement Scheme to be implemented. Replacement devices for Year 1/2 learning.</p> <p><i>Property</i> To run two Working Bees to ensure ongoing maintenance and repairs of buildings, gardens and property.</p> <p>To review the school's play spaces for students (playgrounds, court areas and fields).</p>	<p>To achieve a surplus end of year budget.</p> <p>To run at least one major fundraising event that raises \$5,000 - \$7,000.</p> <p>To complete Stage #3 of the Computer Replacement Scheme. Additional devices for all areas.</p> <p><i>Property</i> To review our flexible learning spaces alongside Modern Learning Environment models in the context of our school.</p> <p>To review the use of devices in school and inquire into whether a BYOD model would support our equitable</p>	

		<p>relocatable learning space (roll growth classroom).</p> <p>To run two Working Bees to ensure ongoing maintenance and repairs of buildings, gardens and property.</p> <p>To continue to monitor the health of established trees around the grounds and perimeter to ensure they are safe.</p>	To extend the Sculpture Walk to provide an interactive community resource.	access to learning culture.	
<b>Health and Safety</b>	<i>To regularly review policies and procedures to ensure best practice approaches within our school.</i>	<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 two-yearly Health Curriculum review and its delivery of Sexuality Education in relation to the MOE guidelines.</p> <p>The Board will continue to review a Christian based programme at RidgeView School with its community.</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 review Health and Safety in relation to the 2016 Worksafe changes.</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>	
<b>Personnel</b>	<i>To sustain a self-managing Board of Trustees that identifies</i>	To continue to review all Policies as part of the 'Board of Trustees' Systems and Operations' Booklet'.	<p>The Board will complete the review of Policies related to:</p> <ul style="list-style-type: none"> <li>• Curriculum Delivery</li> <li>• School Uniform</li> </ul>	To provide an induction programme and hand over to new Board members.	

	<p><i>and supports the diversity of its families as they collaboratively work towards a sustainable 21st century learning environment for their children.</i></p>	<p>The Board will complete the review of all Policies related to:</p> <ul style="list-style-type: none"> <li>• Treaty of Waitangi</li> <li>• Equal Employment Opportunities</li> <li>• Financial Management</li> <li>• Health and Safety</li> <li>• Complaints</li> <li>• Before and After School Care</li> </ul> <p>To review plans for increasing the school roll based on current trends and patterns. For the Staff Trustee to attend NZSTA training.</p> <p>For the Board to receive regular feedback, updates and information about 21<sup>st</sup> Century Learning Environments.</p>	<ul style="list-style-type: none"> <li>• Appointments</li> <li>• Performance Management</li> <li>• Principal Appraisal</li> <li>• Protected Disclosures</li> <li>• Property</li> <li>• Animal Care</li> </ul> <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>	<p>For the new Board to attend training for their role and specific responsibilities.</p> <p>For the Board to meet with the Community to inform its current direction and update its Charter.</p> <p>For the Board to review the Policy Review Schedule.</p>	
<p><b>Community Engagement</b></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>The School will form links with local iwi to support tamariki, our school and CoL – Ngati</p>	<p>The School will consult with the families of Pasifika, Maori and South African students annually.</p> <p>The Board will actively promote CoL collaboration and goals within its own</p>	<p>To consult with the families of Pasifika, Maori and South African students annually.</p> <p>To review the Boards' cultural responsiveness following the implementation of the three-</p>	

		<p>Whatua Kaipara.</p> <p>To feedback to the wider Community on the changes to the 2017 – 2020 Charter and progress made towards goals since October, 2016.</p> <p>To discuss the Board’s use of the Hautu culturally responsive document with Maori families and request local support.</p> <p>The Board will participate as a member of the combined CoL Boards. It will support CoL goals, engage with other Boards and communicate collaborative progress to our school community.</p> <p>To engage all families in the community to attend school events and contribute towards fundraising initiatives.</p>	<p>community and across the pathway schools.</p> <p>To continue to use the Hautu matrix to develop cultural responsiveness across identified areas.</p> <p>To engage all families in the community to attend school events and contribute towards fundraising initiatives.</p>	<p>year Hautu development.</p> <p>The Board will actively promote CoL collaboration and goals within its own community and across the pathway schools.</p> <p>To focus on engaging all families in the community to attend school events and contribute towards fundraising initiatives.</p>	
--	--	---	--	--	--

