



RANGIORA BOROUGH SCHOOL  
PATHWAYS TO LIFELONG LEARNING

# CHARTER 2019



CHARTER



STRATEGIC PLAN 2019/2021



ANNUAL PLAN 2019



VARIANCE REPORT 2018

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CHARTER 2019

# RANGIORA BOROUGH SCHOOL CHARTER 2019

## VISION

“PROVIDING THE PATHWAYS TO LIFELONG  
LEARNING”



## MISSION STATEMENT

Rangiora Borough school aims to provide quality education for all students to ensure their highest possible individual achievement and potential is reached.

# THE NEW ZEALAND CURRICULUM

## VISION

Through the New Zealand Curriculum schools are charged with ensuring that students become:

- **Confident** – positive in their own ability
- **Connected** – able to relate well to others
- **Actively Involved** – participants in a range of life contexts
- **Life Long Learners** – literate and numerate; active seekers and users of knowledge



## PRINCIPLES

The principles place students at the centre of teaching and learning, assuring that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity. The principles relate to how the curriculum is formalised in schools through the processes of curriculum planning. These include:

**High Expectations** – Supporting and empowering all students to learn and achieve their personal best.

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**Treaty of Waitangi** – Acknowledging the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand.

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**Cultural Diversity** – Reflecting New Zealand's cultural diversity and values, histories and traditions of all its people.

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**Inclusion** – Ensuring that students' identities, languages, abilities and talents are recognised and affirmed and that learning needs are addressed.

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**Learning to Learn** – Encouraging all students to reflect on their own learning processes and to learn how to learn.

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**Community Engagement** – A meaningful curriculum for students that connects with their wider lives, and engages the support of families, whanau and communities.

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**Coherence** – Providing students with a broad education that makes links within and across learning areas.

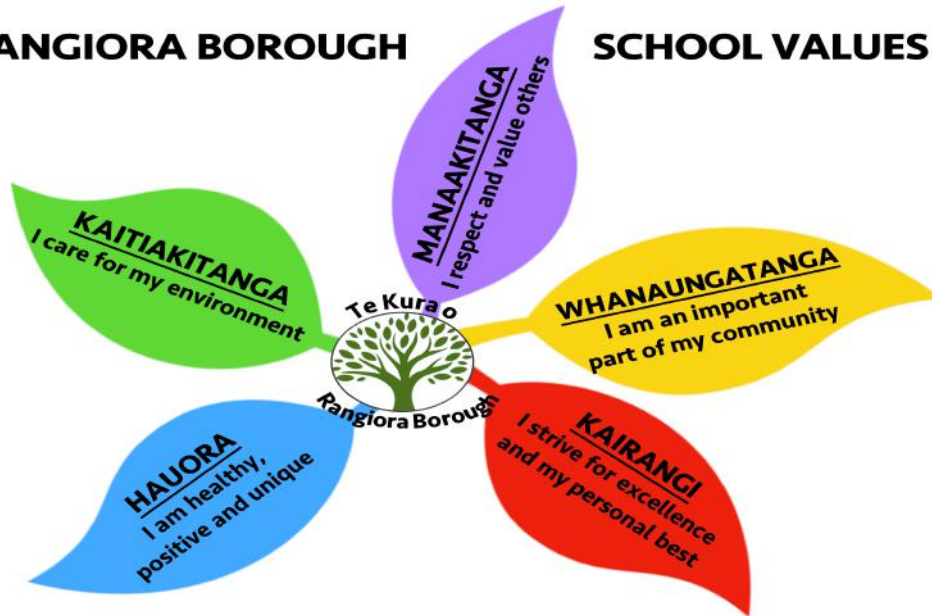
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**Future Focus** – Encouraging students to look to the future by exploring significant future-focused issues e.g.: sustainability and citizenship.

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## RANGIORA BOROUGH

## SCHOOL VALUES



## VALUES

The values outlined in the curriculum encourage students to value:

- Excellence
- Innovation, inquiry and curiosity
- Diversity
- Equity
- Community and participation
- Ecological sustainability
- Integrity
- Respect

Our school values guide the way we think and act. By holding these values and acting on them we are able to live together and thrive. Our values are infused into all aspects of our school learning community.

## Key Competencies

Key Competencies are the capabilities people need in order to live, work and contribute as active members of their communities. Capable people draw on and combine all the resources available to them: Knowledge, skills, attitudes and values.

Opportunities to develop competencies occur in social contexts. People adopt practices that they see used and valued by those closest to them and they make these practices part of their own identity and expertise.

Competencies continue to develop over time shaped by interactions with people, places, ideas and things. Students need to be challenged to develop their competencies in contexts that are increasingly wide ranging and complex.

### *The New Zealand Curriculum identifies five key competencies:*

- Managing Self
- Relating to Others
- Participating and Contributing
- Thinking
- Using Language, Symbols and Texts

At Rangiora Borough School we have developed our own curriculum that reflects the needs of the learners in our school community.

Our curriculum is based on the New Zealand Curriculum as stated above, but tailored to, and unique to the Rangiora Borough community and our school vision: Providing the Pathways to Lifelong Learning

# MAORI DIMENSIONS AND CULTURAL DIVERSITY

Rangiora Borough School will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture. We will endeavour to develop an awareness of Tikanga Māori and Te Reo Maori and provide the means of fostering cultural understanding consistent with the Treaty of Waitangi.

To achieve this, the school will:

- Promote our unique Bi-Cultural Unit Ngā Rākau e Rua a viable alternative to mainstream education.
- Provide professional development for staff in Tikanga Māori/Te Reo Māori.
- Incorporate elements of Tikanga and Te Reo into reaching and learning across the curriculum.
- Ensure appropriate reporting on outcomes, tracking progress and achievement each term for our students identified as Māori.
- Continue to build positive relationships with parents of students identified as Māori.
- Develop and foster a strong Kapa Haka group to represent the school.

