

R O Y D V A L E S C H O O L

"FOSTERING A FUTURE GENERATION"



2011 CHARTER

ROYDVALE SCHOOL

Ministry of Education Number - 3493

INTRODUCTION

School Statement

Type of School

Roydvale School is a co-educational school founded in 1967. The school was originally built because of the high number of children attending Kendal School. The school caters for children from New Entrants to Year 6.

Description of School and Community

Roydvale is a decile 9 contributing school, with a roll of around 300 children. 70% of our children are New Zealand European, 8% are of Maori descent and 10% are of Asian descent. Roydvale has a staff comprising Principal, Deputy Principal, Assistant Principal, ten teachers, a Reading Recovery teacher, three teacher aides, two secretaries and a caretaker. In addition, we have specialist Music teachers who work with all classes on a weekly basis. The Board of Trustees funds part of the Reading Recovery and Learning Support Programme, the specialised Music teacher and additional class teachers time.

The school is situated in suburban Northwest Christchurch. It is on the edge of the urban belt and is close to Christchurch International Airport, Russley Golf Course and the Canterbury Technology Park. The school is bordered by an area of light industry and residential housing. The housing is generally owner-occupied with a scattering of motels and tourist hotels.

Set in spacious grounds, the school has fifteen classrooms, a library, hall, a swimming pool and two adventure playgrounds. The school also has a tennis/netball court, large rugby/soccer/cricket fields and a confidence course for older students.

Most of the children are from a stable middle-class background. A large number of families have both parents in employment, with many in managerial and highly skilled occupations.



Although Roydvale School's roll has grown rapidly over the last decade, a feature of the school has always been the collaborative approach of staff towards planning and decision-making in terms of school programmes. We work hard to maintain this. We see the ability to work as part of a team as being essential in our school.

An after-school programme (CASPA) operates from 3.15 - 6.00 p.m.. The school is well equipped with resources. It has a well-stocked automated library and up-to-date teaching materials. The school is well equipped with IT technology.

The school has a strong family atmosphere with parents and community members providing assistance with sport, library, classroom programmes and transport for trips. Good liaison with the local kindergartens, intermediates and high schools is maintained. The PTA has worked very successfully to raise additional funds and support the work of the Board of Trustees and staff.

Recognising New Zealand's Cultural Diversity

Roydvale School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture.

In recognising the unique position of the Maori, Roydvale School will take all reasonable steps to provide instructions in tikanga (Maori culture) and te reo Maori (Maori language) for students whose parents request it.

The school believes that it is important for all children to have a basic understanding and participate in the Maori aspect of NZ.

We will do this by:

- Consulting annually with our Maori community.
- Incorporating elements of tikanga and te reo into units of work as appropriate.
- Implementing a development plan in te reo.
- Using everyday greetings from the Maori language.
- Start to establish signs around the school in both English and Maori.

National Education Priorities

National

The school will determine its priorities by focusing on the national priorities as prescribed by the National Administration Guidelines. National priorities are currently determined to be:

- Provide opportunity for success in all essential learning and essential skill areas of the New Zealand curriculum.
- Provide a safe physical and emotional environment.
- Improve achievement in Numeracy and Literacy, especially in Years 1–8.
- Develop a range of assessment and evidence gathering practices that sufficiently evaluate the progress and achievement of students.
- Improve outcomes for students who are not achieving, or are at risk of not achieving or have special learning needs.
- Improve achievement of Maori and Pacifica students.
- Report to students and parents on achievement of individual students and to the community on achievement of students as a whole and groups of students.

Local

Local priorities will be identified through:

- The school's programme of self-review.
- Analysis of school's assessment data.
- Consultation with the Roydvale community.

In meeting the national and local priorities the school undertakes to work within the National Administration Guidelines framework.

School Vision and Values

As the result of a Community Survey in 2006 and staff professional development with an outside educational facilitator in 2007, a clear vision and values, or rather what we value, was developed. These flow on from the school's mission statement and are a clear statement of the overriding important aspects of what an education at Roydvale Primary School will involve.

All ideas were developed taking our Mission Statement, 'Fostering a Future Generation' into account. The vision developed reflects characteristics of what our whole school community would hope a child who leaves Roydvale after six years education would be like.

The four core values chosen are what are considered important for a successful individual to thrive in the future. While other values that could be added, it was important to limit the values to a maximum of four key words that could be easily remembered by everyone, staff, children and parents at Roydvale and had real meaning as to what is held important at Roydvale.

The four vision statements chosen reflect our communities desire to see learning as an important aspect of the children's school life as well as the children contributing and playing a role in the school, showing care and giving back.