# 5c RIDGEVIEW SCHOOL 2017 - 2020 Annual Section

<p><b>5c(i)</b> <i>Specific Improvement Plan – Literacy - Writing</i>  <i>Writing and Mathematics plans share similar implementation and reporting timeframes as part of the Teaching as Inquiry implementation and Community of Learning Drivers as the foundation for improvement.</i></p>			
<p><b>Strategic Goals:</b></p>		<ul style="list-style-type: none"> <li>✓ <i>To work collaboratively within the Community of Learners to provide accelerated opportunities for pathway students.</i></li> <li>✓ <i>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></li> <li>✓ <i>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.</i></li> <li>✓ <i>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.</i></li> </ul>	
<p><b>Long-term Goal</b></p>		<p><b>CoL Target #1a Writing</b>  <i>To increase the number of Year 1-6 students At or Above the National Standard in Writing by a 5% shift by the end of 2019. At RidgeView this is a shift of 12 students.</i></p> <p><b>CoL Target #1b Writing</b>  <i>To increase the number of Year 1-6 students from At to Above the National Standard in Writing by 3 at the end of 2019.</i></p>	<p><b>Annual Targets:</b></p> <p><b>Target #1a</b>  <i>To increase the number of Year 1-6 students At or Above the National Standard in Writing by a minimum of 2 in 2017.</i></p> <p><b>Target #1b</b>  <i>To increase the number of Year 1-6 students from At to Above the National Standard in Writing by 1 or more in 2017.</i>  <i>NB Targets align with CoL endorsed goals.</i></p>
<p><b>Baseline Data Statement:</b></p>		<p><i>The CoL goals were based on 2015 End of Year data in which 37% of students achieved above the National Standard. This rose to 41% at the end of 2016.</i></p> <p><i>At the end of 2016 the 12 students achieving below the National Standard were made up of:</i></p>	

- *European and Maori students (majority male)*
- *Students with Additional Learning Needs'*

**Key Improvement Strategies**

<b>When?</b>	<b>What?</b>	<b>Who?</b>	<b>Indicators of Progress</b>
<i>January - November</i>	<i>Staff meetings focused on developing teacher capacity to deliver high level writing in the classroom.</i>	<i>Deputy Principal</i>	<i>2-4 Staff meetings delivered per term.</i>
<i>March</i>	<i>Staff introduced to CoL Achievement Challenge targets.</i>	<i>Principal</i>	<i>Staff discuss and understand CoL targets in relation to their own students.</i>
<i>March</i>	<i>Teachers identify priority learners across the school and within their own teaching groups.</i>	<i>Principal, DP, WISL</i>	<i>3-6 priority learners per teacher are identified within the target areas. Priority learners and those at all levels who are at risk of not achieving their potential are distributed across teachers.</i>
<i>February/March</i>	<i>RVS pedagogical practices are reviewed, agreed and updated alongside 21<sup>st</sup> Century Skills and approaches to Inquiry.</i>	<i>Principal</i>	<i>Agreed pedagogical approaches are recorded and shared.</i>
<i>April - November</i>	<i>Teaching as Inquiry is led by the Management Team to accelerate the achievement of priority learners.</i>	<i>Principal</i>	<i>Teachers are supported by mentors to reflectively inquire into their practice through the Teaching as Inquiry model.</i>
<i>May - November</i>	<i>Teachers will reflect on their practice through the Teaching as Inquiry model to improve their practice.</i>	<i>Principal</i>	<i>Teachers will use Google Sites to record and reflect on their teaching as inquiry.</i>
<i>May</i>	<i>Enhancing partnerships with Maori families.</i>	<i>Principal</i>	<i>Teachers gain an understanding of success for Maori as Maori through engaging with research (Kia Eke Panuku, Te Kotahitanga) and include aspects into their inquiry/practice. Teachers identify interventions to improve relational trust and cultural responsiveness.</i>
<i>April - December</i>	<i>Targeted interventions monitored.</i>	<i>Principal, DP, WISL</i>	<i>Teachers and their mentors discuss and track progress of student data towards goals. Ongoing tracking with key data collection points of June, September, December.</i>

