



Annual Report

2024

Statement of variance: progress against targets

Strategic Goal:

Goal 1. To raise student achievement (Objectives 1 & 2, National Education Learning Priorities 1-6)

Goal 2. To maintain a positive and inclusive school culture (Objective 1, National Education Learning Priorities 1-6)

Goal 3. To place Te Tiriti o Waitangi and hauora at the centre (Objectives 1 & 3, National Education Learning Priorities 1-6)

Annual Target/Goal: It is expected that by the end of the year:

Reading: 36% (n19) of the Year 1 students (n53) enrolled at the start of the 2024 school year will be at/above Level 1 (these students were Year 0 in 2023) / At least 80% (n57) of Year 2 students (n71) enrolled at the start of the 2024 school year will be at/above Level 1

Writing: At least 80% (n52) of the Year 4 students (n65) enrolled at the start of the 2024 school year will be at/above Level 2 / At least 80% (n56) of Year 5 students (n70) enrolled at the start of the 2024 school year will be either at Working towards Level 3 or above

Maths: At least 80% (n54) of the Year 3 students (n68) enrolled at the start of the 2024 school year will be either at Working towards Level 2 or above / At least 80% (n56) of Year 5 students (n70) enrolled at the start of the 2024 school year will be either at Working towards Level 3 or above

Attendance: School-wide attendance will average 90% or greater.

As per the annual implementation plan

Actions <i>List all your Annual Implementation Plan actions for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Continuation of the PB4L contract, building a positive behavioural and learning environment to help all students achieve their best learning. This will include the introduction of Tier 2 supports for students needing this	In Reading, 76.6% of all Tamariki are at / above. In Reading, 86% of all Year One Tamariki are at / above. In Reading, 77% of all Year One Tamariki are at / above.	The data provided to Board members are detailed on the following pages. This is provided in a summary level for a year-by-year comparison and by student numbers for 2024 More detail is provided for the three curriculum areas by School Year level for the 2024 year.	The continuation of PB4L has been a very pleasing continuation throughout the kura. This reinforces the HEARTWISE Values and well-being of each tamariki. The PB4L Team support ongoing discussion and PLD around the PB4L programme. The reward system across the whole school is used consistently across all classrooms and age levels. It sparked a very positive and motivated attitude with almost all children, and this has been reflected in attendance, (90%+) application to learning, celebrating successes, and generally giving the school a more positive environment	In 2025, by further embedding the PB4L programme and reward system, while maintaining the Tier 2 level of this programme in the school. We will continue with the PB4L PLD and PB4L Team to review progress. The school continues to develop and embed restorative practice through regular PLD and reflection.
Funding and support to improve their academic achievement (LSA Support)	In Reading, 76.6% of all Tamariki are at / above. In Writing, 75% of all Year Four Tamariki are at / above.	Throughout the 2024 year, Reports on progress The School moved to analyse PAT data and eASTTLE Data to unpack against the curriculum to make accurate OTJs.	PLD regarding Te Ao / te reo Māori is very positive and enabling, with teachers across the school growing in the knowledge of te reo Māori and tikanga Māori.	We have identified that consistency of the delivery of BSLA, iDeaL and PR1ME Maths has likely impacted learning. In 2024, we will emphasise consistency across ALL levels, of the expectations of following the programmes as designed. We will unpack what quality teaching looks like and release a teacher for Targeted literacy intervention and maths intervention.
Other initiatives will continue to support Māori achievement, including PLD for staff, the Tuakana-Teina buddy programme, Kapa Haka participation in the local festival.	In Writing, 70% of all Year Four Tamariki are at / above. In Maths, 73.4% of all Tamariki are at / above.			The weekly te reo classes across the school shall continue (BOT funded, 0.4 of

	<p>In Maths, 75% of all Year Four Tamariki are at / above.</p> <p>In Maths, 63% of all Year Four Tamariki are at / above.</p> <p>Attendance: In 2024, the average attendance at Riverview School was 90%</p>			<p>a full time teacher) together with all staff being required to attend.</p> <p>The school is participating in Te Pūherenga, to continue to develop our Aotearoa New Zealand Histories Curriculum, in association with neighbouring schools and our local Hapu, Ngāti Rēhia.</p> <p>Core targets and tracking for 2025 as below.:</p>
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[A statement of variance shows the progress you have made over the last year towards achieving the targets set out in your annual implementation plan. It offers explanation for any differences and how you will address targets that were not achieved.]