- Integrate biculturalism in curriculum planning.
- Develop closer relationships with our local Marae.
- Ensure there are adequate resources to support Tikanga and Te Reo programmes.

To acknowledge the uniqueness of Māori culture, Rangiora Borough School will provide learning opportunities in Tikanga (Māori values and practices) and Te Reo Māori (Māori Language).

Rangiora Borough School will implement learning programmes that reflect and include reference to New Zealand's cultural diversity. In doing this, we will provide affirmation for each of our many different ethnic groups.



# OUR SCHOOL

## Background information about the school

Rangiora Borough School is a Decile 7 co-educational full Primary School (Year 1 – 8) in central Rangiora. The school has a proud history of providing a quality educational service to North Canterbury since 1873.

In 2019 we celebrate 146 years of service. The school's current population reflects the growing multicultural nature of Canterbury. The Ethnic make up is as follows:

|                |      |
|----------------|------|
| N.Z. Pakeha    | 69%  |
| Maori          | 16%  |
| Other European | 6.2% |
| Pasifika       | 2.5% |
| Indian         | 1.8% |
| Asian          | 1.6% |
| Other          | 2.9% |

(Middle Eastern, Latin American, African)

As at February 2019 550 students attend Rangiora Borough School. The projected 2019 peak roll will be 610. The Vision of "Providing the Pathways to Life Long Learning" is aimed at equipping our students for the skills and positive attitudes to take ownership of their learning as they proceed to secondary and tertiary education.

Our 3 tier focus in 2019/20/21 is based around:

- a) Three Pathways – Values, Dispositions and Key Competencies
- b) The Why? – "Delivering a student centred, future focused curriculum."  
The Where? - "Providing a safe, vibrant and inclusive environment."  
The Who? – "Enhancing meaningful partnerships across the school community."

## **a) Cultural Diversity**

Our aim is to have all students at Rangiora Borough School experience success no matter what gender, race, skills or abilities they have. Their identity, language and culture will be valued and included in all teaching programmes.

The bicultural foundations of our country will be recognised and our programmes delivered to ensure Māori students enjoy success as Māori.

The school acknowledges the unique position of Māori through the provisions of Te Reo and Tikanga Māori.

The School provides for a level 2 (50 – 80%) Bilingual Environment in Ngā Rākau e Rua. This facility offers Te Reo and Tikanga to 36 children from Year 1 – 8 and fosters productive partnerships with parents, whanau, hapu, iwi and communities. The partnerships have high expectations and support our Māori students to succeed in education as Māori.

Our Cultural Diversity extends to our Pasifika, Indian, Asian, European and American communities with Celebration of Culture and a realisation of the diversity and the richness it brings to our school environment.

## **b) Collaboration:**

The Puketeraki Community of Schools (Kāhui Ako) is an initiative launched in 2016. Seventeen schools from Year 1 – Year 13 joined together with the purpose of raising achievement for students in our local area and for the sharing of best and innovative practice. In 2018 a culture of collective and collaborative inquiry has been actioned to foster a focus on priority learners and ideas across the Kāhui Ako

Rangiora Borough School is proud of its' innovative and cutting edge practice. Over the past 9 – 10 years a number of innovations have been adopted and adapted to meet both our Student and Community needs. In 2019 the following 4 innovative practices are still in place and valued.

- MiniLit/MacqLit

These programmes provide the skills, attitudes, knowledge and foundations to be independent and confident readers and researchers.

- Numicon

Numicon is a distinctive, multi-sensory approach to children's mathematical learning that emphasises three key aspects of doing mathematics: \* communication mathematically \* Exploring relationships. \* Solving everyday problems

- Ngā Rākau e Rua

At Rangiora Borough School we offer a Bi-Lingual alternative for our Tamariki and Whanau. Students can experience a Te Reo and English delivered New Zealand Curriculum in a Whanau style environment.

- Before and After School Programme

Our Before School (7.00 a.m. – 8.30 a.m.) and After School (3.00 p.m. – 5.30 p.m.) programme operates on site from the school hall. This programme offers an affordable and WINZ supported programme for busy families and has a waiting list.

In 2018 the Board of Trustees and Staff conducted a community consultation to inform the future directions of Rangiora Borough School.

The survey resulted in the establishment of two Strategic Documents.

- (a) Purpose, Place and People.
- (b) Three Pathways to Lifelong learning.

These guiding documents have set the direction for Our Curriculum and Pedagogy for 2019/20/21.

**RANGIORA BOROUGH SCHOOL - "Pathways to Life Long Learning"**

|   |   |   |   |   |  |
|---|---|---|---|---|--|
| <p><b>Pathway<br/>1<br/>Values</b></p>                    | <p><b>Kairangi</b><br/>"I strive for excellence and my personal best"</p>   | <p><b>Whanaungatanga</b><br/>"I am an important part of my community"</p> | <p><b>Manaakitanga</b><br/>"I respect and value others"</p> | <p><b>Kaitiakitanga</b><br/>"I care for my environment"</p> | <p><b>Hauora</b><br/>"I am healthy, positive and unique"</p> |
| <p><b>Pathway<br/>2<br/>Dispositions</b></p>              | <p>Creativity<br/>Perseverance<br/>Adaptability<br/>Resilience<br/>Confidence<br/>Inquiry<br/>Innovation<br/>Identity<br/>Collaboration</p> |   |   |   |  |
| <p><b>Pathway<br/>3<br/>N.Z. Key<br/>Competencies</b></p> | <p>Managing Self<br/>Thinking<br/>Relating to Others<br/>Participating and Contributing<br/>Using Languages, symbols and text</p>           |   |   |   |  |