<i>April – December</i>	<i>Access expert knowledge to support interventions</i>	<i>All</i>	<i>Supports identified and accessed where necessary.</i>
<i>April – December</i>	<i>Accessing specialist support and advice.</i>	<i>Principal, DP, WISL</i>	<i>Mentors support teachers to access specialist advice where required. This may be in areas such as: cultural and relational responsiveness, content knowledge or technical advice.</i>
<i>May</i>	<i>Review assessment tools and data collection protocols with staff.</i>	<i>WISL, DP</i>	<i>Staff able to consistently deliver assessments. Data is valid and reliable.</i>
<i>June</i>	<i>CoL Professional Development</i>	<i>CoL</i>	<i>All teachers attend CoL Professional Development day. Teachers will gain a greater understanding of: Teacher effectiveness Inquiry approach Being involved in a CoL Expertise within the CoL</i>
<i>June/July</i>	<i>Appointment process for Within School (WIS) CoL lead.</i>	<i>CoL</i>	<i>Appointment of Within School role (to begin Term 3).</i>
<i>June</i>	<i>Interim data related to progress against goals reported</i>	<i>WISL</i>	<i>Progress and data used to reflect on impact of interventions.</i>
<i>July</i>	<i>Data is moderated for consistency and reliability.</i>	<i>WISL, DP</i>	<i>Sample data from all levels is moderated by (i) in-school and (ii) across school staff.</i>
<i>July</i>	<i>Staff consider how CoL identified drivers can enhance practice and improve student achievement</i>	<i>Principal, DP, WISL</i>	<i>Staff reflect on the drivers (collaboration, teacher effectiveness, learner agency, culturally responsive pedagogies, community involvement, transitions between schools) and make identified changes to practice to enhance teacher effectiveness.</i>
<i>August</i>	<i>Teachers review their content knowledge in relation to their learners.</i>	<i>DP, WISL</i>	<i>Staff self-assess level of content knowledge related to their learners.</i>
<i>August - November</i>	<i>Teachers collaborate across the CoL to enhance their own practice, knowledge and understanding of identified areas.</i>	<i>Principal, WISL</i>	<i>Teachers collaborate with CoL colleagues on a professional level to enhance identified areas of practice and student achievement.</i>
<i>November/December</i>	<i>Data is moderated for consistency and reliability.</i>	<i>WISL, DP</i>	<i>Sample data from all levels is moderated by (i) in-school and (ii) across school staff.</i>
<b>Monitoring:</b>	<i>Ongoing monitoring between teacher and their mentors throughout the year. Baseline data identified in March. Interim data collected in June. End of Year data collected in November/December.</i>		

	<i>Data sent to CoL June and December.</i>
<b>Resourcing:</b>	<i>CoL Inquiry Time – CoL staffing. Within School Leadership funding and release time – CoL funded. 2 x days per teacher – Operations Grant - PD Courses - 3020 budget code. 1 x CoL Teacher Only Day – CoL funded. Professional Learning Development (accessed by CoL) – CoL funded. Advice and support from Mere Berryman (CoL Expert Partner) – MoE funded.</i>

5c(ii)

**Specific Improvement Plan – Mathematics**

Mathematics and Writing plans share similar implementation and reporting timeframes as part of the Teaching as Inquiry implementation and Community of Learning Drivers as the foundation for improvement.