In 2025: Through Reflection and analysis, we have reviewed our targets to reflect on the actual difference we are making to priority Learners.

Reading	Writing	Maths	Attendance
<p>All: The 30 identified learners will accelerate their learning to align closer to their aspirational learning trajectory.</p> <p>Year 4: 15 Identified learners will accelerate their learning to align this closer to their aspirational learning trajectory.</p> <p>Year 6: The 27 identified learners will accelerate their learning to align this closer to their aspirational learning trajectory.</p> <p>Māori: The 23 identified Māori learners will accelerate their learning to align closer to their aspirational learning trajectory. (13 Boys / 10 Girls)</p>	<p>All: The 45 identified learners will accelerate their learning to align this closer to their aspirational learning trajectory.</p> <p>Year 2: 22 Identified learners will accelerate their learning to align this closer to their aspirational learning trajectory. (10 Boys)</p> <p>Year 3: 17 Identified learners will accelerate their learning to align this closer to their aspirational learning trajectory. (9 Boys)</p> <p>Year 6: The 29 identified learners will accelerate their learning to align this closer to their aspirational learning trajectory. (19 Boys)</p> <p>Māori The 29 identified Māori learners will accelerate their learning to align this closer to their aspirational learning trajectory. (15 Boys / 14 Girls)</p>	<p>All: The 26 identified learners will accelerate their learning to align this closer to their aspirational learning trajectory.</p> <p>Year 2: 22 Identified learners will accelerate their learning to align this closer to their aspirational learning trajectory.</p> <p>Year 5 and 6: The 18 identified learners will accelerate their learning to align this closer to their aspirational learning trajectory. (15 Boys)</p> <p>Māori: The 23 identified Māori learners will accelerate their learning to align this closer to their aspirational learning trajectory. 8 Boys / 15 Girls)</p>	<p>We form connections with whānau to understand the purpose of absenteeism rather than unexplained.</p> <p>By the end of the Year, we have an average daily of 90% attendance or greater.</p> <p>Our Regular attendance is 75% or greater.</p>

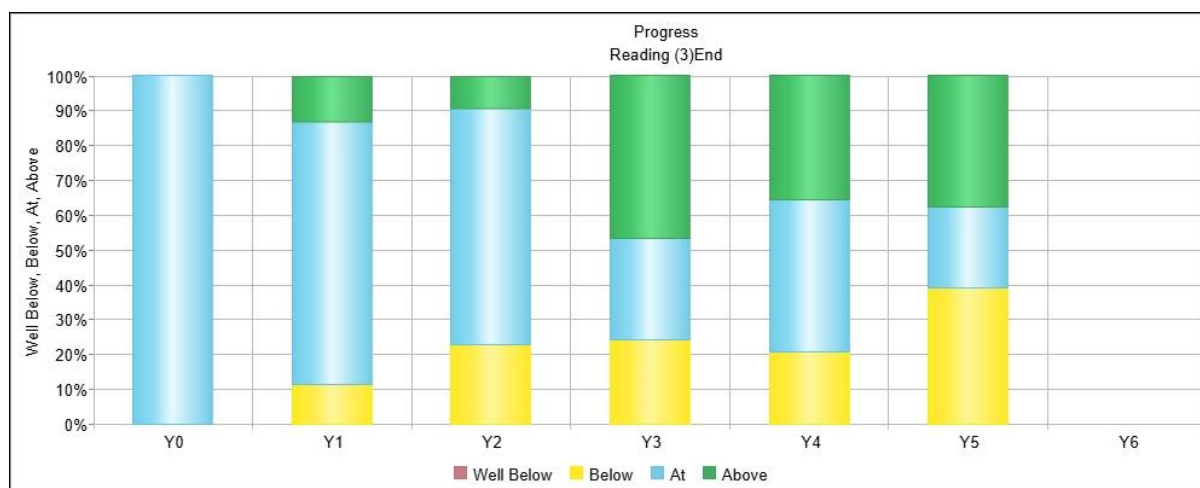
Evidence of the school's students' progress and achievement

Summary Data

2024 Literacy Results and 2025 Targets

Reading

This data has been taken from the 2024 Overall Teacher Judgements (OTJs) made in November and reported to whānau. There was a rigorous assessment done to ensure that the data was accurate and in line with the NZ Curriculum levels. Teachers used standardised tests, non-standardised tests as well as anecdotal data collected throughout term 4 to determine a student's level of attainment against the NZC expectations. Staff moderated across their year levels and across the school.



