



# Riverview School Charter - 2021

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## **VISION STATEMENT:**

Riverview School grows confident, successful individuals who are:

- Hooked on HEARTWISE values
- Cooperative and community minded
- Creative thinkers and problem solvers
- Motivated, lifelong learners
- Passionate eco-warriors
- Proud to celebrate achievements
- Competent in literacy and numeracy
- Discoverers of personal talents

**MOTTO:** *Growing, discovering, learning for life.*

## **Our School Values (HEARTWISE) are:**

Honesty, Excellence, Aroha, Respect, Tolerance, Whanau, Inquiry, Sustainability, Effort

# School Description

Riverview School is a co-educational, Decile 7, U5, contributing primary school located in suburban Kerikeri in the mid-north of Northland. The township of Kerikeri is adjacent to, and is a significant service centre for, the Bay of Islands. The school population is drawn from both suburban and rural areas, with many children travelling to school by bus.

The original school, adjacent to the Stone Store Basin, was called Riverview School, with the 'new' Riverview School being established on its present site in 1988. The school is named after the Kerikeri River (although this cannot be viewed from the site), with the confluence of the Kerikeri and Waipapa Rivers nearby. The school is set in flat, well-landscaped grounds and sports fields, and is partially surrounded by the original orchard's bamboo shelterbelts.

The school consists of 18 teaching spaces, an administration block, a large hall, a library, a swimming pool, netball courts, a designated special needs building (the Rainbow Room), and a specialist teaching space for Reading Recovery. 2014 saw the completion of a major building programme to fix major damage through leaky building issues. The school continues to modernise and upgrade classrooms and furnishings. Several major outdoor improvements have also taken place. Shade areas and verandas make the buildings more suitable for Northland's climate – both the sun and the rain, and air conditioning units help immensely. Four adventure playgrounds are appreciated by all children, and provide safe yet challenging play areas. Teachers and classes use the swimming pool, recently upgraded, extensively during the summer months. Fifty solar panels were installed in early 2018 to significantly reduce the school's carbon footprint, and reduce electricity costs.

The school roll has steadily increased with a roll of 444 students/ākonga at the end of 2020, and a 2021 opening roll of 407. An Enrolment Scheme was activated in October, 2011 to manage this. The percentage of Māori ākonga is approximately 25%. There is strong liaison between local early childhood centres and the school in order to provide a safe and successful transition to school for the new entrants. The majority of Year 6 ākonga transition successfully on to Kerikeri High School as Year 7 ākonga.

The school is seen as very much part of the Kerikeri community, and relies on it for both financial support (e.g. the annual Bazaar), and human support (e.g. transport for outdoor education trips, sports coaching, music tuition, Bible in Schools programme, etc.). There are many supportive parents who are willing to serve on the BOT, PTA, and/or Bazaar/Fundraising Committee, or as sports coaches and parent helpers in classrooms. The staff is comprised of a large number of extremely well-qualified and experienced teachers and ancillary staff.

The Riverview School learning community is committed to providing quality teaching that results in significant ākonga outcomes. Teachers are committed to making a difference for all ākonga by “raising the bar and closing the gap”. With this in mind, teachers undertake corporate and individual professional development to increase their knowledge and skills in Numeracy and Literacy, and in formative practice. Professional development incorporates school wide needs, teachers’ personal professional goals, and appraisal process outcomes, linking directly to the strategic plan. The professional development of the teacher aides has been maintained through regular “in-house” training sessions. This has helped raise the quality of the intervention and help for ākonga needing support.

The school has a programme of individual and school-wide monitoring and evaluation, using both teacher assessment and standardised tests (e.g. asTTle). The school reports to families in writing on individual achievement of ākonga twice each year, and to the community on its overall achievement. Other reporting to parents is done regularly, using a variety of approaches, including portfolios, Parent-Teacher-Child conferences for both goal-setting and goal-reviewing, and Student-led conferences.

Riverview School acknowledges the significance of Te Tiriti o Waitangi (1840) which is New Zealand’s founding document. The curriculum and culture of Riverview School incorporates Te Tiriti o Waitangi in three principles: Partnership, protection and participation. These three principles assist Riverview School to implement an environment that acknowledges the importance of Māori as tangata whenua and also celebrates the multi-cultural dynamic of our community.

The curriculum reflects many aspects of the Maori culture from Me Tikanga, weekly te reo Māori lessons in each class, a weekly Kapa haka programme, and a senior group performing at festivals. Powhiris are held to welcome visitors, and the weekly assemblies contain a significant Mātauranga Māori aspect.

Riverview School implements a curriculum which recognises the importance of teaching the “whole child.” A key input to this is a programme, unique to Riverview School, called HEARTWISE. The vision statement is interwoven to reflect both HEARTWISE and Te Tiriti o Waitangi.

A variety of online learning technologies are integrated into class programmes, across all year levels, to strengthen the learning of ākonga. The school has invested significantly in providing resources for this purpose, and is enhanced by our voluntary “opt-in” bring your own device (BYOD) programme at Year 5 and 6 level. Those not choosing this option are provided for by the school using the government resourcing available.

We pride ourselves on being an inclusive school which includes and caters for children with special needs by way of educational plans and we offer behaviour management systems and structures to support and develop the individual.

Other areas of the curriculum include:

- Bible-in-Schools, which has been endorsed by the community through consultation every 3 years, and is attended by the majority of the children,
- Kiwisport Active Schools programmes, which promotes children being involved in regular physical activity during the school day. We encourage our ākonga to participate in Saturday morning team sports, especially in the winter.
- Environment Education, promoting wise and responsible use of resources that preserve the world we live in. In 2015 Riverview School was awarded a “Silver Enviro-award” from the Northland Regional Council, and we were officially recognised at “Green-Gold” status in November, 2020, following concerted efforts to embed environmentally supportive philosophies, practices and initiatives.
- Health programmes and a variety of extra-curricular activities.
- Healthy eating is encouraged throughout the school including our being a water only school.

# Treaty Matters and Areas of Focus at Riverview School

Riverview School works hard to provide the best possible education for all children. We have developed strong working policies and programmes that incorporate the three principles of Te Tiriti o Waitangi.

1. **Partnership:** Riverview School will respect and uphold the unique heritage of those who are descendant of Te Tiriti o Waitangi and those who are descendants of the multi cultures that make up our community through:

- All school assemblies will reflect a kaupapa Maori aspect including a himene, karakia and National Anthem in both te reo Māori and English.
- Classroom programmes will promote the use of Te reo Māori in a natural and inclusive manner, at various levels of proficiency for each teacher. As well as this, the languages of other cultures that make up the classroom community, will be respected and encouraged to be used in appropriate ways.
- A strong kapa haka programme is in place with all children participating. The programme includes a high quality performance group which performs for both the local community, and combined schools' events. The Kapa haka group also assist in special ceremonies and functions that are held at Riverview School
- Mātauranga Māori is a strong focus at Riverview School with each teacher taking responsibility for their own classroom with the support of professional development that is provided through an in house teacher. Each teacher implements Mātauranga Māori to the best of their ability with support networks available.
- The Board of Trustees has committed to further develop our partnership responsibilities through use of the Hautū tool and whanau hui. We aim to improve the success of Maori ākonga as Maori.

2. **Protection:** To protect the taonga of our ākonga' cultural diversity and the environment we all share.

Riverview School has experienced a growing number of children with diverse national and ethnic backgrounds. To support this, the school has policies and practices embedded that are committed to reflect the culture and background of each and every ākonga to ensure that what is special to them is treasured as their unique taonga. This is embedded in policy statements such as: *"To ensure that a balanced Social Sciences Curriculum is presented, which is inclusive of culture and gender, and emphasises the bicultural and multicultural nature of New Zealand's heritage."* (Policy NAG 1:15 Social Sciences Procedure).

- To build a shared set of values that provide a safe and harmonious learning environment for all ākonga. The *HEARTWISE VALUES* of *Aroha, Respect, Tolerance and Whanau* are all connected to the school's commitment toward celebrating cultural diversity. These values are always at the heart of what we do with weekly assemblies explaining the values and celebrating children who demonstrate the values in their actions and words around the school. These assemblies are led by the children and include opportunities for the celebration of cultural and ethnic diversity. Such inclusion of cultural diversity is also incorporated into each classroom environment.