In essence what we have endeavoured to do is 'bottle' the great culture, high standards and expectations that exist at Roydvale, so that we are able to clearly articulate the key points that we hold important at Roydvale and what parents will be able to expect as their children move through the school.



STRATEGIC SECTION



The purpose of the Roydvale School Strategic Plan is to guide the direction of the school over the period of 2011 to 2015. It draws together the work of the staff, along with the Board of Trustees, of Roydvale School across a range of operations and responsibilities.

The strategic plan sets the goals that the school will achieve, and how we will measure whether they have been achieved. The plan is expressed in four key strategic areas: teaching and learning, people, environment and community. For each of these areas, there is a strategic goal. Then for each strategic goal, there are achievements and measures. These outline what the school will do to achieve those goals and how will we know we have succeeded.

Roydvale School owns its strategic plan. The key strategic areas, goals, actions and measures have been developed by the school for the school. They are meaningful for our school and ultimately will guide the school in its decisions and day-to-day activities. Importantly though, the strategic goals do also reference the relevant National Achievement Goals (NAGs) as set by the Government.

This strategic vision leads to our strategic priority plan for the next three years. This contains our priority areas over this time, what our objectives for each area is and what action will take place to achieve these objectives. From this an annual plan is developed each year. The annual plan details the immediate operational objectives and actions for the year with reference to the higher and longer-term goals of this strategic vision.

KEY STRATEGIC AREA 1 - TEACHING AND LEARNING

At Roydvale we believe quality teaching is the key factor in influencing quality outcomes for all children. Quality teachers have high expectations of learners, have high content knowledge, create a supportive and inclusive learning environment, have focussed planning and teach responsive lessons.

Strategic Goal

To provide quality teaching practices in order to ensure students are engaged with their learning and are achieving educational success.

We will achieve this by:

- Teaching programmes will be implemented through the Roydvale Curriculum.
- Focussing on raising student achievement.
- Reflecting on and evaluating teaching practice.
- Developing student's higher order thinking skills.
- Supporting students to reflect on their learning and articulate their learning goals.
- Providing students with effective feedback about their learning.
- Providing learning support programmes in literacy and numeracy areas.
- Providing suitable and sufficient ICT tools that are used purposefully to enhance learning.

Specific Success Measures

- Comprehensive Annual Student Achievement Reports in Progressive Achievement Tests, Writing, Reading, Maths, Maori and Pacific Island Achievement, presented to the Board of Trustees showing general achievement above national expectations.
- Twice-yearly Learning Support reports to Board of Trustees showing progress against goals set.
- Annual Analysis of Achievement Report to Board of Trustees showing improved achievement in targeted areas.
- Positive Education Review Office Reports.
- Maori and Pacific Island Students achieving above national expectations.
- Providing suitable evidence that ICT is integrated into teaching and learning programmes.
- Students with need have access to Learning Support Programme.

Related National Achievement Guidelines

- NAG 1 – Student Achievement.
- NAG 2 – Strategic Planning and Reporting
- NAG 2A - National Standards Reporting

KEY STRATEGIC AREA 2 - PEOPLE

Our staff are our greatest resource. They individually and collectively have the biggest impact on student achievement as well as the general culture and success of the school.

We want to value our current staff and attract prospective staff who are the best fit with our vision and provide professional development and leadership opportunities so they can be teachers of the highest quality.

Strategic Goal

To attract, develop and retain professional and motivated staff who are committed to and passionate about providing high quality education to students.

We will achieve this by:

- Providing staff with professional learning opportunities that updates, refines and refreshes their knowledge.
- Providing leadership opportunities for staff.
- Providing opportunities for staff to use their personal and professional strengths to benefit students, colleagues and the school.
- Sharing our professional knowledge between staff members and with the community and other educators.
- Promoting Roydvale School in the wider educational community as a great place to work.
- Celebrating success in meaningful and motivating ways.
- Maintaining a supportive, rewarding and challenging environment for staff.
- Developing best practice in the recruitment of new staff.
- Appointing high quality staff.

Specific Success Measures

- Annual EEO survey will indicate general staff satisfaction with Roydvale workplace conditions and culture.
- Staff engaged in motivating, ongoing professional development.
- Leadership opportunities provided for and undertaken by staff.
- Strong field of quality applicants for positions.

Related National Achievement Guidelines

- NAG 3 – Personal

KEY STRATEGIC AREA 3 - ENVIRONMENT

We want all members of the Roydvale community; students, parents and staff to enjoy coming to Roydvale and have a sense of pride in the physical environment of the school. It is critical that students and staff feel physically and emotionally safe. The school's financial resources will be used to benefit and support teaching and learning programmes, enhance the learning opportunities for students and provide increasingly future focussed learning environments.