The above graph is a snap shot of whole school data. The goal is for the bar to be mostly blue with green at the top. The yellow indicates students who are currently below expectation and need an intervention to ensure their achievement is accelerated in 2025.

89650	Alternative Curriculum	1B	Emergent	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	Well Below	Below	At	Above	Total
Y0			100% (17)														100% (17)		17
Y1	1% (1)	76% (53)	10% (7)	13% (9)												11% (8)	76% (53)	13% (9)	70
Y2	2% (1)	18% (12)	3% (2)	42% (28)	26% (17)	9% (6)										23% (15)	68% (45)	9% (6)	66
Y3	5% (3)	3% (2)		3% (2)	13% (8)	29% (18)	32% (20)	15% (9)								24% (15)	29% (18)	47% (29)	62
Y4	2% (1)			3% (2)	3% (2)	13% (8)	16% (10)	27% (17)	24% (15)	11% (7)						21% (13)	44% (27)	35% (22)	62
Y5		1% (1)			4% (3)	5% (4)	5% (4)	21% (15)	22% (16)	15% (11)	16% (12)	5% (4)	4% (3)			37% (27)	22% (16)	36% (26)	73
Y6																			0
Totals	1.7% 6	19.4% 68	7.4% 26	11.7% 41	8.6% 30	10.3% 36	9.7% 34	11.7% 41	8.9% 31	5.1% 18	3.4% 12	1.1% 4	0.9% 3			22.3% 78	50.3% 176	26.3% 92	350

The more detailed graph shows actual numbers of students at each stage of progress. There are 6 students who are on an alternative curriculum. This group is made up of 3 boys, 3 girls. 3 of these students are Māori. Their programmes are closely monitored by our SENCO (Sarah Hallgarth).

Although we often focus on identifying target students, it is also worth noting the achievement levels that we need to celebrate. 26.3% of all students are sitting ABOVE expectation and 50.3%

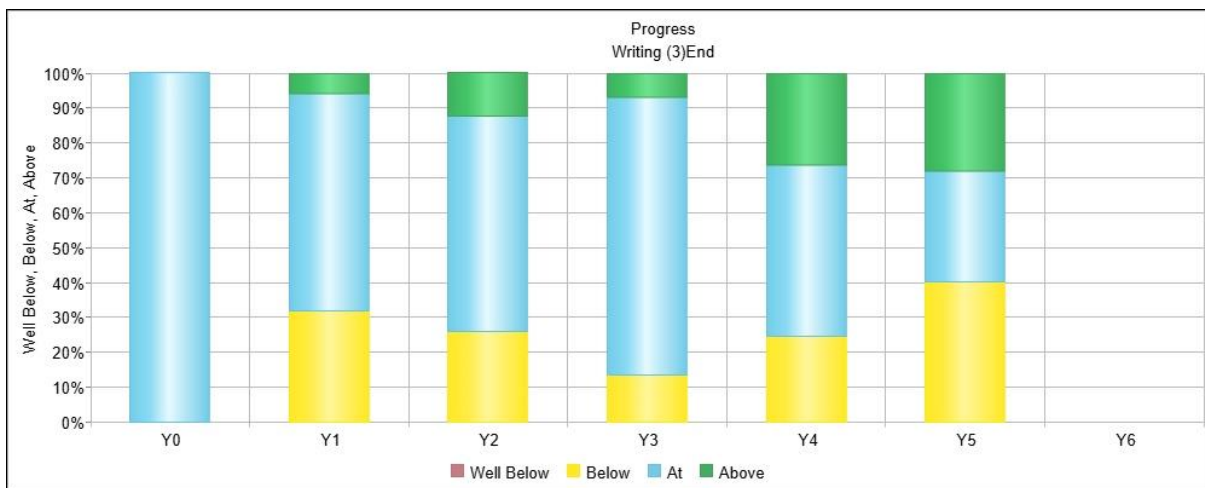
are sitting AT expectation. This exceeds current trends that have recently made the news in New Zealand that lead us to believe that students are failing in the area of reading. The 22.3% who sit BELOW expectations are a priority and we have already identified this group of students to ensure that they are given the opportunity to achieve AT expectation. This means looking at barriers to learning, ensuring we are well resourced and upskilled in order to meet their learning needs and finding ways to engage all learners in reading.