- Riverview School places a high value on looking after our environment and ensuring natural resources are respected and cared for. To this end, a Teacher has responsibility to lead programmes within the school related to recycling, re-using and reducing waste, and care for the natural flora and fauna in the school and the wider community. We are a registered “Enviro-school” and we work with the Northland Regional Council and other agencies toward these aims. Our Caretaker is also an important person in this endeavour. Each year a group of senior ākonga are selected as ‘Eco-Warriors’ and they take a lead across the school in practical programmes related to our school environment.
3. **Participation:** To Ensure that all reasonable steps are taken to ensure that the whole school community is involved in the education of our children/tamariki, incorporating the philosophy that, “It takes a community to raise a child”.
- Riverview School takes pride in the active involvement it gets from the families/Whanau of our learning community. Through the amazing effort and time of our families/whanau we are able to implement events such as the annual “Bazaar,” welcoming each family/whanau to contribute no matter how big or small.
  - Riverview School recognises the importance of strengthening its Mātauranga Māori understanding. Through “Whanau Hui” we aim to develop a better understanding on what our families/Whanau are wanting, how this can influence our current programmes and, ultimately, improve ākonga engagement and outcomes.
  - Riverview School is committed to the up skilling of its knowledge base of Mātauranga Māori through professional development. At present one teacher is reasonably able to converse in Te Reo Māori and several others have attended intensive classes through the local Wananga O Aotearoa in Kaikohe. A partnership with our local hapu, Ngati Rehia, has resulted in staff learning from them about local history, tikanga, and inclusiveness. Ākonga also benefit from this partnership with face to face classes and experiences.
  - Where individual families are wishing to have their children in full immersion or bi-lingual learning classes, we are able to recommend entry into two local schools with these options available, being the bi-lingual unit at Kerikeri Primary School and the TKKM O Whangaroa at Matauri Bay, just north of Kerikeri.
  - Riverview School provides for children with special learning needs. We have a reputation for being very inclusive and this has been achieved through establishing a genuine inclusive culture within the school. This is evident in the following:
    - We have developed a set of structures within the school that ensures all children, and particularly those with learning difficulties, are genuinely welcomed and included at Riverview.
    - A teacher with responsibility for arranging programmes to meet the needs of children with disability or disadvantage is in place. This Special Education Needs Coordinator (SENCO) has a permanent Management Unit to ensure this focus is not diminished, and has release time to collaborate and coordinate the many agencies and people involved in supporting the children identified as needing individualised assistance.
    - The school has developed a culture of inclusiveness. This is best seen in our HEARTWISE values, including: Aroha, Respect, Tolerance, Whanau and Inquiry – where other children learn about any special need a child may have and develop empathy for the ākonga special challenges in life.

In 2011 the school undertook major work to provide better access around the school for the disabled, and has a modified facility for room access (ramps), toileting, changing and caring for high needs ākonga, and a special lift chair for entry into the swimming pool.



### **Effective Teaching**

To grow the professional capability of our teachers, enabling them to deliver quality teaching and learning programmes:

### **Student Learning**

To raise student achievement by having a responsive curriculum that engages, challenges, and inspires our learners:

### **School Culture**

To provide an inclusive, safe, future-focused, and supportive environment in which ākonga/learners, staff, and whānau feel confident and successful:



# **Strategic Plan 2021 - 2023**

### **Vision Statement**

Riverview School grows confident, successful individuals who are:

- Hooked on HEARTWISE values
- Cooperative and community minded
- Creative thinkers and problem solvers
- Motivated, lifelong learners
- Passionate eco-warriors
- Proud to celebrate achievements
- Competent in literacy and numeracy
- Discoverers of personal talents

### **Our School Values (HEARTWISE) are:**

Honesty, Excellence, Aroha, Respect, Tolerance,  
Whanau, Inquiry, Sustainability, Effort

### **Leading and Managing**

To build leadership capability at all leadership levels, to improve teaching and learning outcomes:

### **Community Engagement**

To build authentic community partnerships so that our ākonga/learners are nurtured to grow and supported to succeed:

### **Resources and Environment**

To provide and manage a growing range of high-quality resources, excellent learning spaces and an outdoor environment that facilitate desired learning outcomes.

## Strategic Plan Details:

**Effective Teaching:** To grow the professional capability of our teachers, enabling them to deliver quality teaching and learning programmes:

2021:

- Embed PRIME Maths and Write That Essay programmes across the school.
- Grow teacher cultural capability to improve Maori ākonga success through an MOE PLD contract with Auckland University.
- Strengthen teacher capability in blended learning and the Digital Technologies curriculum (eg: PLD and collaboration) and be well prepared for a possible lockdown.

2022:

- Review Student achievement in Reading, Writing and Mathematics, to identify PLD needs and plan and implement PLD appropriate to those needs.
- Continue / improve / embed the Cultural Capability PLD contract started in 2021.

2023

- Review Student achievement across all learning areas, to identify PLD needs and plan and implement PLD appropriate to those needs.

**Student Learning:** To raise student achievement by having a responsive curriculum that engages, challenges, and inspires our learners:

2021:

- Focus on engaging ākonga/learners through providing a rich curriculum (integrating Enviro studies, Science, Social Studies, and Tikanga Māori).

- Address the 'basics' through PR1ME Maths and Write That Essay.
- Prioritise funding for learning assistance to low achieving ākonga, including Maori.

2022

- Review student achievement and identify areas of need (curriculum areas, year groups, sub-groups) where additional resource and emphasis can be directed.
- Continue using PR1ME Maths and WTE, and review their effectiveness and continuation going forward.

2023

- Review student achievement and identify areas of need (curriculum areas, year groups, sub-groups) where additional resource and emphasis can be directed.

**School Culture:** To provide an inclusive, safe, future-focused, and supportive environment in which ākonga/learners, staff, and whānau feel confident

2021:

- Embed our Enviro School Green-Gold status with the Northland Regional Council through enviro-friendly learning and practices.
- Review school culture and values through the Positive Behaviour for Learning (PB4L) MOE contract.
- Increase staff cultural capability through PLD contract with Auckland University.

2022

- Evaluate effectiveness of the PB4L PLD contract with a view to continue its' implementation.
- Continue to grow staff cultural capability through PLD contract with Auckland University.

2023

- Plan and implement any strategies identified through the PB4L.

**Community Engagement:** To build authentic community partnerships so that our ākonga/learners are nurtured to grow and are supported to succeed:

2021:

- Develop strong community partnerships (e.g. local iwi [Ngāti-Rehia], DOC).
- To enhance:
  - Manaakitanga: care for
  - Whanaungatanga; build strong relationships
  - Kotahitanga: unity
  - Wairuatanga: spiritual
  - Manaukaipo: connection to place

Through the Cultural Capability PLD contract, and through a commitment from staff in this development.

- Encourage parental involvement in their children's learning.

2022

- Build relationships between home and school through strategic community events and activities

**Leading and Managing:** To build leadership capability at all leadership levels, to improve teaching and learning outcomes:

2021:

- Formulate strategies for dealing with roll growth (including the physical environment), and the impact that a larger school roll has on relationships and resources.
- Induction, training and mentoring of new staff, especially new Assistant Principal and Team Leader.
- Plan succession planning for triennial Board election to maintain effective governance

2022

- Build leadership capability of both senior and middle management through appropriate PLD
- Plan and carry out triennial Board elections, set up a smooth transition to the new Board, and ensure appropriate PLD is provided.

### **Resources and Environment**

To provide and manage a growing range of high-quality resources, excellent learning spaces and an outdoor environment that facilitates desired learning outcomes.

2021:

- In partnership with the MOE and Avail Pacific (property management) undertake the various projects outlined in the current 5 Year Agreement.
- Construct a high-quality sun protection covering for the junior playground.
- Plan and implement an asset replacement programme, as well as purchase of new learning resources

2022

- Plan and implement an asset replacement programme, as well as purchase of new learning resources
- In conjunction with the MOE, plan for possible roll-growth generated accommodation.

## Effective Teaching 2021 Focus

Embed PR1ME Maths and Write That Essay programmes across the school.

Grow teachers' cultural capability, to improve Maori ākongā success, through a MOE PLD contract with Auckland University.

Strengthen teacher capability in blended learning and the Digital Technologies curriculum (e.g. PLD, collaboration) and be well prepared for a possible lockdown.

## Student Learning 2021 Focus

Focus on engaging ākongā/learners through providing a rich curriculum (integrating Enviro studies, Science, Social Studies, and tikanga Māori).

Address the 'basics' through PR1ME Maths and Writing strategies (Write That Essay).

Prioritise funding for learning assistance for low achieving ākongā, including Maori.

## School Culture 2021 Focus

Embed our EnviroSchool Green-Gold status with the Northland Regional Council through enviro-friendly learning and practices.

Review school culture and values through the PB4L MOE contract.