Strategic Goal

To create a future-focussed, safe, positive, caring and attractive emotional and physical environment for all, as well as providing the best resources for children's learning.

We will achieve this by:

- Creating a safe, attractive and welcoming physical environment for all.
- Having well maintained grounds and buildings.
- Implementing our Ministry of Education 10-Year-Plan in order to enhance buildings and grounds in order to provide 21st century learning spaces.
- Conducting physical and emotional safety surveys with children.
- Seeking extra income streams in order to enhance learning opportunities.
- Employing strong fiscally responsible financial management strategies.
- Being well resourced in all curriculum areas.

Specific Success Measures

- 10-Year Property Plan developed and implemented.
- A safe, attractive and welcoming physical environment.
- Relevant, up-to-date resources for all curriculum areas.
- Strong financial position maintained.
- ICT infrastructure regularly reviewed.

Related National Achievement Guidelines

- NAG 4 – Finance and Property
- NAG 5 – Safe Physical and Emotional Environment

KEY STRATEGIC AREA 4 - COMMUNITY

The Roydvale Community is central to all practices at Roydvale School. The Roydvale Curriculum has been designed to meet the community's expectations of Roydvale learners. When community members are knowledgeable and involved in their children's learning, engagement and achievement is enhanced. The wider community will be encouraged to be involved with their local school in order to enrich learning opportunities for students.

Strategic Goal

To foster strong relationships with parents and the community in order to ensure children are engaged with their learning and are achieving educational success.

We will achieve this by:

- Biennial Board of Trustees community survey.
- Having strong community support for sporting, cultural, outdoor education and extra-curricula related activities.
- Having parents and community members actively involved in the daily life of the school.
- Having the school website as the key source of information.
- Having clear, effective communication from the school to parents and the wider community.
- Having links with our Maori community.
- Being a culturally inclusive environment.
- Parents being well informed about their children's progress and achievement.
- Parents having the opportunity to speak to teachers on both a formal and informal basis regarding their children's education and social welfare.
- Building strong relationships with pre-school and local intermediates.

Specific Success Measures

- Biennial consultation with the community showing positive feeling from the community to the school.
- Annual consultation with Maori community showing positive feeling from the Maori community to the school.
- High levels of parent participation in the daily life of the school and sporting, cultural, outdoor education and extra-curricula related activities.
- Clear information about expected levels of achievement at each year level provided for parents.
- Having regular visits by pre-school providers.
- Strong relationships with local intermediates.
- High traffic volume on website/Facebook.

Related National Achievement Guidelines

NAG 6 – Legal Requirements

2011 - 2013 Strategic Priority Areas

Key Strategic Area 1 - Teaching and Learning <i>Teaching and Learning Strategic Goal - To provide quality teaching practices in order to ensure students are engaged with their learning and are achieving educational success.</i>		
Related National Achievement Guidelines <ul style="list-style-type: none"> • NAG 1 – Student Achievement. • NAG 2 – Strategic Planning and Reporting • NAG 2A - National Standards Reporting 		
Strategic Focus	Objective	Action
Teaching programmes will be implemented through the Roydvale Curriculum	The newly introduced, December 2010, Roydvale Curriculum will form the basis of all curriculum programmes, incorporating and reflecting national requirements and local expectations.	Through the Principal the Roydvale Curriculum will form the basis of all curriculum programmes as well as the implementation of the school's vision and values into classroom programmes and practice.
Focussing on raising student achievement	All students will make progress in their learning achievement in all curriculum areas.	The Principal will annually report to the Board on student achievement in Reading, Maths, Writing, PAT and 'Topic' looking at year group progress, the achievement of Maori and Pacifica students and those not achieving at expected levels. As per legislation the Principal will report to the Board about students progress and achievement against the National Standards.
Reflecting on and evaluating teaching practice	Through effective reflection practices, teaching programmes and practice will improve, enhancing student achievement.	As part of our self-review process the 'Teaching as Inquiry' Model (P35 NZC) will be used to assist with the evaluation of teaching and learning programmes.
Providing Learning Support programmes in Literacy and Numeracy areas	Those children who are not achieving at expected levels in Literacy and Numeracy will receive Learning Support.	The school's Learning Support programmes will continue to support children with needs in Literacy and Numeracy.
Providing suitable and sufficient ICT tools that are used purposefully to enhance learning	The school will keep up to date with ICT educational developments that enhance teaching and learning.	Review current ICT resources and look to purchase and use new technologies within current budget limitations

Key Strategic Area 2 - People

People Strategic Goal - To attract, develop and retain professional and motivated staff who are committed to and passionate about providing high quality education to students.