The group that is of most concern is the 2024 Year 5 group who are now our current Year 6 students. 37 % of these students need an intervention in order to accelerate progress. This represents 27 students, 19 of these are male.

Target Learners for 2025

Year 4	15 students - 11 boys and 4 girls
Year 6	27 students - 11 girls and 19 boys

Writing



This snap shot of whole school writing data shows similar patterns to the reading graph. A significant difference being the year 3 data showing fewer students working BELOW and ABOVE in this area as the majority are sitting AT expectation. The numbers of students ABOVE is pleasing and the more detailed graph shows us how this is made up across the year levels.

89651	Alternative Curriculum	1B	Emergent	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	Well Below	Below	At	Above	Total
Y0			100% (17)														100% (17)		17
Y1	1% (1)	61% (43)	31% (22)	6% (4)												31% (22)	61% (43)	6% (4)	70
Y2	2% (1)	21% (14)	5% (3)	47% (31)	14% (9)	12% (8)										26% (17)	61% (40)	12% (8)	66
Y3	5% (3)	2% (1)		3% (2)	8% (5)	34% (21)	42% (26)	6% (4)								13% (8)	76% (47)	6% (4)	62
Y4	2% (1)			2% (1)	6% (4)	16% (10)	24% (15)	24% (15)	19% (12)	6% (4)						24% (15)	48% (30)	26% (16)	62
Y5		1% (1)		4% (3)	7% (5)	6% (4)	13% (9)	10% (7)	22% (16)	10% (7)	21% (15)	4% (3)	1% (1)	1% (1)		40% (29)	32% (23)	28% (20)	72
Y6																			0
Totals	1.7% 6	16.9% 59	12% 42	11.7% 41	6.6% 23	12.3% 43	14.3% 50	7.4% 26	8% 28	3.2% 11	4.3% 15	0.9% 3	0.3% 1	0.3% 1		26.1% 91	57.3% 200	14.9% 52	349

252 students across the school are sitting AT or ABOVE expectation. We can feel confident that this data is equivalent across all levels due to the use of the same assessment tool (e-AsTTle) and across school moderation done in term 4.

In year 1 and year 5 (currently Year 2 and Year 6) the data shows a significant number of students working BELOW expectations. Based on this information, we are ensuring that our intervention

programmes are catering for these students. The use of Lexia and Learning Support Staff is an in-class intervention for targeted learners. The use of structured literacy programmes across the school will impact all learners and should meet the needs of our target students within the usual literacy classroom programme. Having a skilled teacher taking small groups (4 students at a time) for an intervention programme of literacy that is 30 mins per day four days per week will lift achievement in reading and writing. Whole staff PLD will also lift achievement through increased teacher knowledge on how to accelerate learning for students who are dyslexic or have other learning needs that contribute to lower success in literacy.

Target Learners for 2025

Year 2	22 students - 10 boys and 12 girls
Year 3	17 students - 9 boys and 8 girls
Year 6	29 students - 10 girls and 19 boys

We have selected target learners and shared their names with staff. Class teachers will plan interventions and closely monitor progress. This will be shared at team meetings and reported back to leadership at our meetings. Teachers have been asked to identify barriers such as poor attendance, transient learners, learning differences which impact on achievement. We will strive to remove barriers.

As well as having target students, we are also having a whole school focus on the teaching of structured literacy across the school. Time and money has been put into teacher professional development as well as ensuring that classes are resourced to meet learning needs.