# Annual Plan 2021

### Vision Statement

Riverview School grows confident, successful individuals who are:

- Hooked on HEARTWISE values
- Cooperative and community minded
- Creative thinkers and problem solvers
- Motivated, lifelong learners
- Passionate eco-warriors
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- Competent in literacy and numeracy
- Discoverers of personal talents

### Our School Values (HEARTWISE) are:

Honesty, Excellence, Aroha, Respect, Tolerance,  
Whanau, Inquiry, Sustainability, Effort

## Community Engagement 2021 Focus

Develop strong community partnerships (e.g. local iwi [Ngati-Rehia], DOC, etc.)

To enhance the following:

Manaakitanga: care for others

Whānaungatanga; build strong relationships

Kotahitanga: unity

Wairuatanga: spiritual

Mana ūkaipō: connection to place

Encourage parental involvement in their children's learning.

## Leading and Managing 2021 Focus

Formulate strategies for dealing with roll growth (including the physical environment), and the impact that a larger school roll has on relationships and resources.

Induction, training, and mentoring of new staff, especially new A.P. and Team Leader.

Plan succession planning for triennial Board election to maintain effective governance

## Resources and Environment 2021 Focus

In partnership with the MOE and Avail Pacific (property management), undertake the various projects outlined in the current 5 Year Agreement.

Construct a high-quality sun protection covering for the junior playground.

Rationale	Goal	Expected Outcomes	Key Actions	Resourcing Leadership	When Term 1 2 3 4
<p><b><u>Effective Teaching</u></b>  <b>To grow the professional capability of our teachers, enabling them to deliver quality teaching and learning programmes.</b></p>					
<p>The PR1ME Maths programme, having been trialled in 2019 and rolled out in 2020, appeals as it provides:</p> <ul style="list-style-type: none"> <li>-Progressions</li> <li>-Consistency</li> <li>-Differentiation</li> </ul> <p>The <i>Write that Essay</i> (WTE) PLD programme, implemented through PD in 2019 and 2020, is positively impacting student learning in Writing.</p>	<p><b><i>Embed PR1ME Maths and Write That Essay programmes across the school.</i></b></p>	<p>The two programmes are used effectively in all classrooms and ~ākonga/students grow in their achievement levels as a result.</p>	<p>Use PR1ME Maths resources and teaching strategies across the school in a consistent approach.</p> <p>Utilise WTE pedagogy, vocabulary and resources consistently across the school.</p> <p>Ongoing review of both programmes</p>	<p>Maths Curric Leader</p> <p>Literacy Curric Leader</p>	<p>Monitored throughout year</p> <p>Evaluate curriculum delivery in early Term 3</p>
<p>Our ākonga demographic is changing with a growing proportion of ākonga who identify as Maori, and for whom we desire high levels of success in their learning.</p>	<p><b><i>Grow teacher cultural capability to improve Maori ākonga success through a MOE PLD contract with Auckland University.</i></b></p>	<p>Work with Lisa Watson of Auckland University (funded through a MOE funded PLD contract) to grow teacher and staff cultural capability to improve our inclusiveness and provision for Maori ākonga learning success.</p>	<p>Contract with Auckland University</p> <p>Periodic PLD for all teachers</p> <p>Action plans for staff with follow up.</p>	<p>Leadership by the Exec.</p> <p>All resourcing provided through MOE contract or school budget.</p>	<p>Terms 1-4</p>

<p>Since 2018, digital technologies have been recognised as a part of the <i>New Zealand Curriculum</i>. The 2020 Lock down evidenced the vital need for all staff to be capable users of LWDT, and the need for such technology to be capably used for supporting student learning, including in lock down conditions.</p>	<p><b>Strengthen teacher capability in blended learning and the Digital Technologies curriculum (eg: PLD, collaboration) and be well prepared for a possible lock down.</b></p>	<p>-All learners (teachers and ākonga/learners) will become digitally capable          -Teachers and ākonga/learners will develop 21st Century skills - specifically, the 4Cs of:              - collaboration              - creativity              - communication              - critical thinking          -Teachers will provide ākonga/learners with even broader opportunities to learn in and about technology          -Teachers will be open to, and encouraging of, ākonga/learners' voice          -Teachers will further develop their classrooms as innovative learning environments</p>	<p>Team leaders will lead the PLD and Lockdown preparation.</p>	<p>Regular costs accounted for in 2021 budget.</p> <p>Technologies, ICT Lead teacher</p>	<p>Ongoing through 2021.</p> <p>Report to BOT in Term 3.</p>
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Rationale	Goal	Expected Outcomes	Key Actions	Resourcing Leader?	When Term 1 2 3 4
<b><u>Student Learning</u></b> <b>To raise student achievement by having a responsive curriculum that engages, challenges, and inspires our learners.</b>					
For the past few years, there has been an emphasis on STEM; ākonga/learners need to also learn about people and places.	<b>Focus on engaging ākonga/learners through providing a rich curriculum (integrating Enviro studies, Science, Social Studies, and tikanga Māori).</b>	-A more balanced curriculum/classroom programmes -A focus on local and international settings in social studies topics – fostering a more “eyes up” global view	-Plan a schoolwide programme	2021 budget providing IT equipment	Term 1  Ongoing
<i>We are continuing to deliver the New Zealand Curriculum's new "Technology" learning area, and to grow our competence and creativity in enhancing Learning with digital technologies.</i>	<b>Provide effective and innovative curriculum programmes that embrace creativity and innovation (e.g. blended learning, the Digital Technologies curriculum).</b>	-All ākonga/learners will become digitally capable -Ākonga/learners will develop 21st Century skills - specifically, the 4Cs of: - collaboration - creativity - communication - critical thinking -Ākonga/learners will have even broader opportunities to learn in and about technology -Ākonga/learners will have more agency around the use of technology	-Review the Riverview School Curriculum document -Use Google Classrooms/software programmes more effectively	2021 Budget provision  Vic Philips / Team Leaders	Ongoing

<p>At the end of 2020, 76% of all ākonga/learners were at/above in Writing and 74% of Māori students were at/above in Maths.</p>	<p><b>Address the 'basics' through PR1ME Maths and WTE.</b></p>	<p>All classes will continue to use PR1ME Maths and Write That Essay programmes consistently, such that all students experience a consistent and progressive learning journey.</p>	<p>Programmes are already implemented, but need embedding by all teachers.</p> <p>New teachers will have mentoring in the use of these resources /approaches.</p>	<p>2021 budget to provide required resources across the school</p> <p>Catherine (Maths leader) <b>Team Leaders</b></p>	<p>All Year</p>
<p>At the end of 2020, 82% of Māori ākonga/ learners were at/above in Reading, (school wide was 85%), 75% were at/above in Writing, (school wide was 77%) and 74% were at/above in Maths (school wide was 76%)</p>	<p><b>Prioritise funding for learning assistance to low achieving ākonga, including Maori.</b></p>	<p>Every teacher will be focused on raising Māori student achievement in a culturally appropriate manner.</p> <p>Maori ākonga will enjoy greater success in their learning, and "as Maori".</p>	<p>For 2021, all students identifying as Māori, and especially those who are not achieving well, will be our Target group of Priority Learners, and every teacher will focus on these students.</p>	<p>A Management Unit will be allocated to a selected teacher to provide resources/advice to teachers, and report on the effectiveness of programmes and student progress.</p>	<p>Report to BOT as scheduled</p>

Rationale	Goal	Expected Outcomes	Key Actions	Resourcing Leader?	When Term 1 2 3 4
<p><b>School Culture</b>  <b>To provide an inclusive, safe, future-focused, and supportive environment in which ākonga/learners, staff, and whānau feel confident and successful.</b></p>					
<p>Our Vision Statement says that we “grow confident, successful individuals who are passionate eco-warriors”. We need to equip our ākonga/learners to be kaitiaki of the environment.</p>	<p><b>Embed our EnviroSchool Green-Gold status through enviro-friendly learning and practices.</b></p>	<ul style="list-style-type: none"> <li>-rubbish disposal reduced</li> <li>-litterless lunches</li> <li>-whole school community collaboration</li> <li>-increased awareness of packaging in order to reduce</li> <li>-greater use of recycling providers</li> <li>-a reduction in the staff's use of plastics</li> <li>- Kaitiakitanga</li> </ul>	<ul style="list-style-type: none"> <li>-schoolwide Inquiry plan</li> <li>-collaboration</li> <li>-link to HEARTWISE</li> <li>-link to the 4Ps</li> </ul>	<p>Karen J.</p>	<p><a href="https://enviroschools.org.nz/creating-change/growing-outcomes/">https://enviroschools.org.nz/creating-change/growing-outcomes/</a></p> <p>Enviroschools Guiding Principles</p> <p><a href="http://staging.enviroschools.org.nz/enviroschools-programme/guiding_principles">http://staging.enviroschools.org.nz/enviroschools-programme/guiding_principles</a></p>
<p>The ākonga/learner demographic has changed; we need to ensure that our values still reflect our community.</p>	<p><b>Review school culture and values through the PB4L MOE contract.</b></p>	<p>Establish 2021 system for HEARTWISE values recognition.</p>	<p>Administer programme.</p> <p>Review Values with community</p>	<p>Exec and selected PB4L Leadership Team</p>	<p>Throughout the year.</p>