**Strategic Goals:**

- ✓ To work collaboratively within the Community of Learners to provide accelerated opportunities for pathway students.
- ✓ 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.

**Long term goal**

**CoL Target #2a Mathematics**  
To increase the number of Year 1-6 students from Below to At or Above the National Standard in Mathematics by a 5% shift at the end of 2019. At RidgeView this includes a shift of 9 students.

**CoL Target #2b Mathematics**  
To increase the number of Year 1-6 students from At to Above the National Standard by 1-2 students at the end of 2019.

**Annual Targets:**

**Target #2a**  
To increase the number of Year 1-6 students from Below to At or Above the National Standard in Mathematics by a minimum of 2 at the end of 2017.

**Target #2b**  
To increase the number of Year 1-6 students from At to Above the National Standard in Mathematics by 1 or more in 2017.  
NB These targets align with CoL endorsed goals.

**Baseline Data Statement:**

The CoL goals were based on 2015 End of Year data in which 25 students (33%) were above the National Standard. This rose to 2016, 39% of students were above the National Standard.

At the end of 2016, the 12 students achieving below the National Standard were made up of:

- European and Maori students (relatively even gender split)
- Students with Additional Learning Needs'
- Students clustered in Years 5 and 6

### Key Improvement Strategies

<b>When?</b>	<b>What?</b>	<b>Who?</b>	<b>Indicators of Progress</b>
March	Staff introduced to CoL Maths Achievement Challenge targets.	Principal	Staff discuss and understand CoL Maths targets in relation to their own students.
March	Teachers identify priority learners across school.	Principal, DP, WISL	3-6 priority learners per teacher are identified within the target areas. Priority learners and those, at all levels, who are at risk of not achieving their potential, are distributed across teachers.
February/March	RVS pedagogical practices are reviewed, agreed and updated alongside 21 <sup>st</sup> Century Skills and approaches to Inquiry.	Principal	Agreed pedagogical approaches are recorded and shared.
April - November	Teacher inquiry to accelerating achievement of priority learners.	Principal	Teachers are supported by mentors to reflectively inquire into their practice through the Teaching as Inquiry model.
May - November	Teachers will reflect on their practice through the Teaching as Inquiry model to improve their practice.	Principal	Teachers will use Google Sites to record and reflect on their teaching as inquiry.
May	Enhancing partnerships with Maori families.	Principal	Teachers gain an understanding of success for Maori as Maori through engaging with research (Kia Eke Panuku, Te Kotahitanga) and include aspects into their inquiry/practice. Teachers identify interventions to improve relational trust and cultural responsiveness.
April - December	Targeted interventions monitored.	Principal, DP, WISL	Teachers and their mentors discuss and track progress of student data towards goals. Ongoing tracking with key data collection points of June, September, December.
April – December	Access expert knowledge to support interventions	All	Supports identified and accessed where necessary. Teachers share attendance at Mathematics workshops run by Marie Hirst, Cognition Education. Teachers will deliver a staff meeting to share knowledge gained on this course.