**PURPOSE**

**THE WHY?**

“Delivering a student centred, future focused curriculum”

**PLACE**

**THE WHERE?**

“Providing a safe, vibrant and inclusive environment”

**PEOPLE**

**THE WHO?**

“Enhancing meaningful partnerships across the school community”

- Authentic Curriculum
- Effective Pedagogy
- Student focus (Profile, Rubric, Mindset)
- Lifelong Learners – Hauora and Self Regulation

- Well designed, flexible physical environments
- Manaakitanga & Environment. Ako – look after and show respect and kindness to others
- A welcoming, connected learning environment
- Positive – Behaviour, Relationship and Learning

- Our Community
- Local, National and Global Communities
- Positive, informed and connected school community
- Culture and Diversity

**RANGIORA BOROUGH SCHOOL VALUES**

*Welcome to*

**Pangiora Borough School**

**STRATEGIC PLAN  
2019/2021**

# STRATEGIC DIRECTION

## Purpose:

- Developing and delivering a student centred future focused curriculum (The Why?)

## Place:

- Providing a safe, vibrant and inclusive environment (The Where?)

## People:

- Enhancing meaningful partnerships across the school community (The Who?)

## OUR STRATEGIC GOALS: “TO PROVIDE AND PROMOTE”

### A Student Centred, Future Focused Curriculum

- 3 Pathways
  - Values
  - Dispositions
  - Key Competencies
- Authentic – ‘Our Curriculum’
- Effective Pedagogy
- Student Focus
- Lifelong Learners

### A Safe, Vibrant and Inclusive Environment

- Well designed, flexible physical environments.
- Manaakitanga and Environment Ako – look after and show respect and kindness to others.
- A welcoming, connected learning environment.
- Positive – Behaviour, Relationships and Learning.

### Meaningful Partnerships across the school and wider Communities

- Our Community
- Local, National and Global
- Positive, informal and connected school community.
- Culture and Diversity

## KEY AREA: TEACHER CAPABILITY, STUDENT LEARNING/STUDENT CENTRED, FUTURE FOCUSED CURRICULUM

GOAL: *Rangiora Borough School still strive to have students making at least one year's progress for one year's learning in Literacy and Mathematics. Our children will also show progress in the development of our Learner Competencies. (Pathways 1, 2 & 3) Values, Dispositions and Key Competencies.*

### Research: Background

"Effective teaching is potentially the largest school influence on pupil achievement". (Hattie)

#### KEY OBJECTIVES

- Develop and gain clarity around
  - (a) An authentic curriculum
  - (b) Effective pedagogy
  - (c) Student focus and engagement
  - (d) Student self-regulation and self-reporting
- Teachers, team leaders and senior staff will collect, analyse and review pupil progress and allocate and rearrange resources to achieve 2019 goals.
- All stakeholders will be provided with assessment data on student's progress and achievement.

#### OUTCOMES

- Maori and Pasifika student's progress and achievement will be monitored regularly throughout the year and adjustments made accordingly.
- Teachers will have an inquiry focus based on needs and professional development.
- Data is regularly analysed to look at progress and achievement in literacy, numeracy and the key competencies.
- Teachers at Rangiora Borough school will work with the Puketeraki (Kāhui Ako) in workshops to develop best practice in transition and collaborative teaching.

# STRATEGIC GOAL

*Rangiora Borough School will foster and provide a safe, vibrant and inclusive environment*

## KEY OBJECTIVES

- To develop and maintain well designed and flexible physical environment.
- Promote the value of Manaakitanga and Kaitiakitanga – showing respect for the environment and others.
- To promote a welcoming and connected learning environment.
- To promote a school where positive behaviour, relationship building and new learning and key feature.

## KEY TASKS AND OUTCOMES

- To develop well set out, safe and engaging environments
  - Establish school garden
  - Complete demolition of older and unnecessary buildings
  - Promote an open, easily supervised programme
  - Senior playground upgrade
- Weekly focus in class/teams and whole school on Values.
  - Display – Visibility
  - Use in positive behaviour
  - Link values with all aspects of school life
- Embrace and celebrate the multi-cultural aspects of school life
  - Culture inquiry in Social Sciences
  - Community picnic
  - Te Reo and Tikanga profiles

# STRATEGIC DIRECTION

- Following a Community Review in 2018 – The Board of Trustees, Senior Leadership Group and Team Leaders set the Strategic Direction for Rangiora Borough School for 2019 – 2020 – 2021.
- The 3 Pathways of The Why?, The Where? and the The Who? were established.
- The learners at Rangiora Borough School will experience a future focused education. By placing our students at the centre we will personalise learning and empower our learners to develop the competencies, the dispositions, the values and the knowledge to live successfully in our ever changing world.

## OUR STRATEGIC GOALS WILL BE BASED AROUND:

### THE WHY?

Rangiora Borough School will strive to deliver and develop:

- An authentic curriculum.
- An effective Pedagogy
- A student focus and mindset.
- Students as life-long learners with Student Agency and dispositions for life.
- A values focused curriculum and environment.

### THE WHERE?

- A goal of promoting values of Manaakitanga and Kaitiakitanga.
- Respect and value of others and a care for all environments.
- Whanaungatanga – A sense of community and a welcoming and connected environment.

### THE WHO?

- Goals to strengthen Whanaungatanga – our community.
- At Rangiora Borough School we will continue to develop the school culture that promotes our Vision and Values in partnership with our Community.

## KEY AREA: The Why? Teacher Capability, Student Learning, Future-focused Learning

GOAL: Rangiora Borough School will strive to have students making at least one year's progress for one year's learning in literacy and mathematics. Through empowering our learners, students will show progress in the development of NZC Key Competencies, the school's Disposition and Values.