Rationale	Goal	Expected Outcome	Resourcing	Who	When Term 1 2 3 4
<p><b><u>Community Engagement</u></b>  <b>To build authentic community partnerships so that our ākonga/learners are nurtured to grow and are supported to succeed.</b></p>					
<p>The school community needs to build relationships with local people and places and have a sense of identity.</p> <p>We need to help our Māori ākonga/learners to achieve success as Māori.</p>	<p><b>Develop strong community partnerships (e.g. local iwi [Ngati-Rehia], DOC).</b></p> <p><b>To enhance:</b>  <b>Manaakitanga: care for Whanaungatanga; build strong relationships</b>  <b>Kotahitanga: unity</b>  <b>Wairuatanga: spiritual</b>  <b>Mana ūkaipō: connection to place</b></p>	<p>School personnel build strong connections with local community, especially whānau of ākonga in each class.</p> <p>Classroom practice reflects tikanga of community, and is inclusive of all.</p> <p>Māori ākonga achievement is carefully monitored and they achieve success as Maori.</p>	<p>PLD provided through Lisa Watson (Auckland University) and our MOE contract.</p> <p>MU assigned to teacher to build/enhance this objective across the school</p>	<p>Everyone employed at Riverview School.</p> <p>Exec (PLD contract)</p> <p>V. Bell</p>	<p>Ongoing</p>

<p>A strong home-school partnership enhances quality learning.</p>	<p><b>Encourage parental involvement in their children's learning.</b></p>	<ul style="list-style-type: none"> <li>-Better attendance at Parent Forums about how to help their children's learning / Student-led conferences / Parent-Teacher-Child conferences</li> <li>-Greater involvement in school events (e.g. school trips, the Bazaar).</li> <li>-Better attendance by the ākonga/learners.</li> <li>-Improved outcomes for ākonga/learners.</li> </ul>	<p>Newsletters / Class Dojo / Facebook / text mail outs / etc.</p>	<p>Exec Teachers Office staff</p>	<p>Ongoing</p>
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Rationale	Goal	Expected Outcome	Resourcing	Who	When Term 1 2 3 4
<b><u>Leading and Managing</u></b> <b>To build leadership capabilities so that teaching and learning is enhanced.</b>					
The school has a pattern of roll growth each year, and this is predicted to continue.	<b>Formulate strategies for dealing with roll growth (including the physical environment), and the impact that a larger school roll has on relationships and resources.</b>	-The school is well-resourced to cater for roll growth (staffing, physical environment). -The HEARTWISE values are maintained.	Annual Budgets 10 Year Property Plan Ministry Roll Growth provision	BOT and Principal	
With the appointment of a new A.P. and continued roll growth, growing our leadership team and capability is strategically important.	<b>Induction, training, and mentoring of new staff, especially new A.P. and Team Leader.</b>	A smooth transition of new leaders into the school, and ongoing leadership growth.	Prof. Dvpt Budget.	Principal and D.P.	
Under the Tomorrow's Schools legislation, we are required to plan for triennial Board elections in mid 2022.	<b>Plan succession planning for triennial Board election to maintain effective governance</b>	Current Board members decide their own availability for next 3-year term, and begin actively encouraging prospective new Board members from our school community to consider standing for election.		B.O.T.	Ongoing

Rationale	Goal	Expected Outcomes	Resourcing	Who	When Term 1 2 3 4
<p><b><u>Resources and Environment</u></b>  <b>To provide and manage a growing range of high-quality resources, indoor learning spaces and an outdoor environment that facilitate desired learning outcomes.</b></p>					
<p>The school has a responsibility to maintain and upkeep all buildings in partnership with the MOE through the 10 Year Property Plan and 5 Year Agreement.</p>	<p><b>In partnership with the MOE and Avail Pacific (contract partners) undertake the various projects outlined in the current 5 Year Agreement.</b></p>	<ul style="list-style-type: none"> <li>• staff carpark upgrade</li> <li>• Upgrade staff toilets and kitchen</li> <li>• Upgrade Caretaker sheds, roofing repairs, hall fire system upgrade.</li> <li>• Room 1-4 internal refurbishment</li> <li>• Upgrade Meeting Room (old dental building), AP's office</li> </ul>	<p>Approve 5YA with MOE and plan schedule with Avail Pacific Ltd.</p> <p>Avail Pacific Ltd. to implement projects</p>	<p>Principal</p>	<p>January – April.</p>
<p>The school has a "sun smart" policy and will provide sunshade in strategic areas of the outdoor environment.</p>	<p><b>Using the funds raised by the 2018 and 2019 Bazaars, construct a high-quality sun protection covering for the junior playground.</b></p>	<p>Sunshade in place.</p>	<p>Have Avail Pacific Ltd. seek tenders, select company / oversee project. Locally- raised money (Bazaars)</p>	<p>Principal</p>	<p>Term 1</p>
<p>The school needs to use Ministry and locally raised funding to purchase learning resources for the best learning outcomes of the students.</p>	<p><b>Plan and implement an asset replacement programme, and prioritise and purchase new learning resources.</b></p>	<p>Include asset replacement plan and curriculum budgets in 2020 budget, then implement</p>	<p>School operations budget</p>	<p>Principal and staff</p>	<p>Throughout the year</p>

## 2021 ANNUAL CALENDAR FOR RIVERVIEW SCHOOL BOT SELF REVIEW

MEETINGS SCHEDULED	START YEAR Jan 27	TERM 1 Feb 24	TERM 1 March 31	TERM 2 May 26	TERM 2 June 30	TERM 3 August 25	TERM 3 Sept 29	TERM 4 Nov 3	TERM 4 Dec 1
<b>POLICIES &amp; PROCEDURES</b>		Policy reviews Following Schooldocs 3-year cycle	Policy reviews Following Schooldocs 3-year cycle	Policy reviews Following Schooldocs 3 year cycle	Policy reviews Following Schooldocs 3 year cycle	Policy reviews Following Schooldocs 3 year cycle	Policy reviews Following Schooldocs 3 year cycle	Policy reviews Following Schooldocs 3 year cycle	Policy reviews Following Schooldocs 3 year cycle
<b>LEGISLATIVE REQUIREMENTS &amp; SELF-REVIEW</b>	Election of 2021 Chair, Review Board roles. 2021 Charter	Approve Charter, BOT calendar & Annual Plan to send to MOE	March 1 Roll Return report.		Principal's progress report on Annual Plan	July Roll Return Report to MOE and summary to Board	Review effect of Enrolment Scheme and plan for 2021. Hautū review		Principal's report on Annual Plan
<b>STUDENT ACHIEVEMENT/ CURRICULUM</b>		Settling In Report from Principal 2020 EOY Student Achievement data Report.	Maori Student Achievement report #1 SNAAP report 1		Maori Student Achievement report #2 SNAAP report 2	Mid-Year Data on National Standards	Maori Student Achievement report #3 SNAAP report 3	Report on Student attendance.	Maori Student Achievement report #4 SNAAP report 4
<b>PERSONNEL</b>		2021 Principal performance goals 2021 Staffing Report		Professional Development Report #1	Oscar Review	Appraisal progress report	Professional Development Report #2	Banked staffing progress report Oscar Review	Appraisal Process summary report (all) Principal appraisal report
<b>SCHOOL CULTURE &amp; HEALTH and SAFETY</b>	Year start up report	Health and Safety Report T1		Health and Safety T2 Behaviour Mgmt report.	Emergency Evacuation procedures review	Health and Safety T3		Health and Safety T4	
<b>FINANCIAL MANAGEMENT</b>	BUDGET discussion	BUDGET approval Fundraising Plan for 2021 Accounts to auditor		Audit Feedback Quarterly cashflow review	Mid-year Budget review	Funding applications. Quarterly cashflow review.		2021 Budget priorities. Quarterly cashflow review	2021 DRAFT Budget presented
<b>PROPERTY MANAGEMENT</b>		5YA projects update report	Cyclical Maintenance Report	5YA projects update report		5YA projects update report		Property Priorities for 2021	Summer holiday property projects
<b>COMMUNITY CONSULTATION</b>		Board Newsletter	Community Consultation			Board Newsletter	Community Consultation for 2021 Charter		