<i>April – December</i>	<i>Accessing specialist support and advice.</i>	<i>Principal, DP, WISL</i>	<i>Mentors support teachers to access specialist advice where required. This may be in areas such as: cultural and relational responsiveness, content knowledge or technical advice.</i>
<i>May</i>	<i>Review assessment tools and data collection protocols with staff.</i>	<i>WISL, DP</i>	<i>Staff able to consistently deliver assessments. Data is valid and reliable.</i>
<i>June</i>	<i>CoL Professional Development</i>	<i>CoL</i>	<i>All teachers attend CoL Professional Development day. Teachers will gain a greater understanding of: Teacher effectiveness Inquiry approach Being involved in a CoL Expertise within the CoL</i>
<i>June</i>	<i>Interim data related to progress against goals reported</i>	<i>WISL</i>	<i>Progress and data used to reflect on impact of interventions.</i>
<i>February/March</i>	<i>Appointment process for Within School (WIS) CoL lead.</i>	<i>CoL</i>	<i>Appointment of Within School role (to begin Term 2).</i>
<i>July</i>	<i>Data is moderated for consistency and reliability.</i>	<i>WISL, DP</i>	<i>Sample data from all levels is moderated by (i) in-school and (ii) across school staff.</i>
<i>July</i>	<i>Staff consider how CoL identified drivers can enhance practice and improve student achievement</i>	<i>Principal, DP, WISL</i>	<i>Staff reflect on the drivers (collaboration, teacher effectiveness, learner agency, culturally responsive pedagogies, community involvement, transitions between schools) and make identified changes to practice to enhance teacher effectiveness.</i>
<i>August</i>	<i>Teachers review their content knowledge in relation to their learners.</i>	<i>DP, WISL</i>	<i>Staff self-assess level of content knowledge related to their learners.</i>
<i>August - November</i>	<i>Teachers collaborate across the CoL to enhance their own practice, knowledge and understanding of identified areas.</i>	<i>Principal, WISL</i>	<i>Teachers collaborate with CoL colleagues on a professional level to enhance identified areas of practice and student achievement.</i>
<i>November/December</i>	<i>Data is moderated for consistency and reliability.</i>	<i>WISL, DP</i>	<i>Sample data from all levels is moderated by (i) in-school and (ii) across school staff.</i>
<b>Monitoring:</b>	<i>Ongoing monitoring between teacher and their mentors throughout the year. Baseline data identified in March. Interim data collected in June. End of Year data collected in November/December. Data sent to CoL June and December.</i>		

<b>Resourcing:</b>	<p><i>CoL Inquiry Time – CoL staffing.</i></p> <p><i>\$300 Mathematics workshop (Cognition Education) - PD Courses - 3020 budget code.</i></p> <p><i>Within School Leadership funding and release time – CoL funded.</i></p> <p><i>2 x days per teacher – Operations Grant - PD Courses - 3020 budget code.</i></p> <p><i>1 x CoL Teacher Only Day – CoL funded.</i></p> <p><i>Professional Learning Development (accessed by CoL) – CoL funded.</i></p> <p><i>Advice and support from Mere Berryman (CoL Expert Partner) – MoE funded.</i></p>
--------------------	---

<b>5c(ii) Improvement Plan – Domain: 21<sup>st</sup> Century Skills</b>			
<b>Strategic Goals:</b>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ Develop property and learning resources in order to maximise students' growth and achievement.</li> <li>✓ 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.</li> <li>✓ To work collaboratively within Whanau ki te Ako – Kahui Ako (CoL) to provide accelerated opportunities for pathway students.</li> </ul>		
<b>Annual Goals:</b>	<p>To introduce teachers to 21<sup>st</sup> Century Skills. To act on feedback from the 2016 Community Consultation in regard to 21<sup>st</sup> Century Skills. To review hardware upgrades and wireless accessibility.</p>	<b>Annual Targets:</b>	<ul style="list-style-type: none"> <li>○ To introduce collaboration into school-wide teaching and learning programmes</li> <li>○ To increase the use of digital technologies across inquiry and topic related learning at all levels</li> <li>○ To understand the concept of knowledge construction ready for implementation in 2018.</li> </ul>
<b>Baseline Data:</b>	<p><u>Background Information</u> The Leadership Team are involved in the Post Graduate course: Applied Practice - Digital and Collaborative Learning. They have shared their learning with staff who want to integrating 21<sup>st</sup> Century Skills into the RidgeView School Curriculum. In November, 2016, we consulted with our community who predominantly supported this approach (while maintaining a focus on literacy and numeracy).</p>		
<b>Key Improvement Strategies</b>			
<b>When?</b>	<b>What?</b>	<b>Who?</b>	<b>Indicators of Progress</b>
January	To collect baseline teacher data on collaboration.	Deputy Principal	DP collates and analyses baseline data to plan professional development to needs of teachers.
January	Introduction to 21 <sup>st</sup> Century Skills ITL Rubrics	Deputy Principal	Teachers are familiar with the ITL Rubrics. Teachers understand how to plan for collaborative learning activities.
January	Continued involvement in Applied Practice Post Graduate course.	Deputy Principal and Principal	Deputy Principal and Principal complete course and use it to inform school practices.
January-March	Review and alignment of pedagogical practices against	Principal,	Assessment for Learning matrix is used as a base to review