Research Connections: "Effective teaching is potentially the largest single school influence in pupil achievement." (Hattie)  
 "The Practice of improvement is about changing three things \* the values and beliefs that a school prioritises.  
 \* structural positions in place and \* the ways in which teachers learn to do the work." (Elmore)

### KEY OBJECTIVES

- Develop teacher capability through collaborative team practice.
- Full use made of 'Our Curriculum' – The revised Authentic Curriculum Document.
- Teaching staff will through the school's assessment systems (Linc-Ed) develop and evaluate pupils progress.
- All stakeholders (BOT, Parents, Staff, Students) will be regularly provided with personal pupil progress – via the Linc-Ed development.
- The student achievement expectation for Maori and Pasifika will be the same as for all children.
- The integration into 3 pathways (Values, Dispositions and Key Competencies) will underpin our processes.

### ACTIONS

- Collaborative PLD around Puketeraki's transition programmes/workshops.
- Including Digital/fluent Technology curriculum professional development.
- Ongoing development of Linc-Ed including – reporting directly to parents each term.
- Full use of Student Self Reporting at end of Term 2.
- Pathways programme/competencies evident in all aspects of school life.

### OUTCOMES (A) June/July – half year)

### OUTCOMES (B) end of 2019

## KEY AREA: The Who? Our Community/Local, National & Global Communities/Diversity

GOAL: *At Rangiora Borough School we will embrace our School Community and extend this connection to Local, National and International Communities.*

### KEY OBJECTIVES

- To ensure that the Value message of Whanaungatanga. “I am an important part of my community.”
- To connect with all aspects of the North Canterbury Community including our Kāhui Ako – Puketeraki Community of Learning.
- To extend our future focused learning and Our Curriculum to National or International Community Studies & Connections.
- Within our Community we ensure that we include, show empathy for and respect culture and diversity.

### ACTIONS

- Highlight values and key competency messages – via Digital, face-to-face (Hui) meetings and reporting sessions.
- Community of learning developments and programmes communicated via Across and Within School Programmes. Each term staff involved in workshops and collaboration across all 17 schools.
- From a basis of School Community – through to International Studies ensure that we develop future-focused students with an open mindset and application of our values programme.
- Studies to celebrate unique cultures and the Bi and Multi National cultured whanau who make up Rangiora Borough School
- Diversity – catering for individual difference and ability by focus on individual needs and progress.

### OUTCOMES (A) June/July – half year)

### OUTCOMES (B) end of 2019



**ANNUAL PLAN  
2019/2021**

# ANNUAL GOALS FOR 2019

ANNUAL PLAN OBJECTIVE: Teacher capability, Student Learning: Future focused learning

| OBJECTIVES  | KEY TASKS   | TIME FRAMES                 | RESPONSIBILITY   | RESOURCES   | OUTCOMES  |
|---|---|-----------------------------|--|---|---|
| Develop a shared understanding around Our Authentic Curriculum, Our 3 Pathways Programme (The Why, Where, How) and a Student Centred Pedagogy for personalising teaching and learning | <p><b><u>Rangiora Borough School Curriculum</u></b><br/>Review, develop and place into practice all aspects of Our Curriculum.</p> <p>School Vision, Values, Competencies, Literacy, Numeracy, Inquiry subjects, Digital Technology, Collaboration and Integration.</p> | Term 1 - 4                  | Senior Management and Leadership Teams                 |   | Our Curriculum reflects our Vision – Values for learning.   |
|   | <p><b><u>Student Centred – Learning Progressions</u></b><br/>Teachers and Team – highlight &amp; focus on the progressions.</p> <p>Confirm a starting point, pathway and identify next steps</p>  | Term 1 & 2<br>Review Term 4 | Team Leaders<br>Senior leadership team<br>Team Members | Numicon<br><br>N.Z. Curriculum Learning Progression | All teachers will ensure that students make a personalised – one year’s growth for 1 year of instruction. |
|   | <p><b><u>Spiral of Inquiry</u></b><br/>Continue to provide PLD for all staff around Inquiry Topics</p> <p>Introduce a collaborative spiral of inquiry opportunity based on team interests – focus.</p>  | Term 1 – 4                  | Jo Pasley<br><br>Team Leaders<br>All Teachers          | Teacher Appraisal – Teachers Council Document       | Teachers – show growth in Spiral of Inquiry, including a conclusion and next steps.                       |

| OBJECTIVES  | KEY TASKS  | TIME FRAMES       | RESPONSIBILITY  | RESOURCES | OUTCOMES   |
|---|--|-------------------|---|-----------|--|
| <p>Develop our practices to ensure that Maori achieve and enjoy success as Maori.</p> | <p><b><u>Culturally Responsive Practice</u></b><br/>           Continue to engage our community in conversations around things Maori, including Whanau hui to identify goals and objectives.</p> <p>Work with Whanau with children in our bilingual unit Ngā Rākau e Rua to fully develop a graduation profile for Year 8.</p> <p>Co-operate with the Kāhui Ako and our own Within School Teacher in a focus to raise Maori achievement.</p> <p>Maori curriculum team work – a representative from each team will act as an agent to share best practice in Te Reo and Tikanga.</p> <p>Across school support for Kapahaka Groups</p> | <p>Term 1 - 4</p> | <p>Senior Management and Leadership Teams</p> <p>All Staff – Team members</p> |           | <p>Our Curriculum reflects our Vision – Values for learning.</p> |