Reports: Maori Student Achievement (Vicky), Health and Safety (John), SNAAP (Jenny), Mid/End of Year student data, Staff PLD (Alison), Others (Ken or designated person)



## 2020 End-of-Year Report: Analysis and Recommendations

The school roll at the time of preparation of this report was 442

### Snapshot

Expectations: National Curriculum Levels and Equivalent Year Levels	
Curriculum Levels	Equivalent Year Levels
Within Level 1	1
At Level 1	2
Working towards Level 2	3
At Level 2	4
Working towards Level 3	5
At Level 3	6
Working towards Level 4	7
At Level 4	8

Students at/above the end-of-year Curriculum Level expectation 2019 Expectation: 80%> at/above expected curriculum level for year level			
	Reading	Writing	Maths
All students (n432)	N(366) 85%	N(342) 79%	N(319) 74%
Boys (n212)	N(171) 81%	N(157) 74%	N(162) 76%
Girls (n220)	N(195) 89%	N(185) 84%	N(157) 71%
NZ European (n262)	N(233) 89%	N(219) 84%	N(200) 76%
Māori (n117)	N(88) 75%	N(80) 68%	N(76) 65%
Other ethnicities (n53)	N(45) 85%	N(43) 81%	N(43) 81%

Students at/above the end-of-year Curriculum Level expectation 2020 Expectation: 80%> at/above expected curriculum level for year level			
	Reading	Writing	Maths
All students (n442)	N(376) 85%	N(341) 77%	N(336) 76%
Boys (n214)	N(176) 82%	N(160) 75%	N(167) 78%
Girls (n228)	N(200) 88%	N(181) 79%	N(169) 74%
NZ European (n262)	N(229) 87%	N(209) 80%	N(205) 78%
Māori (n130)	N(106) 82%	N(97) 75%	N(96) 74%
Other ethnicities (n50)	N(41) 82%	N(35) 70%	N(35) 70%

## Curriculum Areas by Year Levels

RIVERVIEW SCHOOL END-OF-YEAR REPORT 2020						
Years 0 and 1 Students						
READING	Number	Within Level 1	At Level 1	Towards L2	At Level 2	
<b>Males</b>						
NZ European	28	N(24) 86%	N(4) 14%	N(0) 0%	N(0) 0%	
Māori	22	N(19) 86%	N(2) 9%	N(1) 5%	N(0) 0%	
Other	3	N(3) 100%	N(0) 0%	N(0) 0%	N(0) 0%	
Sub-total	53	N(46) 87%	N(6) 11%	N(1) 2%	N(0) 0%	
<b>Females</b>						
NZ European	27	N(20) 74%	N(7) 26%	N(0) 0%	N(0) 0%	
Māori	15	N(9) 60%	N(6) 40%	N(0) 0%	N(0) 0%	
Other	4	N(2) 50%	N(2) 50%	N(0) 0%	N(0) 0%	
Sub-total	46	N(31) 67%	N(15) 33%	N(0) 0%	N(0) 0%	
<b>All Learners (N)</b>	<b>99</b>	<b>77</b>	<b>21</b>	<b>1</b>	<b>0</b>	
<b>All Learners %</b>	<b>100%</b>	<b>78%</b>	<b>21%</b>	<b>1%</b>	<b>0%</b>	
				<b>100% at/above for Reading</b>		
WRITING	Number	Within Level 1	At Level 1	Towards L2	At Level 2	
<b>Males</b>						
NZ European	28	N(27) 96%	N(1) 4%	N(0) 0%	N(0) 0%	
Māori	22	N(22) 100%	N(0) 0%	N(0) 0%	N(0) 0%	
Other	3	N(3) 100%	N(0) 0%	N(0) 0%	N(0) 0%	
Sub-total	53	N(52) 98%	N(1) 2%	N(0) 0%	N(0) 0%	
<b>Females</b>						
NZ European	27	N(22) 81%	N(5) 19%	N(0) 0%	N(0) 0%	
Māori	15	N(12) 80%	N(3) 20%	N(0) 0%	N(0) 0%	
Other	4	N(3) 75%	N(1) 25%	N(0) 0%	N(0) 0%	
Sub-total	46	N(37) 80%	N(9) 20%	N(0) 0%	N(0) 0%	
<b>All Learners (N)</b>	<b>99</b>	<b>89</b>	<b>10</b>	<b>0</b>	<b>0</b>	
<b>All Learners %</b>	<b>100%</b>	<b>90%</b>	<b>10%</b>	<b>0%</b>	<b>0%</b>	
				<b>100% at/above for Writing</b>		
MATHS	Number	Within Level 1	At Level 1	Towards L2	At Level 2	
<b>Males</b>						
NZ European	28	N(28) 100%	N(0) 0%	N(0) 0%	N(0) 0%	
Māori	22	N(21) 95%	N(1) 5%	N(0) 0%	N(0) 0%	
Other	3	N(3) 100%	N(0) 0%	N(0) 0%	N(0) 0%	
Sub-total	53	N(52) 98%	N(1) 2%	N(0) 0%	N(0) 0%	
<b>Females</b>						
NZ European	27	N(24) 89%	N(3) 11%	N(0) 0%	N(0) 0%	
Māori	15	N(13) 87%	N(2) 13%	N(0) 0%	N(0) 0%	
Other	4	N(3) 75%	N(1) 25%	N(0) 0%	N(0) 0%	
Sub-total	46	N(40) 87%	N(6) 13%	N(0) 0%	N(0) 0%	
<b>All Learners (N)</b>	<b>99</b>	<b>92</b>	<b>7</b>	<b>0</b>	<b>0</b>	
<b>All Learners %</b>	<b>100%</b>	<b>93%</b>	<b>7%</b>	<b>0%</b>	<b>0%</b>	
				<b>100% at/above for Maths</b>		

## RIVERVIEW SCHOOL END-OF-YEAR REPORT 2020

### Year 2 Students

READING	Number	Within Level 1	At Level 1	Towards L2	At Level 2
<b>Males</b>					
NZ European	16	N(6) 37%	N(7) 44%	N(3) 19%	N(0) 0%
Māori	8	N(3) 37.5%	N(4) 50%	N(1) 12.5%	N(0) 0%
Other	3	N(2) 67%	N(0) 0%	N(1) 33%	N(0) 0%
Sub-total	27	N(11) 41%	N(11) 41%	N(5) 18%	N(0) 0%
<b>Females</b>					
NZ European	22	N(2) 9%	N(12) 55%	N(8) 36%	N(0) 0%
Māori	6	N(1) 17%	N(4) 67%	N(1) 17%	N(0) 0%
Other	6	N(0) 0%	N(4) 67%	N(2) 33%	N(0) 0%
Sub-total	34	N(3) 9%	N(20) 59%	N(11) 32%	N(0) 0%
<b>All Learners (N)</b>	<b>61</b>	<b>14</b>	<b>31</b>	<b>16</b>	<b>0</b>
<b>All Learners %</b>	<b>100%</b>	<b>23%</b>	<b>51%</b>	<b>26%</b>	<b>0%</b>
				<b>77% at/above for Reading</b>	
WRITING	Number	Within Level 1	At Level 1	Towards L2	At Level 2
<b>Males</b>					
NZ European	16	N(8) 50%	N(6) 37.5%	N(2) 12.5%	N(0) 0%
Māori	8	N(3) 37.5%	N(4) 50%	N(1) 12.5%	N(0) 0%
Other	3	N(3) 100%	N(0) 0%	N(0) 0%	N(0) 0%
Sub-total	27	N(14) 52%	N(10) 37%	N(3) 11%	N(0) 0%
<b>Females</b>					
NZ European	22	N(5) 23%	N(9) 41%	N(8) 36%	N(0) 0%
Māori	6	N(2) 33%	N(4) 67%	N(0) 0%	N(0) 0%
Other	6	N(3) 50%	N(2) 33%	N(1) 17%	N(0) 0%
Sub-total	34	N(10) 29%	N(15) 44%	N(9) 26%	N(0) 0%
<b>All Learners (N)</b>	<b>61</b>	<b>24</b>	<b>25</b>	<b>12</b>	<b>0</b>
<b>All Learners %</b>	<b>100%</b>	<b>39%</b>	<b>41%</b>	<b>20%</b>	<b>0%</b>
				<b>61% at/above for Writing</b>	
MATHS	Number	Within Level 1	At Level 1	Towards L2	At Level 2
<b>Males</b>					
NZ European	16	N(8) 50%	N(7) 44%	N(1) 6%	N(0) 0%
Māori	8	N(2) 25%	N(6) 75%	N(0) 0%	N(0) 0%
Other	3	N(2) 67%	N(1) 33%	N(0) 0%	N(0) 0%
Sub-total	27	N(12) 44%	N(14) 52%	N(1) 4%	N(0) 0%
<b>Females</b>					
NZ European	22	N(3) 14%	N(17) 77%	N(2) 9%	N(0) 0%
Māori	6	N(1) 17%	N(5) 83%	N(0) 0%	N(0) 0%
Other	6	N(3) 50%	N(2) 33%	N(1) 17%	N(0) 0%
Sub-total	34	N(7) 21%	N(24) 71%	N(3) 9%	N(0) 0%
<b>All Learners (N)</b>	<b>61</b>	<b>19</b>	<b>38</b>	<b>4</b>	<b>0</b>
<b>All Learners %</b>	<b>100%</b>	<b>31%</b>	<b>62%</b>	<b>7%</b>	<b>0%</b>
				<b>69% at/above for Maths</b>	