	<i>21<sup>st</sup> Century Skills.</i>	<i>Deputy Principal</i>	<i>Inquiry and 21<sup>st</sup> Century Skills – Collaborative approach. New expectations document is provided for staff.</i>
<i>February</i>	<i>An inquiry unit is planned to deliver collaborative practices across school.</i>	<i>Deputy Principal</i>	<i>Teachers participate in a planning session which delivers through a collaborative approach.</i>
<i>February</i>	<i>Additional devices are purchased (primarily for Year 3-6 use).</i>	<i>Principal</i>	<i>6 x Chromebooks are purchased for classroom use.</i>
<i>March – June</i>	<i>Teachers observe each other in the delivery of collaborative lessons.</i>	<i>Teachers (DP to organise)</i>	<i>Teachers observe and feedback to each other on collaborative lessons.</i>
<i>April – November</i>	<i>CoL focus on collaborative practices.</i>	<i>CoL Lead Principal, WIS role</i>	<i>CoL focus on collaborative practices are transferred teachers. Teachers feel a sense of belonging to the CoL. The Within School Lead transfers collaborative learnings and KPIs related to collaboration with teachers.</i>
<i>May</i>	<i>Links made with CoL schools re. 21<sup>st</sup> Century Learning.</i>	<i>Deputy Principal</i>	<i>Deputy Principal visits and meets with key personnel at identified CoL schools to:</i> <i>(i) make connections with key personnel</i> <i>(ii) identify similarities and differences between pathway schools</i> <i>(iii) identify key learning areas and pre-requisite skills for students from our contributing school</i>
<i>May – September</i>	<i>Form 21<sup>st</sup> Century Skills Plan 2017/8 – 2020</i>	<i>Deputy Principal</i>	<i>A long term plan is devised for the implementation of 21<sup>st</sup> Century Skills.</i>
<i>April</i>	<i>Review of need for WSNUP.</i>	<i>Principal and Board Property Portfolio holder</i>	<i>A decision is made whether to pursue WSNUP. The review takes account of current and projected long-term needs.</i>
<i>June</i>	<i>Interim data teacher data on collaboration is collected. Beginning point knowledge construction data is collected.</i>	<i>Deputy Principal</i>	<i>DP analyses data and identifies next development steps for teachers.</i>
<i>July</i>	<i>Teachers are introduced to the concept of knowledge construction.</i>	<i>Deputy Principal</i>	<i>Teachers understand how to plan for knowledge construction at different levels of the curriculum.</i>
<i>July</i>	<i>Meeting with community to report on progress since 2016 consultation.</i>	<i>Board, Deputy Principal, Principal</i>	<i>Community understands progress made on 21<sup>st</sup> Century Skills Charter goals. Community provides ongoing feedback. Parents able to understand new approaches to teaching and</i>

