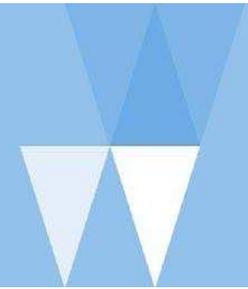


Analysis of Variance Reporting



School Name:	Riverdale School	School Number:	2437
Strategic Aim:	All students including Maori and Pacifica students and students with special needs are able to access the New Zealand curriculum through our School curriculum. As evidenced by progress and achievement in relation to National Standards, and demonstrated through Nga Matapono (the Key competencies) including pride in their unique identity, language and culture. And are supported in their learning where necessary so they can progress in relation to The New Zealand Curriculum and fully participate and contribute to the school, community environment and the global community.		
Annual Aim:	In non production year, we will plan for students to specifically explore a particular series of techniques in 1-2 mediums and demonstrate student achievement through community based display of outcomes.		
Target:	All teachers and their students		
Baseline Data:	Dance and drama have a biannual focus, digital media is fully utilised. The techniques and specific focus on Visual Art is necessary to fulfil our desire to provide students with a wide variety of opportunities to 'shine'.		

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>We observed that in non school wide dramatic/musical production years, that The Arts had dropped off.</p> <p>Also, that since we moved into collaborations Visual Art had reduced, even in previously prolific Visual Art year levels of the school.</p> <p>This was observed and discussed at Senior Management level in regards to our adamant belief that the Rich Curriculum is as valuable as the core learning areas, so children find their 'shine' no matter what it is.</p> <p>It was set as achievement target 3 for our RaAP 2017 in order to bring this curriculum area into focus and for us to</p>	<p>There was also an outstanding community exhibition held a café in Palmerston North. Many parents and extended whanau enjoyed this event. Every child's Visual Art creativity was showcased with at least one piece (sometimes more, for those that this is their 'shine').</p> <p>I asked each team to share with me an outline of what their program offered our children in the way of The Arts, as well as evidence of it in their weekly program for 2018. Just what they did and had. No extra, or staged one offs would be accepted as evidence.</p> <p>The following is the evidence collected from each collaboration.</p> <p><u>Patiki</u>: "Our programme is based on Individual IEP goals and also largely on the Key Competencies.</p>	<p>Making The Arts a focus across the school brought it to the forefront of the teaching staff's thinking and planning.</p> <p>Staff knowing in advance of the expectation of at least 1 quality piece of Visual Art by every child, for the exhibition, also made it a priority.</p> <p>The on-going reinforcement of creativity as a future critical skill for success has been a long standing belief from the Principal and Senior Management, so is really starting to permeate the culture of the school.</p>	<p>Continue to have conversations, presentations and TOD foci etc on how critical creativity is to our children's success in the future as it is internationally agreed now the the 4 C's are an essential educational focus for (Creativity, Critical Thinking, Collaboration and Communication).</p> <p>Continue to provide opportunities for autonomy, reflective initiatives and responsive changes to be made within each collaboration, as this is where the 'magic' happens in terms of creative thinking,, and licence to offer initiatives by our teachers, that inspire and make learning fun.</p> <p>Encourage in school sharing of how we offer and integrate The</p>



review whether this core belief of Riverdale School was actually being lived in the collaborations programs.

Senior management’s observations were raised at Leaders Think Tank and the Student Achievement Target (3) brought to their attention.

A community Visual Art Exhibition was planned and a term set for it’s implementation.

Andrea was charged with finding a suitable venue.

Term 3 focus across the school was Visual Art, with the expectation that every child will produce at least one

Our afternoon programme is with a Mixed ability group ranging cognitively between 12 months and 5 years of age.”

It is primarily sensory development through The Arts.

[Evidence:](#)

Piako Tahi: The Arts is offered primarily through the explore part of Te Ako Retenga, STEAM opt in workshops

[Visual](#)
[Other Evidence](#)

Piako Rua: The Arts offered as integrated opportunities during STEAM, Te Ako Retenga and opt in workshops.

[Evidence:](#)

Arts, as clearly we all do it differently AND well.

Look for other schools that are Arts focused and to gain even more ideas to keep us moving forward in this area.

Are there workshops, conferences, PD that leaders can attend to bring back further ideas on how to seamlessly integrate The Arts even further into Literacy and Numeracy.

piece of quality visual art for the Community Art Exhibition.

Term 4 Nikki asked team leaders to provide evidence of their Arts program within each collaboration.

Nikki collected, organised and analysed the evidence of The Arts at all levels of Riverdale School.

Pae Ake: All The Arts Strands offered every term through rotations and whole class & whole school technique building opportunities. These opportunities are integral to the weekly program.

Evidence:

Poutama: The Arts are primarily offered through STEAM, Te Ako Retenga and Te Whai Kupenga.

Evidence:

+ see A3 clear file

Pounamu Atawhai: The creativity zone (Tutaeporoporo) is a purpose space designed for critical thinking, driving your own learning through the arts and different mediums, and creativity.

Evidence:

Learner Reflections:

Planning for next year:

See 'What Next' Column. Additionally, as part of the review I looked at resources. All teams agree that both, The Arts and STEAM are resource intensive. If it is possible to increase consumable budgets to allow for the cost of these programs, this would further encourage the creativity and opportunities that teachers can provide for our tamariki in this key area of the curriculum.