## RIVERVIEW SCHOOL END-OF-YEAR REPORT 2020

### Year 3 Students

READING	Number	Within Level 1	At Level 1	Towards L2	At Level 2	Towards Level 3
<b>Males</b>						
NZ European	26	N(0) 0%	N(8) 31%	N(13) 50%	N(5) 19%	N(0) 0%
Māori	12	N(2) 17%	N(1) 8%	N(5) 42%	N(4) 33%	N(0) 0%
Other	5	N(0) 0%	N(1) 20%	N(3) 60%	N(1) 20%	N(0) 0%
Sub-total	43	N(2) 5%	N(10) 23%	N(21) 49%	N(10) 23%	N(0) 0%
<b>Females</b>						
NZ European	18	N(0) 0%	N(0) 0%	N(11) 61%	N(7) 39%	N(0) 0%
Māori	13	N(0) 0%	N(3) 23%	N(8) 62%	N(2) 15%	N(0) 0%
Other	3	N(0) 0%	N(1) 33%	N(1) 33%	N(0) 0%	N(1) 33%
Sub-total	34	N(0) 0%	N(4) 12%	N(20) 59%	N(9) 26%	N(1) 3%
<b>All Learners (N)</b>	<b>77</b>	<b>2</b>	<b>14</b>	<b>41</b>	<b>19</b>	<b>1</b>
<b>All Learners %</b>	<b>100%</b>	<b>3%</b>	<b>18%</b>	<b>53%</b>	<b>25%</b>	<b>1%</b>
						<b>79% at/above for Reading</b>
WRITING	Number	Within Level 1	At Level 1	Towards L2	At Level 2	
<b>Males</b>						
NZ European	26	N(2) 8%	N(7) 27%	N(16) 61%	N(1) 4%	
Māori	12	N(2) 17%	N(1) 8%	N(9) 75%	N(0) 0%	
Other	5	N(0) 0%	N(1) 20%	N(3) 60%	N(1) 20%	
Sub-total	43	N(4) 9%	N(9) 21%	N(28) 65%	N(2) 5%	
<b>Females</b>						
NZ European	18	N(0) 0%	N(0) 0%	N(13) 72%	N(5) 28%	
Māori	13	N(2) 15%	N(3) 23%	N(8) 62%	N(0) 0%	
Other	3	N(0) 0%	N(1) 33%	N(1) 33%	N(1) 33%	
Sub-total	34	N(2) 6%	N(4) 12%	N(22) 65%	N(6) 18%	
<b>All Learners (N)</b>	<b>77</b>	<b>6</b>	<b>13</b>	<b>50</b>	<b>8</b>	
<b>All Learners %</b>	<b>100%</b>	<b>8%</b>	<b>17%</b>	<b>65%</b>	<b>10%</b>	
						<b>75% at/above for Writing</b>
MATHS	Number	Within Level 1	At Level 1	Towards L2	At Level 2	
<b>Males</b>						
NZ European	26	N(0) 0%	N(6) 23%	N(20) 77%	N(0) 0%	
Māori	12	N(1) 8%	N(2) 17%	N(9) 75%	N(0) 0%	
Other	5	N(0) 0%	N(1) 20%	N(4) 80%	N(0) 0%	
Sub-total	43	N(1) 2%	N(9) 21%	N(33) 77%	N(0) 0%	
<b>Females</b>						
NZ European	18	N(0) 0%	N(1) 6%	N(17) 94%	N(0) 0%	
Māori	13	N(0) 0%	N(6) 46%	N(7) 54%	N(0) 0%	
Other	3	N(0) 0%	N(0) 0%	N(2) 67%	N(1) 33%	
Sub-total	34	N(0) 0%	N(7) 21%	N(26) 76%	N(1) 3%	
<b>All Learners (N)</b>	<b>77</b>	<b>1</b>	<b>16</b>	<b>59</b>	<b>1</b>	
<b>All Learners %</b>	<b>100%</b>	<b>1%</b>	<b>21%</b>	<b>77%</b>	<b>1%</b>	
						<b>78% at/above for Maths</b>

## RIVERVIEW SCHOOL END-OF-YEAR REPORT 2020

### Year 4 Students

READING	Number	At Level 1	Towards L2	At Level 2	Towards L3	At Level 3
<b>Males</b>						
NZ European	15	N(0) 0%	N(2) 13%	N(5) 33%	N(7) 47%	N(1) 7%
Māori	7	N(0) 0%	N(1) 14%	N(4) 57%	N(2) 29%	N(0) 0%
Other	3	N(0) 0%	N(0) 0%	N(2) 67%	N(1) 33%	N(0) 0%
Sub-total	25	N(0) 0%	N(3) 12%	N(11) 44%	N(10) 40%	N(1) 4%
<b>Females</b>						
NZ European	26	N(1) 4%	N(2) 8%	N(14) 54%	N(9) 35%	N(0) 0%
Māori	6	N(1) 17%	N(1) 17%	N(3) 50%	N(1) 17%	N(0) 0%
Other	7	N(0) 0%	N(1) 14%	N(5) 71%	N(1) 14%	N(0) 0%
Sub-total	39	N(2) 5%	N(4) 10%	N(22) 56%	N(11) 28%	N(0) 0%
<b>All Learners (N)</b>	<b>64</b>	<b>2</b>	<b>7</b>	<b>33</b>	<b>21</b>	<b>1</b>
<b>All Learners %</b>	<b>100%</b>	<b>3%</b>	<b>11%</b>	<b>52%</b>	<b>33%</b>	<b>1%</b>
						<b>86% at/above for Reading</b>
WRITING	Number	At Level 1	Towards L2	At Level 2	Towards L3	At Level 3
<b>Males</b>						
NZ European	15	N(0) 0%	N(4) 27%	N(8) 53%	N(3) 20%	N(0) 0%
Māori	7	N(2) 29%	N(1) 14%	N(3) 43%	N(1) 14%	N(0) 0%
Other	3	N(1) 33%	N(0) 0%	N(1) 33%	N(1) 33%	N(0) 0%
Sub-total	25	N(3) 12%	N(5) 20%	N(12) 48%	N(5) 20%	N(0) 0%
<b>Females</b>						
NZ European	26	N(3) 11.5%	N(3) 11.5%	N(13) 50%	N(7) 27%	N(0) 0%
Māori	6	N(0) 0%	N(3) 50%	N(3) 50%	N(0) 0%	N(0) 0%
Other	7	N(0) 0%	N(2) 29%	N(5) 71%	N(0) 0%	N(0) 0%
Sub-total	39	N(3) 8%	N(8) 20%	N(21) 54%	N(7) 18%	N(0) 0%
<b>All Learners (N)</b>	<b>64</b>	<b>6</b>	<b>13</b>	<b>33</b>	<b>12</b>	<b>0</b>
<b>All Learners %</b>	<b>100%</b>	<b>9%</b>	<b>20%</b>	<b>52%</b>	<b>19%</b>	<b>0%</b>
						<b>71% at/above for Writing</b>
MATHS	Number	At L1	Towards L2	At L2	Towards L3	At L4
<b>Males</b>						
NZ European	15	N(3) 20%	N(5) 33%	N(5) 33%	N(1) 7%	N(1) 7%
Māori	7	N(3) 43%	N(3) 43%	N(0) 0%	N(1) 14%	N(0) 0%
Other	3	N(1) 33%	N(0) 0%	N(2) 67%	N(0) 0%	N(0) 0%
Sub-total	25	N(7) 28%	N(8) 32%	N(7) 28%	N(2) 8%	N(1) 4%
<b>Females</b>						
NZ European	26	N(6) 23%	N(9) 35%	N(11) 42%	N(0) 0%	N(0) 0%
Māori	6	N(5) 83%	N(0) 0%	N(1) 17%	N(0) 0%	N(0) 0%
Other	7	N(2) 29%	N(2) 29%	N(3) 43%	N(0) 0%	N(0) 0%
Sub-total	39	N(13) 33%	N(11) 28%	N(15) 38%	N(0) 0%	N(0) 0%
<b>All Learners (N)</b>	<b>64</b>	<b>20</b>	<b>19</b>	<b>22</b>	<b>2</b>	<b>1</b>
<b>All Learners %</b>	<b>100%</b>	<b>31%</b>	<b>30%</b>	<b>34%</b>	<b>3%</b>	<b>2%</b>
						<b>39% at/above for Maths</b>