Related National Achievement Guidelines

- NAG 3 – Personal

Strategic Focus	Objective	Action
Providing staff with professional learning opportunities that updates, refines and refreshes their knowledge	Teachers and Support Staff are involved in whole-school and/or individual professional development on a regular basis to ensure they are up-to-date with their professional knowledge.	Each year professional development opportunities will be offered to staff both on a whole staff and individual basis.
Providing leadership opportunities for staff	All staff are given the opportunity to undertake leadership roles and develop their leadership skills ensuring a depth of leadership talent within the school.	A distributed leadership model will be implemented where a variety of leadership opportunities will be offered to staff.
Appointing high quality staff	A robust appointment process will be in place for all appointments. Roydvale School will be promoted in the wider educational community as a desirable place to work.	A continuous self-review will be carried out about our appointment processes in order to continually refine and improve the appointment process.

Key Strategic Area 3 - Environment

Environment Strategic Goal - To create a future-focussed, safe, positive, caring and attractive emotional and physical environment for all, as well as providing the best resources for children's learning.

Related National Achievement Guidelines

- NAG 4 – Finance and Property
- NAG 5 – Safe Physical and Emotional Environment

Strategic Focus	Objective	Action
Having well maintained grounds and buildings	To ensure that our grounds and buildings are maintained to the current high standard.	Appropriate budgeting expenditure will be allocated to property.
Implementing our Ministry of Education 10-Year-Plan in order to enhance buildings and grounds in order to provide 21 st century learning spaces	To ensure our 10-Year plan reflects the school's property priorities and the Ministry legislative requirements.	Our 10-Year-Plan will be developed and implemented in consultation with Warren Vincent from School Support
Conducting physical and emotional safety surveys with children	To gauge if the children feel physically and emotionally safe while at school.	The Deputy Principal will carry out an annual physical and emotional safety survey with selected children and report to the Board on the findings.
Seeking extra income streams in order to enhance learning opportunities	To gain extra income streams in addition to government funding in order to enhance learning opportunities.	The Principal and/or the Board will investigate ways to obtain extra income streams in order to fund nominated learning opportunities.

Strategic Area - Community

Environment Strategic Goal - To foster strong relationships with parents and the community in to ensure children are engaged with their learning and are achieving educational success.

Related National Achievement Guidelines

- NAG 6 – Legal Requirements

Strategic Focus	Objective	Action
Biennial Board of Trustees community survey	To be aware of the communities expectation and opinion of the school on a regular (two-year) basis	The Principal will ensure a community survey will be conducted every two years.
Having the school website as the key source of information	The school's website will be the 'first point of call' by parents when seeking information about the school.	Review and update, if necessary, the school website to ensure it holds current information such as Newsletters, sports draws, Facebook messages, upcoming dates, etc.
Having clear, effective communication from the school to parents and the wider community	That the community feel connected and to the school and are aware of what is currently occurring as a result of clear communication systems.	Current communication systems will be reviewed to ensure clear, current communication occurs in a variety of ways.
Parents being well informed about their children's progress and achievement	At any time in the school year, parents have a clear picture of their children's current progress achievement levels.	Review Reporting to Parents process to ensure 'best practice' reporting methods and school-wide consistency are achieved and legislative requirements are included.

Self-Review Guidelines

Overview

Self-review at Roydvale School is about re-viewing or looking again, through evaluative eyes at what we do. Self-review is a NAG requirement and is used as a way of identifying, investigating and establishing an ongoing, deliberate cycle of review for ongoing school improvement.

Self-review is increasingly possible and necessary because of:

- the pace of change in education
- the need to evaluate how well schools are implementing their intentions for the revised NZ curriculum and set further goals for implementation
- the fact that achievement data and other evidence can be used much more effectively now to inform self-improvement
- because there is a greater body of research that shows the benefits of a review process

Technological advancements enable a greater focus on self-review in the following ways:

- the centralized collation of assessment results and other data
- the effective use of nationally normed, valid and reliable assessment tools
- by providing the potential to involve a variety of stakeholders, such as parents, more easily
- by providing a vehicle of communication to disseminate and use review results in a variety of ways

The emphasis is changing from the purpose of review being about improvement and accountability, to sustaining high quality teaching practice and ensuring education is future focused.