| OBJECTIVES   | KEY TASKS  | TIME FRAMES                                 | RESPONSIBILITY   | RESOURCES                               | OUTCOMES  |
|--|--|---|--|---|---|
| Grow staff understanding and capability in relation to the implementation of the Digital Technologies Curriculum | <p><b><u>2 Phases</u></b></p> <p>(a) Digital Readiness Programme (Online)</p> <p>(b) Core-Ed fluency programme.</p>  | <p>Term 1 - 2 (a)</p> <p>Term 3 - 4 (b)</p> | <p>All staff enrolled on line</p> <p>Senior leadership staff and Core-Ed</p> | <p>Application for Core-Ed convenor</p> | <p>Staff develop a plan on how to integrate the Digital Technologies Curriculum across all areas.</p> |
| To fully utilise Linc-Ed to report Student Progress and Achievement across the curriculum                        | <p>Develop a great understanding of Linc-Ed as a reporting and data collection tool.</p> <p>To develop a manageable reporting system via Linc-Ed as a future one-only reporting system .</p> | <p>Term 1 - 4</p>                           | <p>Senior Leadership team and Team leaders</p> <p>Whole Staff</p>            | <p>Linc-Ed Staff</p> <p>Own Staff</p>   | <p>Teachers will be sharing student learning on line to homes via the Linc-Ed tool.</p>               |

## ANNUAL PLAN SPECIFIC TARGETS

| OBJECTIVES   | KEY TASKS   | TIME FRAMES                             | RESPONSIBILITY  | RESOURCES  | OUTCOMES  |
|--|---|---|---|--|---|
| <p>To focus on raising levels of Achievement – identified in 2018 Analysis of Variance Data.</p> <p>Using the Learning progressions for each year level – build as the specific gains in 2018</p>                  |   |   |   |  |   |
| <p>(a) Boys Writing: raise the level of achievement for Writing to 80 at or above the Progression (all including Maori Achievement)</p>  | <p>Ensure that the 2018 documents “Effective Written Language are used across all areas of the school.</p>  | <p>Term 1 - 4</p>                       | <p>Hayley Ashcroft with Within School Responsibility &amp; Team Leaders</p>         | <p>Boys Writing Workshops Term 1, 2019</p>         | <p>Continue to cater for diverse and engaging Written experiences for boys.</p>     |
| <p>(b) Reading – Continue to foster and utilise MacqLit and MiniLit programmes for students at risk in reading – track the Year 2 students in 2018 into Year 3 with the goal of maintaining 90% + achievement.</p> | <p>Pre-testing and referral of students considered to be at risk.</p> <p>Tracking of children after their graduation.</p> <p>Rua Team (Year 3) reports.</p> | <p>Term 1. - 4</p> <p>Term 2/Term 4</p> | <p>MiniLit Teacher Barbara Clarkson &amp; trained teacher aides</p> <p>Rua Team</p> | <p>MiniLit &amp; MacqLit manuals and resources</p> | <p>Continue to cater for group ‘at risk’ in reading basics and fluency.</p>         |
| <p>(c) Mathematics<br/>Raise the levels of understanding and achievement in Mathematics in a Numicon Maths System Goal. Maintain the goal of 80%+ of achievement for ALL pupils in 2018.</p>                       | <p>Continue to utilise the equipment, programmes and systems of the Numicon Maths Kits across all areas of the school.</p>                                  | <p>Term 1. - 4</p>                      | <p>All Staff</p>  | <p>Numicon Maths Resources</p>                     | <p>Numicon system in place as a boost to the N.Z. Curriculum Maths Progression.</p> |

# ANNUAL GOALS 2019

## AREAS: Community, Building, Projects

| OBJECTIVES  | KEY TASKS  | TIME FRAMES   | RESPONSIBILITY   | RESOURCES  | OUTCOMES   |
|---|--|---|--|--|--|
| <p>To ensure that all Environmental, Community and Building projects are well planned, well designed and resourced to provide:</p> <p>(a) Best Value<br/>                     (b) Best Environmental Practice<br/>                     (c) Fit for Purpose<br/>                     (d) Best in Health &amp; Safety<br/>                     (e) Best focus for staff, students and community</p> | <p>(a) School Community Garden Project</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Identify design and materials</li> <li>• Enlist help of community &amp; specialists</li> <li>• Establish</li> <li>• Finance</li> <li>• Build &amp; maintain</li> </ul> | <p>Term 1 – 2 establish</p> <p>Term 3 – 4 build and open.</p> | <p>Key Staff, Warren Day &amp; Sandi Harnett.<br/>                     ECO School staff<br/>                     PTA</p>                           | <p>Donations of materials</p> <p>Fundraising</p>   | <p>A functional, community inclusive school garden.<br/>                     Children learning life skills of gardening.</p> |
|   | <p>(b) New School Library</p> <ul style="list-style-type: none"> <li>• Work with Logic Group &amp; MOE on this 5 YA Project.</li> <li>• Involve in planning &amp; design</li> <li>• Demolition &amp; construction.</li> </ul>  | <p>Term 1 – 2 design</p> <p>Term 4 – 4 consents etc</p>       | <p>Logic Group<br/>                     MOE<br/>                     BOT<br/>                     Principal<br/>                     Caretaker</p> | <p>5 YA regulations<br/>                     N.Z. Design standards<br/>                     \$750000</p> | <p>New, Updated RBS Learning Centre/Library with extra room for Mini classroom &amp; Office</p>                              |
|   | <p>(c) Senior Playground Project</p> <ul style="list-style-type: none"> <li>• Viability &amp; costing</li> <li>• Design</li> <li>• Health &amp; Safety</li> <li>• Build</li> </ul>   | <p>Term 2/3 Viability &amp; cost study</p>                    | <p>Principal<br/>                     Caretaker<br/>                     BOT</p>   | <p>NZ Playground Design &amp; Standards</p>  | <p>Updated safe and engaging Senior Adventure Playground.</p>  |
|   | <p>(d) Technology Provision</p> <ul style="list-style-type: none"> <li>• Clear focus from MOE</li> <li>• PPTA/Union provision</li> <li>• Siting &amp; Design</li> <li>• Clear time frame</li> </ul>  | <p>Term 1 – Term 4</p>  | <p>BOT<br/>                     Principal<br/>                     PPTA<br/>                     Tech Staff<br/>                     MOE</p>       |  | <p>New technology facility established at Te Matauru School. Permanent staff retain their positions.</p>                     |
|   | <p>(e) Te Matauru School</p> <ul style="list-style-type: none"> <li>• Zoning submissions</li> <li>• Zoning &amp; time frames</li> <li>• Advertising &amp; communication</li> <li>• Plan staffing 202 &amp; beyond</li> </ul>   | <p>Term 1/2/3</p>   | <p>BOT<br/>                     Principal<br/>                     4 local schools<br/>                     MOE</p>                                |  | <p>Best possible zoning for RBS with safeguards for staffing &amp; future students</p>                                       |