## RIVERVIEW SCHOOL END-OF-YEAR REPORT 2020

### Year 5 Students

READING	Number	Towards L2	At Level 2	Towards L3	At Level 3	Towards L4
<b>Males</b>						
NZ European	23	N(0) 0%	N(5) 22%	N(12) 52%	N(6) 26%	N(0) 0%
Māori	8	N(0) 0%	N(1) 12.5%	N(5) 62.5%	N(1) 12.5%	N(1) 12.5%
Other	4	N(0) 0%	N(1) 25%	N(2) 50%	N(0) 0%	N(1) 25%
Sub-total	35	N(0) 0%	N(7) 20%	N(19) 54%	N(7) 20%	N(2) 6%
<b>Females</b>						
NZ European	20	N(0) 0%	N(0) 0%	N(16) 80%	N(4) 20%	N(0) 0%
Māori	16	N(1) 60%	N(7) 44%	N(6) 37%	N(2) 13%	N(0) 0%
Other	5	N(0) 0%	N(1) 20%	N(3) 60%	N(0) 0%	N(1) 20%
Sub-total	41	N(1) 2%	N(8) 20%	N(25) 61%	N(6) 15%	N(1) 20%
<b>All Learners (N)</b>	<b>76</b>	<b>1</b>	<b>15</b>	<b>44</b>	<b>13</b>	<b>3</b>
<b>All Learners %</b>	<b>100%</b>	<b>1%</b>	<b>20%</b>	<b>58%</b>	<b>17%</b>	<b>4%</b>
						<b>79% at/above for Reading</b>
WRITING	Number	At L1	Towards L2	At L2	Towards L3	At L3
<b>Males</b>						
NZ European	23	N(0) 0%	N(1) 4%	N(7) 30%	N(13) 57%	N(2) 9%
Māori	8	N(0) 0%	N(1) 12.5%	N(0) 0%	N(7) 87.5%	N(0) 0%
Other	4	N(0) 0%	N(0) 0%	N(0) 0%	N(3) 75%	N(1) 25%
Sub-total	35	N(0) 0%	N(2) 6%	N(7) 20%	N(23) 66%	N(3) 9%
<b>Females</b>						
NZ European	20	N(0) 0%	N(0) 0%	N(2) 10%	N(16) 80%	N(2) 10%
Māori	16	N(0) 0%	N(4) 25%	N(5) 31%	N(7) 44%	N(0) 0%
Other	5	N(0) 0%	N(0) 0%	N(1) 20%	N(3) 60%	N(1) 20%
Sub-total	41	N(0) 0%	N(4) 10%	N(8) 20%	N(26) 63%	N(3) 7%
<b>All Learners (N)</b>	<b>76</b>	<b>0</b>	<b>6</b>	<b>15</b>	<b>49</b>	<b>6</b>
<b>All Learners %</b>	<b>100%</b>	<b>0%</b>	<b>8%</b>	<b>20%</b>	<b>64%</b>	<b>8%</b>
						<b>72% at/above for Writing</b>
MATHS	Number	At Level 1	Towards L2	At Level 2	Towards L3	At Level 3
<b>Males</b>						
NZ European	23	N(0) 0%	N(1) 4%	N(6) 26%	N(11) 48%	N(5) 22%
Māori	8	N(0) 0%	N(0) 0%	N(3) 37.5%	N(5) 62.5%	N(0) 0%
Other	4	N(0) 0%	N(0) 0%	N(0) 0%	N(2) 50%	N(2) 50%
Sub-total	35	N(0) 0%	N(1) 3%	N(9) 26%	N(18) 51%	N(7) 20%
<b>Females</b>						
NZ European	20	N(0) 0%	N(0) 0%	N(8) 40%	N(11) 55%	N(1) 5%
Māori	16	N(0) 0%	N(5) 31%	N(5) 31%	N(6) 38%	N(0) 0%
Other	5	N(0) 0%	N(0) 0%	N(0) 0%	N(4) 80%	N(1) 20%
Sub-total	41	N(0) 0%	N(5) 12%	N(13) 32%	N(21) 51%	N(2) 5%
<b>All Learners (N)</b>	<b>76</b>	<b>0</b>	<b>6</b>	<b>22</b>	<b>39</b>	<b>9</b>
<b>All Learners %</b>	<b>100%</b>	<b>0%</b>	<b>8%</b>	<b>29%</b>	<b>51%</b>	<b>12%</b>
						<b>63% at/above for Maths</b>

**RIVERVIEW SCHOOL END-OF-YEAR REPORT 2020**  
**Year 6 Students**

<b>READING</b>	<b>Number</b>	<b>At Level 2</b>	<b>Towards L3</b>	<b>At Level 3</b>	<b>Towards L4</b>	<b>At Level 4</b>
<b>Males</b>						
NZ European	23	N(0) 0%	N(4) 17%	N(11) 48%	N(8) 35%	N(0) 0%
Māori	6	N(0) 0%	N(0) 0%	N(2) 33%	N(3) 50%	N(1) 17%
Other	2	N(0) 0%	N(1) 50%	N(1) 50%	N(0) 0%	N(0) 0%
Sub-total	31	N(0) 0%	N(5) 16%	N(14) 45%	N(11) 35%	N(1) 3%
<b>Females</b>						
NZ European	18	N(0) 0%	N(3) 17%	N(12) 67%	N(3) 17%	N(0) 0%
Māori	11	N(0) 0%	N(2) 18%	N(7) 64%	N(2) 18%	N(0) 0%
Other	5	N(0) 0%	N(1) 20%	N(4) 80%	N(0) 0%	N(0) 0%
Sub-total	34	N(0) 0%	N(6) 18%	N(23) 68%	N(5) 15%	N(0) 0%
<b>All Learners (N)</b>	<b>65</b>	<b>0</b>	<b>11</b>	<b>37</b>	<b>16</b>	<b>1</b>
<b>All Learners %</b>	<b>100%</b>	<b>0%</b>	<b>17%</b>	<b>57%</b>	<b>25%</b>	<b>2%</b>
						<b>84% at/above for Reading</b>

<b>WRITING</b>	<b>Number</b>	<b>Towards L2</b>	<b>At L2</b>	<b>Towards L3</b>	<b>At L3</b>	<b>Towards L4</b>	<b>At L4</b>
<b>Males</b>							
NZ European	23	N(0) 0%	N(1) 4%	N(6) 26%	N(14) 61%	N(2) 9%	N(0) 0%
Māori	6	N(0) 0%	N(0) 0%	N(2) 33%	N(4) 67%	N(0) 0%	N(0) 0%
Other	2	N(1) 50%	N(0) 0%	N(0) 0%	N(1) 50%	N(0) 0%	N(0) 0%
Sub-total	31	N(1) 3%	N(1) 3%	N(8) 26%	N(19) 61%	N(2) 6%	N(0) 0%
<b>Females</b>							
NZ European	18	N(0) 0%	N(1) 6%	N(3) 17%	N(12) 67%	N(2) 11%	N(0) 0%
Māori	11	N(0) 0%	N(1) 9%	N(1) 9%	N(8) 73%	N(1) 9%	N(0) 0%
Other	5	N(0) 0%	N(0) 0%	N(2) 40%	N(3) 60%	N(0) 0%	N(0) 0%
Sub-total	34	N(0) 0%	N(2) 6%	N(6) 18%	N(23) 68%	N(3) 9%	N(0) 0%
<b>All Learners (N)</b>	<b>65</b>	<b>1</b>	<b>3</b>	<b>14</b>	<b>42</b>	<b>5</b>	<b>0</b>
<b>All Learners %</b>	<b>100%</b>	<b>2%</b>	<b>5%</b>	<b>21%</b>	<b>65%</b>	<b>8%</b>	<b>0%</b>
						<b>73% at/above for Writing</b>	