Creating The Necessary Environment For Effective Self-Review

Self-review thrives in a context where there is strong leadership promoting self-review, where there is a stable and collaborative staff and where there are sound systems for self-review.

Self-review can start from big picture evaluative questions that are broken down to more specific questions. Two ultimately important questions are 'How well are students achieving and progressing in our school and how do we know?' and 'How well are we meeting our vision for our students learning?' Strategic goals should also drive the focus for review.

Robinson, Lloyd and Rowe (2008) identified that school leaders have the greatest influence on improving student outcomes through promoting of, and participation in teacher professional learning. Creating the kinds of conditions in schools in which teachers systematically use evidence to inform their practice for the benefit of students requires that they teach in contexts in which such practice becomes part of the organisational routines.

In adaptive organisations that are focused on ongoing improvement, leaders have systems for identifying what is working well and should remain, and what is not working so well and needs to change. Part of this adaptive expertise involves identifying the professional learning required to meet the challenges involved in improving what is not working so well. A strong self-review programme should be one of these systems.

Types Of Review

We have decided to classify our review priorities in a similar way to that as outlined in the ERO Evaluation Indicators.

1. Strategic Reviews

These reviews are in-depth longer reviews that often involve the school as a whole. The review of our existing review processes in 2010 is an example.

2. Regular Reviews

These reviews include curriculum review and business as usual types of review where teachers gather data, monitor progress towards goals, put programmes and interventions in place and evaluate the effectiveness of these. Our review of our mathematics recovery programme is an example.

3. Emergent Reviews

These reviews emerge out of an unplanned event that needs to be addressed promptly. An example of this is the implementation of our 'wet day outside rules' that were recently introduced.

What Counts As Evidence?

Evidence is the result of a process of gathering data using appropriate data gathering methodology. Producing evidence requires the careful, methodical and insightful analysis and interpretation of data. Such data can include assessment and achievement information. This evidence is used to ask the 'so what' questions about the findings of a review. However not all reviews will be based solely on quantitative data. The voice of the board, the parent community and the students should also contribute to the review findings. This honours the concept of 'ako'. Our review processes, where appropriate include methodology that allows for all voices to have input.

The Purpose Of This Self-Review Document

These guidelines have been developed from a strategic review we conducted in 2010 of our existing self-review practices. This document will now be used to establish and maintain a rigorous, deliberate and ongoing process of review. Central to all review at Roydvale School is the ultimate evaluative question of finding out how well our practices and processes enhance children's learning and development. We have placed the diagram that represents our vision for student learning at Roydvale School at the centre of our review model.

What Is Included In These Guidelines

1. Roydvale School 2011 'NAG' self-review document
2. A 'Roydvale School Model' to remind us of the links that will optimally exist between school-wide planning and review, and teaching and learning.
3. Reference to the three level of inquiry that exist in our school to remind us of our focus on developing 'an inquiry disposition' among students, teacher and leaders within the school.
4. Reference to the concept of 'ako' to remind us of our school commitment to the New Zealand curriculum principle of the 'Treaty of Waitangi' and the intention to have an inclusive environment where Maori students and those of other cultures can thrive.
5. A template of the self-review process that will be used to plan and implement all self-review practices from now on.
6. An example of a review to guide those who are designing and implementing future reviews.

Self-Review Process

National Administration Guideline 2 (ii) states that *"Each Board of Trustees, with the Principal and teaching staff, is required to maintain an ongoing programme of self-review in relation to policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development."*

During each Board of Trustees term, Roydvale School will have an ongoing programme of self-review, which provides assurance that the National Education Guidelines are being met.

National Education Guidelines

1. The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.
2. Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
3. Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
4. A sound foundation in the early years for future learning and achievement through programmes, which include support for parents in their vital role as their children's first teachers.
5. A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.
6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.
7. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
8. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.
9. Increased participation and success by Maori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.

10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.

The Board will carry out its review process under the National Administration Guidelines (NAGs).

NAG 1 – Curriculum and Student Achievement

NAG 2 – Documentation and Self-Review

NAG 3 – Personnel

NAG 4 – Financial and Property Management

NAG 5 – Health and Safety

NAG 6 - Administration

Student Achievement

It is vital that the Board receives on-going and reliable information about student achievement as this will impact on much of its decision-making. In line with NAG 1(i) b *“giving priority to student achievement in literacy and numeracy, especially in Years 1-8”* and the school's belief that numeracy and literacy programmes take priority, the Board can expect to receive annual information about literacy and numeracy, and achievement information from each of the other five Essential Learning Areas at least once within its three-year term.