			<i>learning.</i>
<i>July – November</i>	<i>Teachers observe each other in the delivery of lessons focused on developing knowledge construction.</i>	<i>Teachers (DP to organise)</i>	<i>Teachers observe and feedback to each other on knowledge construction lessons.</i>
<i>August</i>	<i>Hardware is reviewed and extended to Stage ¾ on implementation.</i>	<i>Deputy Principal, Principal and Board Property and Finance portfolio holders.</i>	<i>A hardware replacement scheme is devised from 2018-2020/21.</i>
<i>September</i>	<i>Review assessment of 21<sup>st</sup> Century Skills.</i>		<i>Exemplars, learning intentions and student-speak assessment criteria are formed for Collaboration and Knowledge Construction. Decisions are made on how student progress in these areas is reported to parents.</i>
<i>November</i>	<i>End point teacher data on collaboration and knowledge construction are collected. Student voice is collected on collaboration and knowledge construction related skills and participation in activities.</i>	<i>Deputy Principal</i>	<i>Data is collated and analysed before planning for 2018.</i>
<b>Monitoring:</b>	<i>Baseline, interim and end-point data collected and analysed. Community consultation to review progress. Teacher progress through observations (DP and buddy teachers) Student voice collected. Reporting to Board on progress.</i>		
<b>Resourcing:</b>	<i>In-school release for observations and feedback. PD Courses - 3020 budget code. Internal release for DP to visit CoL schools. No cost due to internal release by Principal. 2017 approved budget for 6 x Chromebooks. Computer Equipment – C515 budget code. Standing desks for Year 5/6. Furniture and Equipment C501 budget code.</i>		

<b><i>Property – Managing Resources</i></b>	<b><i>Report</i></b>	<b><i>Finance</i></b>	<b><i>Report</i></b>
<p>Complete an upgrade of the playground equipment.</p> <p>Temporary classroom to be operational and fully utilised.</p> <p>Minor swimming pool repairs and maintenance completed.</p> <p>Explore optimal use of school-owned vacant land.</p> <p>Provide support and advice to the principal in implementing the new EOTC guidelines (for the September Camp).</p> <p>Review the provision of shade areas.</p> <p>Monitor and review school and community pool use to ensure a financially viable model for the 2017/2018 swimming season.</p> <p>Review ergonomics related to the modern learning environment.</p> <p>Consider greater road signage in local property development areas.</p> <p>Consider community feedback in relation to grounds, property, health and safety from 2016 consultation.</p> <p>Run a Working Bee to ensure ongoing maintenance</p>		<p>Achieve a surplus end of year budget.</p> <p>Apply for grants for a replacement playground.</p> <p>Review financial commitment to e-learning and digital technologies.</p> <p>Encourage Voluntary Contributions from community.</p> <p>Investigate how other small, isolated high decile schools fundraise.</p> <p>Support the Friends of RidgeView School group (FORS) to raise \$6,000.</p>	

<p>and repairs of buildings, gardens and property. They will seek the support of skilled volunteers to support these.</p> <p>Conduct a Community Health Survey, which will include aspects of Sexuality Education.</p> <p>Devise a computer replacement scheme to ensure students will have premium access to modern, on-line learning tools.</p> <p>Review the WSNUP (Wireless Upgrade assessment) through the MOE.</p>			
<p><b><i>Personnel</i></b></p>	<p><b><i>Report</i></b></p>	<p><b><i>Community Engagement - Creating a Sustainable Learning Community</i></b></p>	<p><b><i>Report</i></b></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.</p> <p>The Board will continue to explore Hautu to develop understanding, relationships and cultural responsiveness.</p> <ul style="list-style-type: none"> <li>• Review the Hautu document and assess the Board's current position in regards to this</li> <li>• Identify areas where the Board can improve their/Ridgeview's current practice</li> <li>• Implement identified changes</li> <li>• Work towards identifying as either developing or integrating in all Hautu criteria sections</li> </ul> <p>The Board will look to employ a part time Teacher of Maori in 2017 to teach all children once per week where personnel and finances allow.</p>		<p>The Board will report back to the community on progress towards Charter goals following the last consultation in November, 2016.</p> <p>The School will consult with the families of Pasifika, Maori and South African students.</p> <p>The new Board will use the November, 2016 Community Consultation to inform 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 be involved in CoL leadership appointments and the Stewardship Group (as appropriate).</p>	