We have several 'experts' within the school who are able to role model to other staff, plan and implement interventions and give guidance where it is needed. Having a full time teacher released from a class to take literacy groups is a huge benefit and will improve learning for target students. The work being done is repetitive, daily and in small groups. This teaching follows the BSLA method of structured literacy.

Upskilling teachers in the use of assessment tools will also ensure that we have reliable data and that the data is used to inform teaching.

How we have given effect to Te Tiriti o Waitangi

How Riverview School has given effect to Te Tiriti o Waitanga in 2024

Riverview School has a history of striving to give effect to the commitments of Te Tiriti o Waitanga both in principal and in practice. In 2024 this included:

1. The provision of a **specialist teacher of te reo Māori** who teaches in every class on a weekly basis. This programme began 6 years ago and has grown each year as the learning at each year level is built upon at the next. This has taken the level of learning from an initial basic level (simply vocabulary, phrases, commands, etc.) to the current curriculum, which has Akonga speaking in simple sentences, asking and answering questions and building on the range within this structure, etc.
2. **A growing relationship with our local Hāpu, Ngāti-Rēhia.** We have undertaken much collaborative work with Ngāti-Rēhia this year, including:
 - a. Curriculum development (see three below)
 - b. Attended the combined schools Kapa Haka Festival held at the Whiriora Marae in Term 3.
3. The **collaborative development with local schools and Ngāti-Rēhia of a local Aotearoa – NZ Histories curriculum, locally known as “Te Puheringa.”** This initially involved the principals of 5 local schools and kaumatua from Ngāti-Rehia meeting to set up the kaupapa for the process of designing a localised history curriculum for all schools and Ngāti-Rēhia to follow. Later, each school appointed key staff to continue meeting with the kaumatua to work on the content of this curriculum.
4. **Growing the Cultural Capability of our teachers** and employed staff: This has been an ongoing focus for the past 4 years, working with Dr Lisa Watson of the University of Auckland and Te Pūherenga.
5. **Leadership Unit and specified duties allocated to a Senior Teacher to promote and foster improved welfare and achievement of our Māori akonga.** This includes:
 - a. Running a Tuakana-Teina “big brother” mentoring programme throughout the year. While this is open to non-Māori students, the focus is on helping foster good social and learning habits in our younger Māori akonga by being buddied up with an older akonga and a variety of activities and lessons are shared together.

Statement of compliance with employment policy

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>We have policies developed within the "SchoolDocs" framework that are up to date and made available to all staff.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>We have an EEO policy (SchoolDocs), and EEO Officer, and a Management team that monitors all matters pertaining to EEO in regards to all employment matters.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>We operate by the principles of EEO and follow our Policy.</i>
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<i>We are very keen to do this but have very few staff and applicants who identify as Māori. In talking with those who are on staff, they confirm that they are very happy with their fair treatment and career opportunities. The BOT engaged Ngāri Rēhia, and co-opted a Ngāti Rēhia Representative to the BOT.</i>
How have you enhanced the abilities of individual employees?	<i>We provide a high level of ongoing professional development for all staff. Being in a rural area, this is often a high cost to the school, and all staff have equal access to this.</i>
How are you recognising the employment requirements of women?	<i>Our senior management team is well represented with women (7 out of 8 are women) as well as our Office Manager and our Finance Manager. Their needs are wishes are well represented.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>The school has been upgraded to include accessibility for all people, including those with disability.</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?		
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?		No

Kiwi Sport Funding

Statement of Kiwisport Funding - 2024

**Kiwisport Report 2023
Riverview School**

Kiwisport is a Government funded initiative that supports Schools to provide sporting opportunities for their students

This is a valuable funding source resource used by us to bring greater levels of physical activity into our school

In 2024, the school received Kiwisport funding of \$6,873.12

This amount was spent on various sporting endeavours including :

- Organisation and running of school Cross Country event.
- School participation in the inter-school Cross Country event.
- Organisation and running of school swimming sports, in three half day, year-based events.
- School participation in the inter-school Swimming sports.
- Purchase of a variety of sports equipment to enhance the introduction and coaching of various sports, as introduced by Sport Northland staff.
- Other sporting equipment as needed.