Student Achievement Reporting Timeline

2011

Term 1	Term 2	Term 3	Term 4
PAT (Year 3-6)	Reading Visual Art / Music	Maths Written Language	Maori Achievement Target Results

2012

Term 1	Term 2	Term 3	Term 4
PAT (Year 3-6)	Reading 'Topic' (Science, Social Science, Technology)	Maths Written Language	Maori Achievement Target Results

2013

Term 1	Term 2	Term 3	Term 4
PAT (Year 3-6)	Reading PE/Health	Maths Written Language	Maori Achievement Target Results

Policies and Procedures

An in-depth review of the school's policies during the past two years has drawn to a close. Policies have been re-written under each National Administration Guideline. There will be an annual review programme of all policies and procedures as follows:

2011

- Personnel and Employment Policy (Term 2)
- Asset and Financial Management Policy (Term 2)
- Administration Policy (Term 3)

2012

- Student Achievement Policy (Term 2)
- Health and Safety Policy (Term 3)

2013

- Personnel and Employment Policy (Term 2)
- Asset and Financial Management Policy (Term 2)
- Administration Policy (Term 3)

The review process will involve:

- Ensuring that there is compliance with any legislative requirements.
- The people most involved with this area, e.g. the caretaker with regard to property, are consulted.

- Consulting outside agencies such as STA, NZEI, OSH, etc. if required.

Once a policy is reviewed the Board will be informed about the following:

- A list of the policies and procedures recommended for adoption as unchanged.
- A copy of each of the policies and procedures with proposed changes clearly indicated.

National Administration Guideline 1 - Curriculum and Student Achievement

1. Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum (essential learning areas, essential skills and attitudes and values) as expressed in National Curriculum Statements.

Each Board, through the principal and staff, is required to:

- (a) develop and implement teaching and learning programmes:
 - (i) to provide all students in years 1 - 10 with opportunities to achieve for success in all the essential learning and skill areas of the National Curriculum;
 - (ii) giving priority to student achievement in literacy and numeracy, especially in years 1-8;
 - (iii) giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6;
- (b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
 - (i) student achievement in literacy and numeracy, especially in years 1-8; and then to:
 - (ii) breadth and depth and learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the National Curriculum as expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa;
- (c) on the basis of good quality assessment information, identify students and groups of students:
 - (i) who are not achieving;
 - (ii) who are at risk of not achieving;
 - (iii) who have special needs (including gifted and talented students) and;
 - (iv) aspects of the curriculum which requires particular attention;
- (d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- (e) in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students;
- (f) provide appropriate career education and guidance for all students in Year 7 and -(This is not applicable to Roydvale School.)

Roydvale School meets the requirements of National Administration Guideline 1 through the implementation of policies, procedures and supporting documents as listed below:

- ☼ Student Achievement Policy and related procedures
- ☼ Roydvale Curriculum Programme
- ☼ Planning using the guidelines (see below) from the Staff Handbook.

Planning Requirements

Syndicate Leaders will check planning on a regular basis to ensure consistency.

The following is a minimal requirement for planning:

Long Term Plans are to be displayed on classroom walls and a copy given to syndicate leaders by the end of Week 1 of each term. Plans must show the Key Learning Concept and strands for curriculum areas.

Unit Plans should exist for all curriculum areas. While Unit Plans for different curriculum areas may differ in their layout, as a general guide unit plans should include:

- Learning Area
- Strand and Level
- Key Learning Statement
- Key, Focus, Learning Concept
- Link to Vision/Values (This covers the key competencies and principles of the NZC. Refer to page 7 of the Roydvale curriculum.)
- Learning intentions and success criteria
- Possible contexts
- Learning experiences/activities
- Assessment
- Resources
- Evaluation (This is different to assessment. Comment on how successful the unit was.)

Weekly Plans will contain the specifics of the week. Instructional reading and maths planning will be shown either on your weekly plan or on a separate sheet.

There should be a clear link from long-term plans to unit plans to weekly plans. All planning must be made available to syndicate leaders or the principal on request and is to be retained until the end of the school year.

- ☼ Individual Reporting Portfolios
- ☼ Analysing student achievement and reporting of this to the Board as per the triennial plan.
- ☼ The electronic recording of assessment data using the SchoolMaster software.
- ☼ Identifying barriers to Learning and Achievement.
- ☼ Catering for children with special needs and abilities, as well as underachievers.

National Administration Guideline 2 - Self-Review

2. Each Board of Trustees with the principal and teaching staff is required to:
 - (a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development;
 - (b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
 - (c) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above including the achievement of Maori students against the plans and targets referred to in 1(e) above.