**ANALYSIS OF VARIANCE  
2019/2021**

# ANALYSIS OF VARIANCE FOR THE YEAR ENDING DECEMBER 31<sup>st</sup> 2018

- In the plans and targets set out in our Charter, the Board describes the school's priorities and goals for the learning outcomes of our students
- Our core business is to raise student achievement and ensure that all of our students reach their potential, both academically and socially.
- This analysis of variance describe how Rangiora Borough School has gone about addressing our priorities for improving student achievement that were set out in our 2018 Charter.

The analysis clearly demonstrates

Actions (What did we do?)

Outcomes (What happened?). Reasons for Variance (Why did it happen?)

Evaluation (Where to next?)

## OBJECTIVE OR TARGET: Raise the levels of achievement and understanding in Mathematics

**Baseline Data:** In 2017 the Year 7 Group results demonstrated that 66% of students were at or above their Curriculum/National Standards

| Actions (What did we do?)  | Outcomes (What happened?)   | Reasons for Variance (Why did it happen?)  | Evaluation (Where to next?)  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>Throughout the school year the Senior Management Team and the Board review data and the allocation of resources to ensure the needs of our learners are met.</li> <li>The Mathematical Achievement of our Year 7 group identified 34% of all Year 7 students not meeting the desired standards (at or above).</li> <li>As the Numicon (Maths) programme was being implemented across the school the focus of the action would be in the 2018 year level.</li> </ul> | <ul style="list-style-type: none"> <li>Resources and PLD were ensured and purchased.</li> <li>A current staff members – Leanne Jolly was utilised to guide the year 8 team in the use of the Numicon Strategies etc.</li> <li>The Senior Team focus on our maths delivery saw a lead teacher operating across the team to raise the level of understanding and achievement.</li> <li>The level of support and focus resulted in the Target being met.</li> <li>The maths target level of 80% was successful.</li> <li>Mid Year 76% had reached the achievement levels.</li> <li>End of 2018. 83% target was met.</li> </ul> | <ul style="list-style-type: none"> <li>Investigation and investment into Numicon resources and Professional Development resulted in the Variance.</li> <li>Regular review and reporting of data meant that all parties had input and control of the target.</li> <li>Student confidence rose as the visual aspects of Numicon aided at risk students to gain a greater understanding of Mathematical Concept.</li> </ul> | <ul style="list-style-type: none"> <li>In 2019 a further across school (Year 1 – 8) focus of Numicon use and adaptation as a tool to improve the understanding of the N.Z. Math Curriculum.</li> <li>Resources will be budgeted for and provided.</li> <li>PLD groups (including new staff) will be inducted by the Numicon leaders (Leanne).</li> </ul> |

### PLANNING FOR 2019:

- Greater use and expertise in using Numicon as a tool (when needed)
- Maintenance of the 80% Target across the school will be expected

## OBJECTIVE OR TARGET: Mathematics: Raise the levels of achievement and understanding

Baseline Data: 2017: All students at or above 74%. Maori 60%. Pasifika 64%

| Actions (What did we do?)   | Outcomes (What happened?)   | Reasons for Variance (Why did it happen?)   | Evaluation (Where to next?)  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>The Professional Learning focus in 2018 was to raise the proficiency in teaching the Numicon Maths Programme.</li> <li>The Mathematical achievement of our Pasifika Group was an area of focus to raise the level to 70%.</li> <li>Achievement of Maori was to raise to 70%.</li> <li>Ensured the teams had a clear understanding of our Pasifika/Maori students.</li> </ul> | <ul style="list-style-type: none"> <li>Resources and PLD were increased.</li> <li>A staff members was trained in Numicon Maths.</li> <li>Pasifika Math Target 70%<br/>2017 – 62%<br/>Mid Year 2018 – 75%<br/>End of 2018 – 60%</li> <li>Met Mid Year<br/>Not met end of year.</li> <li>Maori Target 70%<br/>2017 – 62%<br/>Mid 2018 – 77%<br/>End 2018 – 95%<br/>Met Targets</li> </ul> | <ul style="list-style-type: none"> <li>Pasifika – Variance is hard to equate or reflect on. Obviously good progress. Only 13 children included in the cohort.</li> <li>Possible understanding of language around Numicon instruction?</li> <li>Possible ESOL misunderstanding - the 15% drop only equates to 2 – 3 children.</li> <li>Maori variance is an outstanding success story.</li> </ul> <p>2017 – End of Year 62%<br/>2018 – End of Year 95%<br/>These children’s use of Numicon equipment obviously strengthened their understanding.</p> | <ul style="list-style-type: none"> <li>In 2019 a continued across school focus on Numicon as a tool for improvement and acceleration.</li> <li>Resources will be budgeted for and provided.</li> <li>Continued PLD for all staff.</li> <li>Further investigation of Pasifika variance and understanding – via ESOL staff will be carried out.</li> </ul> |

### PLANNING FOR 2019:

- Numicon and resources - strengthened
- Student Voice and feedback on Numicon Programme.

