

Analysis of Variance Reporting



School Name:	Riverdale School (Responsive Education) 2018	School Number:	2437
Strategic Aim:	Powerful Learning Partnerships		
Annual Aim:	To deepen connectedness between home and school. That learners have a sense of self determination and the adults ensure equity of access to enable self efficacy and self management. We aspire to have learning as interactive and iterative through a range of learning opportunities across the curriculum. Our focus is on the potential of learners (appreciative) rather than a deficit view. Delivery of coaching and mentoring of individual teachers as required.		
Target:	All teachers and their students		
Baseline Data:	More than 85% of students at Riverdale achieve AT or Above National Standards therefore the focus is on cultural knowledge and understandings to facilitate the best possible outcome for learners		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Connectedness between home and school;</p> <p><u>Transition points</u> When every child starts at Riverdale they are invited to school with their whanau. Senior management take turns to meet and greet whanau and share information about their child starting school. The principal asks for whanau voice in what they want for their child at Riverdale School. The Piako Tahī teachers take turns at taking the Transition Class to build trust with the whanau and the children before they start school.</p> <p><u>Whanaungatanga (relationships)</u> It is Riverdale culture to prioritise whanaungatanga at every level of the school. From the administration staff, to teachers to management. Connections and relationships form the basis of learning and our partnership with the whanau in providing a safe</p>	<p>Senior Management has an authentic vehicle for gathering parent voice that has an impact on decisions being made. Builds relationships between home and school; between akonga and teacher, between whanau and teacher, between whanau and Senior Management.</p> <p>We made it a priority from the initial Teacher Only Day to be mindful and seek the opportunity to connect with whanau and community as often as possible. eg. Parent experts used in Science, Cooking, Culture</p>	<p>To improve the robust transition programme in place by tweaking sessions that flexibly respond to the requests, questions and dynamics of each current group.</p>	<p>Consideration of ethnic group in particular those who do not have english as a second language.</p> <p>Review the transition out of school</p> <p>Potentially most recent leavers and seek their voice in what else they feel would have benefitted them when they left the school.</p>

Tātaritanga raraunga

caring environment where the akonga can access their frontal cortex for formal learning. We understand the importance of taking care of the Maslow Hierarchy of Need before we can work on the Piaget or Vygotsky models of learning.

Deepen knowledge of our learners' whanau

We have had information evenings, with Blokes for Blokes, Te Ao Moari whanau hui, as well as the transition meetings.

Powerful Learning Conversations / reporting format

We changed the mid year reporting format to put equal emphasis on the things that are our core beliefs. We made Nga Matapono, goal setting and showing whanau that we know what their child shines in.

We also decided that a two way conversation with the whanau was valuable, instead of just sending home

Matuapiringathi Roopu Facebook page - Te Puawai whanau. Actively informing whanau of Te Ao Maori but also teaching Te Reo and Tikanga to the community. Brain research - Nathan Mikari-Wallace PLD for whole staff
The implementation of this PLD strengthened the understanding and therefore the connections between staff and akonga.

Each of these events provided us with an insight into different children from a parents perspective.

Kanohi ki te Kanohi Reporting system trialled and evaluated through parent feedback.

Opened the doors for parents and whanau who previously had a barrier.

93% of parents attended (a 20% lift from previous parent interviews) the narrative conversation around the whole child.

The concept remains but requires more thinking and explicit

Following the successful format there will be these other opportunities ie. ESOL parent morning, Blokes for Blokes Part 2, Grandparents Open Day. Wider Community Events. There will be an emphasis on strengthening the ACT of Te Ako Ritenga to make a difference in our community.

We recognise that we need to communicate to inform more clearly the purpose and the reason for change. We need to certainly need to lead the staff through the purpose.



a written report (especially one that only emphasises the academics).

Ongoing conversations

We catch parents daily to share the positives of the day and when necessary any concerns that may have developed. It is our strong belief that parents should not be getting any surprises in formal reports. Our on-going conversations are critical to develop trust and a partnership with the whanau for the success of all akonga.

The principal is available to meet parents at a time that suits all parties, as well as whanau of in-zone children to show them how we work and the culture of the school.

We made it an agreed priority and as such the expectation was clear to all staff, ensuring that monitoring and follow up feedback were part of em

clarification for both parents and Teachers

Learners have a sense of self determination and the adults ensure equity of access to enable self efficacy and self management (student voice & look inside)

Focus on potential of learners and finding their shine

Whether it be academic, social, physical or creative, staff strive to find and show each individual learner what it is that they ‘shine’ in. Opportunities to show their ‘shine’ and truly believe in themselves is paramount to our culture and articulates the graduate profile for akonga to leave us with.

Tātaritanga raraunga

Learning is interactive and iterative through a range of learning opportunities across the curriculum. The flexible learning, self directed and opt in programs means that akonga are taught how to take control of their own learning. A growth mindset ensures that children opt into what they don't know, in order to get better, rather than what they already know to show they know it. Staff openly value learning 'in the hard'.

Te Whiringawha is a strongly held belief that underlies what we do at Riverdale. Our learners understand the wharinga and teachers help them to understand their strengths, and how they are important and pivotal to the success of the whole. This understanding also helps with a sense of belonging because they understand their place in the group (it is a human need to belong to a group)

Delivery of coaching and mentoring
Coaching and mentoring has been both formal and informal throughout the year. The principal, team leaders and senior management mentor those in their team to be strong and collaborative in the direction that follows the Riverdale Way.

PRT's are mentored to help them understand, not only the Riverdale Way but, what excellence in the teaching role looks like.

A deliberate plan to upskill new staff on the Whiringa was actioned

Mentor teachers have both formal and informal mentoring and coaching through a senior manager. The formal arrangement was in the format of scheduled, formalised meetings that are designed to enable the mentor teacher to examine their own mentoring effectiveness and make changes that will benefit the PRT.

Informally, leaders have asked for time, resources and ideas, advise or coaching to improve their own leadership outcomes.

Use of the Whiringa and the coaching and mentoring model is part of embedded practice

Teachers have asked for mentoring and coaching, mostly in how to deal with difficult parents (to maintain a connection, despite the difficulties), or with difficult conversations or strained relationships with colleagues. Again, this shows a value of relationships, an understanding of their importance and a strong desire by staff to develop and improve those relationships.

Tātaritanga raraunga



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Planning for next year:

See 'What Next' Column.