Roydvale School meets the requirements of National Administration Guideline 2 through the implementation of policies, procedures and supporting documents as listed below:

- ☼ The Charter will be central to the school's operation. Both the Charter's broad and specific goals will be taken into account when annual plans are being drafted.
- ☼ The Board will consult and communicate regularly with its community, reporting on the achievement of its annual goals, and conducting regular surveys.
- ☼ The Individual Reporting Portfolio will provide the core documentation for the twice yearly reporting to parents.
- ☼ The Board and Principal will inform the community regularly about significant achievements of pupils, and the general achievement of cohorts, Maori students, etc.

National Administration Guideline 2A

Where a school has students enrolled in years 1-8, the board of trustees with the principal and teaching staff, is required to use National Standards to:

- (a) report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must be at least twice a year;

- (b) report school-level data in the board's annual report on National Standards under three headings:
 - i. school strengths and identified areas for improvement;
 - ii. the basis for identifying areas for improvement; and
 - iii. planned actions for lifting achievement.

- (c) report in the board's annual report on:
 - i. the numbers and proportions of students at, above, below or well below the standards, including by Māori, Pasifika and by gender (where this does not breach an individual's privacy); and
 - ii. how students are progressing against the standards as well as how they are achieving.

These requirements do not apply to boards of trustees that are working towards implementing Te Marautanga o Aotearoa until 2 February 2011.

For the avoidance of doubt, the first annual report to which subclauses (b) and (c) apply is that which reports on the 2011 school year, except for boards of trustees that are working towards implementing Te Marautanga o Aotearoa when the relevant report is that which reports on the 2012 school year.

Roydvale School will endeavour to meet the requirements of National Administration Guideline 2A through the implementation of policies, procedures and supporting documents as listed below:

- ☼ The Individual Reporting Portfolio and 'end-of-year' reports will provide the core documentation for the twice yearly reporting to parents.
- ☼ The Student Achievement Reporting Timeline indicates annual Literacy and Numeracy reporting.
- ☼ The 2011 Annual Report, contained in the 2012 School Charter will contain the relevant requirements of NAG 2A

National Administration Guideline 3 - Personal

3. According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:
 - (i) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and

 - (ii) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

Roydvale School meets the requirements of National Administration Guideline 3, through the implementation of the Personal Policy and related procedures.

The following supporting documents also assist in meeting the requirements of National Administration Guideline 3.

- ☼ Personnel and Employment Policy and related procedures
- ☼ Job Descriptions
- ☼ Leave Application Forms
- ☼ Staff Handbook
- ☼ Induction Booklet for Staff
- ☼ Regular Staff and Syndicate Meeting Agenda and Minutes
- ☼ Staff Performance Appraisal Programme

National Administration Guideline 4 - Finance and Property

4. According to legislation on financial and property matters, each Board of Trustees is also required in particular to:
- (i) allocate funds to reflect the school's priorities as stated in the charter;
 - (ii) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
 - (iii) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

Roydvale School meets the requirements of National Administration Guideline 4 through:

- ☼ Asset and Financial Management Policy and related procedures
- ☼ The annual budget process.
- ☼ Monthly financial reports to the Board of Trustees.
- ☼ Document trails.
- ☼ The maintenance of an asset register and depreciation of assets.
- ☼ Accounting costs.
- ☼ School donations.
- ☼ Independent external financial audits.
- ☼ Asset and Financial policy and procedures.
- ☼ Insurance.
- ☼ Fundraising.
- ☼ Security procedures.
- ☼ Day-to-day financial procedures.
- ☼ Monitoring the SUE documentation.
- ☼ International Code of Practice for International Students.

National Administration Guideline 5 - Health and Safety

5. Each Board of Trustee is also required to:
- (i) provide a safe physical environment for students;
 - (ii) promote healthy food and nutrition for all students;
 - (iii) comply in full with any legislation currently in force that may be developed to ensure the safety of students and employees.

Roydvale School meets the requirements of National Administration Guideline 5 through the preparation and monitoring of the Ten Year Property Plan: and

- ☼ Health and Safety Policy and related procedures
- ☼ Hazard check of buildings and playground.
- ☼ Evacuation procedure.
- ☼ Smoke free environment.
- ☼ Civil defence procedures.
- ☼ First aid.
- ☼ School excursions - risk management.
- ☼ Cycle Safety.
- ☼ Playground behaviour management.
- ☼ Property management.
- ☼ Emergency preparedness.
- ☼ Health & Safety.
- ☼ Quotes / contracts.
- ☼ Budget preparation.
- ☼ Security of buildings.
- ☼ Key register.
- ☼ Extraordinary cleaning.