## OBJECTIVE OR TARGET: Raise the levels of achievement and understanding in Mathematics

**Baseline Data:** In 2017 the Year 7 Group results demonstrated that 66% of students were at or above their Curriculum/National Standards

| Actions (What did we do?)  | Outcomes (What happened?)   | Reasons for Variance (Why did it happen?)  | Evaluation (Where to next?)  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>Throughout the school year the Senior Management Team and the Board review data and the allocation of resources to ensure the needs of our learners are met.</li> <li>The Mathematical Achievement of our Year 7 group identified 34% of all Year 7 students not meeting the desired standards (at or above).</li> <li>As the Numicon (Maths) programme was being implemented across the school the focus of the action would be in the 2018 year level.</li> </ul> | <ul style="list-style-type: none"> <li>Resources and PLD were ensured and purchased.</li> <li>A current staff members – Leanne Jolly was utilised to guide the year 8 team in the use of the Numicon Strategies etc.</li> <li>The Senior Team focus on our maths delivery saw a lead teacher operating across the team to raise the level of understanding and achievement.</li> <li>The level of support and focus resulted in the Target being met.</li> <li>The maths target level of 80% was successful.</li> <li>Mid Year 76% had reached the achievement levels.</li> <li>End of 2018. 83% target was met.</li> </ul> | <ul style="list-style-type: none"> <li>Investigation and investment into Numicon resources and Professional Development resulted in the Variance.</li> <li>Regular review and reporting of data meant that all parties had input and control of the target.</li> <li>Student confidence rose as the visual aspects of Numicon aided at risk students to gain a greater understanding of Mathematical Concept.</li> </ul> | <ul style="list-style-type: none"> <li>In 2019 a further across school (Year 1 – 8) focus of Numicon use and adaptation as a tool to improve the understanding of the N.Z. Math Curriculum.</li> <li>Resources will be budgeted for and provided.</li> <li>PLD groups (including new staff) will be inducted by the Numicon leaders (Leanne).</li> </ul> |

### PLANNING FOR 2019:

- Greater use and expertise in using Numicon as a tool (when needed)
- Maintenance of the 80% Target across the school will be expected

## OBJECTIVE OR TARGET: Raise the levels of achievement and skills in Writing

Baseline Data: \*Boys – Target 80% 2017 70% \* Maori – Target 80% 2017 – 64%

| Actions (What did we do?)   | Outcomes (What happened?)   | Reasons for Variance (Why did it happen?)   | Evaluation (Where to next?)  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>• In 2018 Chris Walsh (Within-School teacher) had the following actions/goals to achieve.</li> <li>(a) Upgrade and update the writing section of Our Curriculum. With special emphasis on school-wide assessment and delivery.</li> <li>(b) Instructing and advising teachers of best practice in boys writing.               <ul style="list-style-type: none"> <li>i.e. * Using humour</li> <li>* Group writing</li> <li>* Team books</li> <li>* Non fiction writing</li> </ul> </li> <li>(c) An engaging and authentic school wide written language programme (including Maori perspective).</li> </ul> | <ul style="list-style-type: none"> <li>• Boys target was set at 80% at/above the New Zealand curriculum. Progression. 2017 reached 70%<br/>End of Year 2018 – 77%<br/>Target Met</li> <li>• Maori Target 80%<br/>201 achievement 64%<br/>End of Year 2018 79%<br/>Target – met</li> </ul> | <ul style="list-style-type: none"> <li>• Boys target met because of teacher understanding of the engagement of Boys in Writing.</li> <li>• Teachers focused on providing variety and scaffolding of writing for boys.</li> <li>• Maori target almost met the mark of 80%. The 15% improvement in results is a testament to Chris' leadership and PLD work across our school.</li> </ul> | <ul style="list-style-type: none"> <li>• Full implementation of the Written Language Plan Years 1 – 8.</li> <li>• This work will carry on via Hayley Ashcroft – a new Within school teacher for 2019.</li> <li>• Utilisation of practice contained in the new document.</li> </ul> |

### PLANNING FOR 2019:

- New document implementation
- Boy's groups in operation across all teams

## OBJECTIVE OR TARGET: We will redesign our current curriculum to a 2019-21 Authentic Curriculum Design

Baseline Data: Previous Curriculum Document is 10 years old

| Actions (What did we do?)  | Outcomes (What happened?)  | Reasons for Variance (Why did it happen?)  | Evaluation (Where to next?)  |
|--|--|--|--|
| <p>Over the period of 2018 “Our Curriculum” was revisited and reviewed.</p> <ul style="list-style-type: none"> <li>A number of CORE and MOE workshops were visited and attended. These workshops also included the title “Designing an Authentic Curriculum”</li> <li>In conjunction with the N.Z. Curriculum/Charter re-branding via Board of Trustees and Staff Hui with clarity and community surveys.</li> </ul> | <ul style="list-style-type: none"> <li>As a result of the workshops and designs presented we began the process of updating and relabelling “Our Curriculum Document”.</li> <li>Our surveys and guidance resulted in 2 Guiding Documents being produced.               <ol style="list-style-type: none"> <li>3 Pathways to Life Long Learning.</li> <li>Purpose (Why), Place (Where), People (Who).</li> </ol> </li> </ul> | <p>While no Variance data is available to add to the target the completion of the new “Our Curriculum” document has been welcomed by all teams and staff.</p> <ul style="list-style-type: none"> <li>The detail and modernising of this document has been very well received.</li> <li>Special thanks to Deputy Principal, Heather Day for her hard work, inspiration and managing of this project in 2018.</li> </ul> | <ul style="list-style-type: none"> <li>Fully implement the new “Our Curriculum” Values, Pathways and Purpose, Place and People guidelines.</li> <li>This implementation will include Digital Curriculum, a connected curriculum and a focus on skills for the future (both Social and Academic)</li> </ul> |

### PLANNING FOR 2019:

- Full implementation and use
- Values rebranding – visible in school.