<b>MATHS</b>	<b>Number</b>	<b>Towards L2</b>	<b>At Level 2</b>	<b>Towards L3</b>	<b>At Level 3</b>	<b>Towards L4</b>
<b>Males</b>						
NZ European	23	N(0) 0%	N(1) 4%	N(5) 22%	N(14) 61%	N(3) 13%
Māori	6	N(0) 0%	N(0) 0%	N(2) 33%	N(4) 67%	N(0) 0%
Other	2	N(1) 50%	N(0) 0%	N(0) 0%	N(1) 50%	N(0) 0%
Sub-total	31	N(1) 3%	N(1) 3%	N(7) 23%	N(19) 61%	N(3) 10%
<b>Females</b>						
NZ European	18	N(0) 0%	N(1) 6%	N(8) 44%	N(9) 50%	N(0) 0%
Māori	11	N(0) 0%	N(1) 9%	N(3) 27%	N(6) 55%	N(1) 9%
Other	5	N(0) 0%	N(1) 20%	N(2) 40%	N(2) 40%	N(0) 0%
Sub-total	34	N(0) 0%	N(3) 9%	N(13) 38%	N(17) 50%	N(1) 3%
<b>All Learners (N)</b>	<b>65</b>	<b>1</b>	<b>4</b>	<b>20</b>	<b>36</b>	<b>4</b>
<b>All Learners %</b>	<b>100%</b>	<b>2%</b>	<b>6%</b>	<b>31%</b>	<b>55%</b>	<b>6%</b>
						<b>61% at/above for Maths</b>

# Analysis of Variance Reporting



<b>School Name:</b>	Riverview School	<b>School Number:</b>	1594												
<b>Strategic Aim:</b>	To improve Literacy and Numeracy outcomes for ākonga who identify as Maori at Riverview school														
<b>Annual Aim:</b>	To raise Maori ākonga achievement outcomes by around 3 – 5%.														
<b>Target:</b>	Our school target is for 80% or more of all students to be at or above expectation in Reading, Writing and Mathematics, at the end of each year. Over recent years, this result has been adversely affected by low results from our Maori ākonga cohort. It is our hope that, by lifting the results for Maori Akonga, the school wide results will also improve.														
<b>Baseline Data:</b>	<p><b><u>At the end of 2019</u> our data told us the following about student achievement in core areas:</b></p> <table border="1"> <thead> <tr> <th></th> <th><u>Reading</u></th> <th><u>Writing</u></th> <th><u>Maths</u></th> </tr> </thead> <tbody> <tr> <td>All students (n432)</td> <td>N(366) = 85%</td> <td>N(342) = 79%</td> <td>N(319) = 74%</td> </tr> <tr> <td>Maori students (n117)</td> <td>N(88) = 75%</td> <td>N(80) = 68%</td> <td>N(43) = 65%</td> </tr> </tbody> </table> <p>This demonstrates the gap between “all students” and those identifying as Maori being 10%, 11% and 9% respectively</p>				<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	All students (n432)	N(366) = 85%	N(342) = 79%	N(319) = 74%	Maori students (n117)	N(88) = 75%	N(80) = 68%	N(43) = 65%
	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>												
All students (n432)	N(366) = 85%	N(342) = 79%	N(319) = 74%												
Maori students (n117)	N(88) = 75%	N(80) = 68%	N(43) = 65%												



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>In order to support this initiative, the following was put in place:</p> <p>a. <b>Vicki Bell</b> has a Management Unit with responsibility for coordinating the efforts we are making and summarising progress. She led various PLD initiatives for staff.</p> <p>b. The inclusion of <b>Whānau Hui meetings</b> at least once each term with the first one being February 20</p> <p>c. <b>Specialist te Reo Maori in classes</b> is continuing with one specialist lesson per week per class and, while there was a class less that we had in 2019, one extension class for high ability students in te Reo was included. Also, each staff member (including Office Staff and Learning Support Assistants) was attached to a class's weekly lesson, to grow their competency in te Reo.</p> <p>d. <b>Kapa haka would</b> continue to be of high priority, and a plan to have our performing group</p> <p>i. Take part in a combined schools kapa haka performance at the</p>	<p>Many of the strategies were adversely affected by the Covid-19 lockdown and various levels of restriction throughout the year. For example:</p> <ul style="list-style-type: none"> <li>• Only one <b>Whānau Hui</b> was able to be successfully held.</li> <li>• The kapa haka programme was significantly affected. The 200<sup>th</sup> anniversary "Tuhono" event was cancelled and no combined kapa haka festivals were held.</li> <li>• The planned two days of visits by teachers to other schools were cancelled.</li> <li>• Only a small number of staff could complete the He Papa Tikanga course, and not as a school group.</li> </ul> <p>However: End of Year student achievement data shows that some very positive gains have been made.</p>	<p>We believe that the combination of strategies was significant in the success we had. It was not just one or two of them.</p> <p>While the school's lockdowns and restrictions had a negative impact on some strategies, some ākonga, both Maori and non-Maori, enjoyed the on-line individualised programmes while learning from home.</p> <p>The use of Board funding to give each classroom teacher 30 minutes a week dedicated to the learning needs of identified Maori students, is viewed as being a particularly effective strategy.</p> <p>The cancellation of a number of events was unavoidable. However, we noted a quiet resilience and determination to keep working on this major goal, both from the teachers</p>	<p>As a result of this pleasing improvement, we are continuing with this improvement focus in 2021. We have committed to the following:</p> <ol style="list-style-type: none"> <li>1. The Board has allocated even more funding to release classroom teachers across the school to work with identified Maori ākonga</li> <li>2. We have committed to continuing the whanau hui with the first one planned in March.</li> <li>3. The weekly te reo classes across the school shall continue (BOT funded) together with all staff being required to attend.</li> <li>4. The school has entered into an MOE funded PLD contract over the next 18 months on "Cultural Capability". Lisa Watson from the University of Auckland is working with staff and students.</li> </ol>

<p>Tuhono event at Kororipo Pa on 21 March. This was in celebration of Kerikeri township’s 200<sup>th</sup> anniversary</p> <p>ii. attend a combined schools festival in Term 4.</p> <p>e. <b>A two-day road trip for teachers</b> was planned for August, to visit English medium schools that have proven success in raising Maori student achievement</p> <p>f. Professional Development Opportunity for all staff using the “<b>He Papa Tikanga</b>” programme run by Te Wananga o Aotearoa – hosted at our school.</p> <p>g. The <b>BOT funded \$5,000 for additional Teacher Aid</b> time to release classroom teachers once a week for 30 minutes to work with identified Maori ākonga to lift their achievement levels.</p>	<p>In Reading <b>82%</b> (N=106 out of 130) of Maori ākonga were at or above expectation compared to 85% of all students.</p> <p>In Writing <b>75%</b> (N=97 out of 130) of Maori ākonga were at or above expectation compared to 77% of all students.</p> <p>In Maths <b>74%</b> (N=96 out of 130) of Maori ākonga were at or above expectation compared to 76% of all students.</p> <p><b>To have our Maori cohort at only 2 – 3 % below the whole school average is significantly better than at the end of the previous year when they were 10%, 11% and 9% lower respectively.</b></p>	<p>and other staff, and from the students themselves. What would naturally be seen as a set back may actually have helped us make the desired gains in more subtle ways.</p>	<p>5. The visit to successful model schools is still a plan but we are holding off with this until the Covid threats are more settled.</p> <p>6. Our programmes will be extended somewhat to assist Maori ākonga who are only just below expectation, or higher, to make gains in their learning.</p>
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## Planning for next year:

### For the 2021 Annual Plan and Budget:

1. The Board has allocated even more funding to release classroom teachers across the school to work with identified Maori ākonga
2. We have committed to continuing the whanau hui with the first one planned in March.
3. The weekly te reo classes across the school shall continue (BOT funded, 0.4 of a Full Time Teacher)) together with all staff being required to attend.
4. The school has entered into an MOE funded PLD contract over the next 18 months on “Cultural Capability”. Lisa Watson from the University of Auckland is working with staff and students.
5. The visit to successful model schools is still a plan but we are holding off with this until the Covid threats are more settled.