**Baseline Data:** Not applicable - 70% in 2017

| Actions (What did we do?)   | Outcomes (What happened?)   | Reasons for Variance (Why did it happen?)   | Evaluation (Where to next?)  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>Partnerships – Whanau and Community Links.</li> <li>Students lead and participate in Reporting to parents/caregivers on achievement and Key Competencies.</li> <li>Students – Self Reporting Process</li> <li>Preparation of Students with data, SOLO Taxonomy – Self Assessment etc.</li> <li></li> </ul> | <ul style="list-style-type: none"> <li>In 2018 we achieved an 81% attendance rate. While the target was to have 100% this aspirational goal was not met. However, an 11% improvement on 2017.</li> <li>In the context of Age Group/Year Level students self -reported on their strengths/areas for improvement, interests etc, shared book work and online videos.</li> </ul> | <ul style="list-style-type: none"> <li>Variance of target due to availability, working parents etc</li> <li>A number of our students shared the information at home or online.</li> </ul> | <ul style="list-style-type: none"> <li>Persevere as we know that self-reporting is a very powerful influence for students to reflect and take ownership of their learning.</li> <li>Flexible timetabling to allow all Whanau to attend.</li> </ul> |

**PLANNING FOR 2019:**

- Repeat Self-reporting
- Continue to enhance students confidence to report and review

# 2018 VARIANCE REPORT

| Actions (What did we do?)                                  | Outcomes (What happened?)   | Reasons for Variance (Why did it happen?)   | Evaluation (Where to next?)  |
|--|---|---|--|
| Development of Schoolwide practice<br>Authentic Curriculum | The previous Curriculum known as “Our Curriculum” was revitalised and republished. The authenticity of Our Community was included – following Community Survey  | The New Curriculum was both well received and in line with future focused pedagogy.   | Implement full use across all levels of the school.  |
| Establish Best Practice in Writing                         | Establishment of a ‘Best Practice in Written Language’.   | The dispositions and N.Z. Key Competencies have given a direction to our operations.  | Use the Pathways aspect of the document in all school and board decision making.   |
| Development of Student Agency                              | Includes engagement of all students in authentic writing activities<br>The development of the concept of Student Agency (taking ownership of their own learning) via Self Reporting and SOLO Taxonomy. Rubric’s has been a very successful venture. | The clear pathways and strategies for a vibrant and engaging Written Language Programme has resulted in boys writing being really improved.   | Fully implement the programme in 2019 and beyond. Use of personal focus for assessment in reading via reading programmes for Levels 1, 2, 3 and 4.   |
| Kāhui Ako Connections                                      | The Rangiora Borough School connections of Puketeraki Kāhui Ako through across & within school has meant an increased ownership of COL objectives and pedagogy.   | Children now take a major part in their own learning via Self Reporting. Data and next steps are now part of this important process.  | Continue to grow children’s self-monitoring and review of their progress.  |
| Values Programme re-established                            | The schoolwide review and focus on the School’s Values programme has established a narrative for future direction.  | Closer connection. Between COL goals and programmes starting to emerge.   | Mid-Year Reports will focus on Self Reporting.<br>Kāhui Ako – growth via 2019 workshops and network programmes will ensure further adoption of COL goals and best practice.  |
| Schoolwide Communication Growth                            | Boost to communicating with the Community via establishment of school apps tool has meant a more meaningful and consistent communication pathway  | The uptake of the new Values programme across all teams in the school has ensured a focus to engagement and positive behaviour.<br>Apps programme has now been adopted at all levels of the community by the end of 2018. 694 users in place. | Values programme to be highlighted in team and whole school assemblies.<br>Celebrating all aspects of achievement.<br>Continue to grow communication processes by website, apps and Linc-Ed adaptation in 2019 and beyond. |

|  |  |  |   |
|--|--|--|---|
| <p>Teacher – Spiral of Inquiry.<br/>All Teachers conducted an Individual Spiral of Inquiry in 2018 around key areas of Professional Development.</p> <p>Throughout 2018 a focus via the Kāhui Ako on Key Transitions from (a) Early Child/Pre-School to Year 1 and (b) Year 8 to Year 9 was followed and strengthened.</p> | <p>Throughout 2018 as part of the Appraisal Programme Teachers met with Deputy Principal, Jo Pasley for an update, for guidance and for professional dialogue.</p> <p>The Target of all teachers completing an Inquiry was met but is an area to continue.</p> <p>A network of Kāhui Ako Across and Within school staff, New Entrant Teachers and Early Childhood Teachers met and consulted over the Pre-School to New Entrant transition process.</p> <p>A similar network of Kāhui Ako Across and Within School Teachers met and inquired into best practises in transition from Primary to Secondary school.</p> | <p>A Variance exists in the quality and process of the individual inquiries.</p> <p>While there has been growth in the complexity and depth of Inquiry the conclusions and transfer of Inquiry into practice needs to have greater meaning.</p> <p>The goal of closer networks and closer co-operation was met.</p> <p>Open discussion and action around well managed transition was achieved.</p> <p>Primary schools had a series of transition days both to Primary and Secondary schools.</p> <p>Children with anxiety – especially around secondary school had small group and individual sessions in the new environment.</p> | <p>2019 will see a goal of establishing Group Inquiries – via teams.</p> <p>This collaborative work will add a greater focus on team work, collaboration and shared inquiry.</p> <p>A Kāhui Ako goal of Professional Development via a series of workshops is planned for 2019.</p> <p>Group A – Early Childhood to Primary School.</p> <p>Group B – Transition within middle Year 3 – Year 6.</p> <p>Group C – Transition to secondary School.</p> |
|--|--|--|---|