As well as the Health and Safety Policy and related procedures

National Administration Guideline 6 - Administration

6. Each Board of Trustees is expected to comply with all general legislation concerning requirements such as

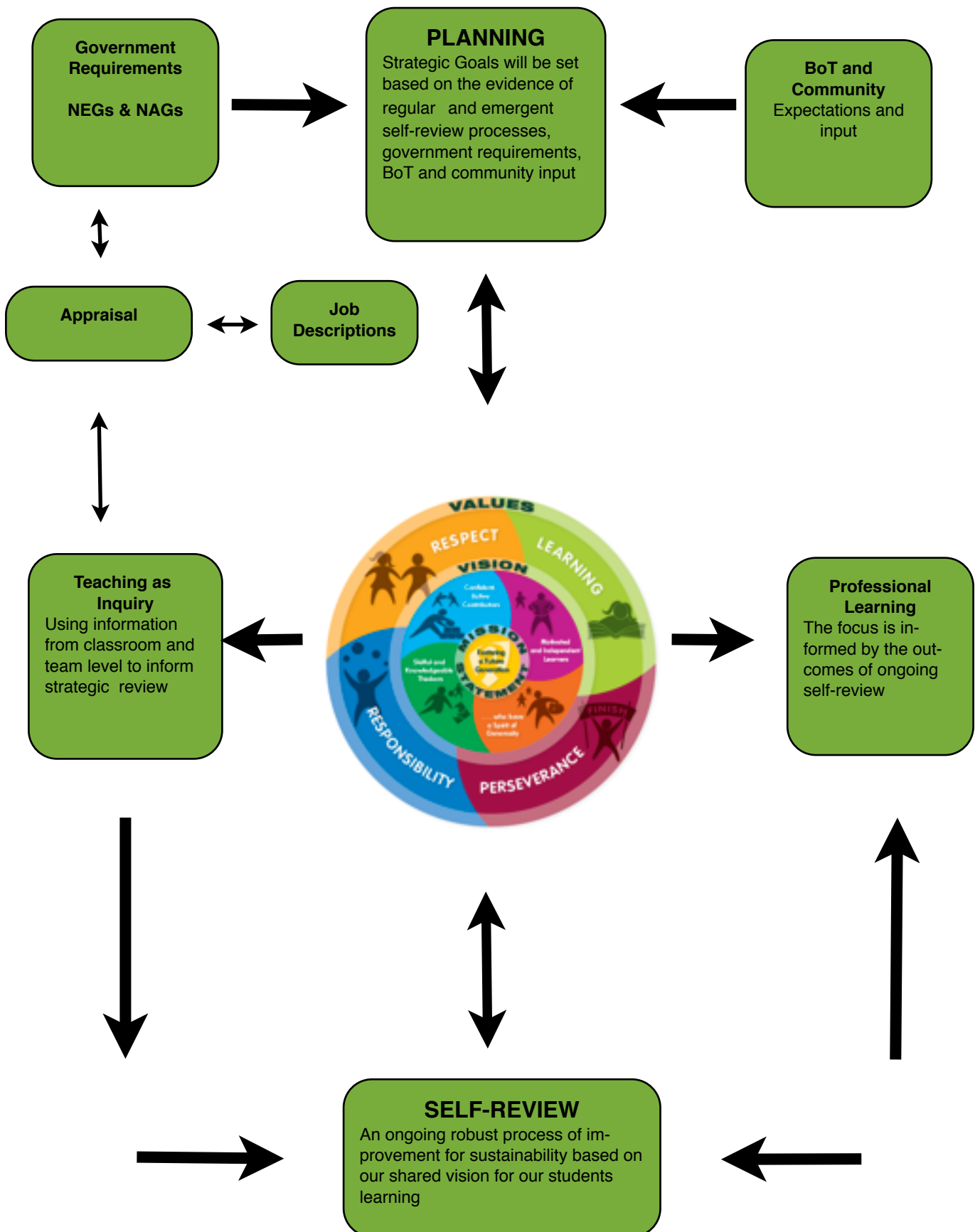
attendance, the length of the school day, and the length of the school year.

Roydvale School meets the requirements of National Administration Guideline 6 through the implementation of policies, procedures, practices and supporting documents as listed below:

- ☼ School Administration Policy and related procedures.

The Roydvale School Strategic Self-Review Model

The following model shows the relationship between the planning and review cycle at school-wide, curriculum level and strategic level.



The Roydvale School Strategic Self-Review Model

Strategic Review

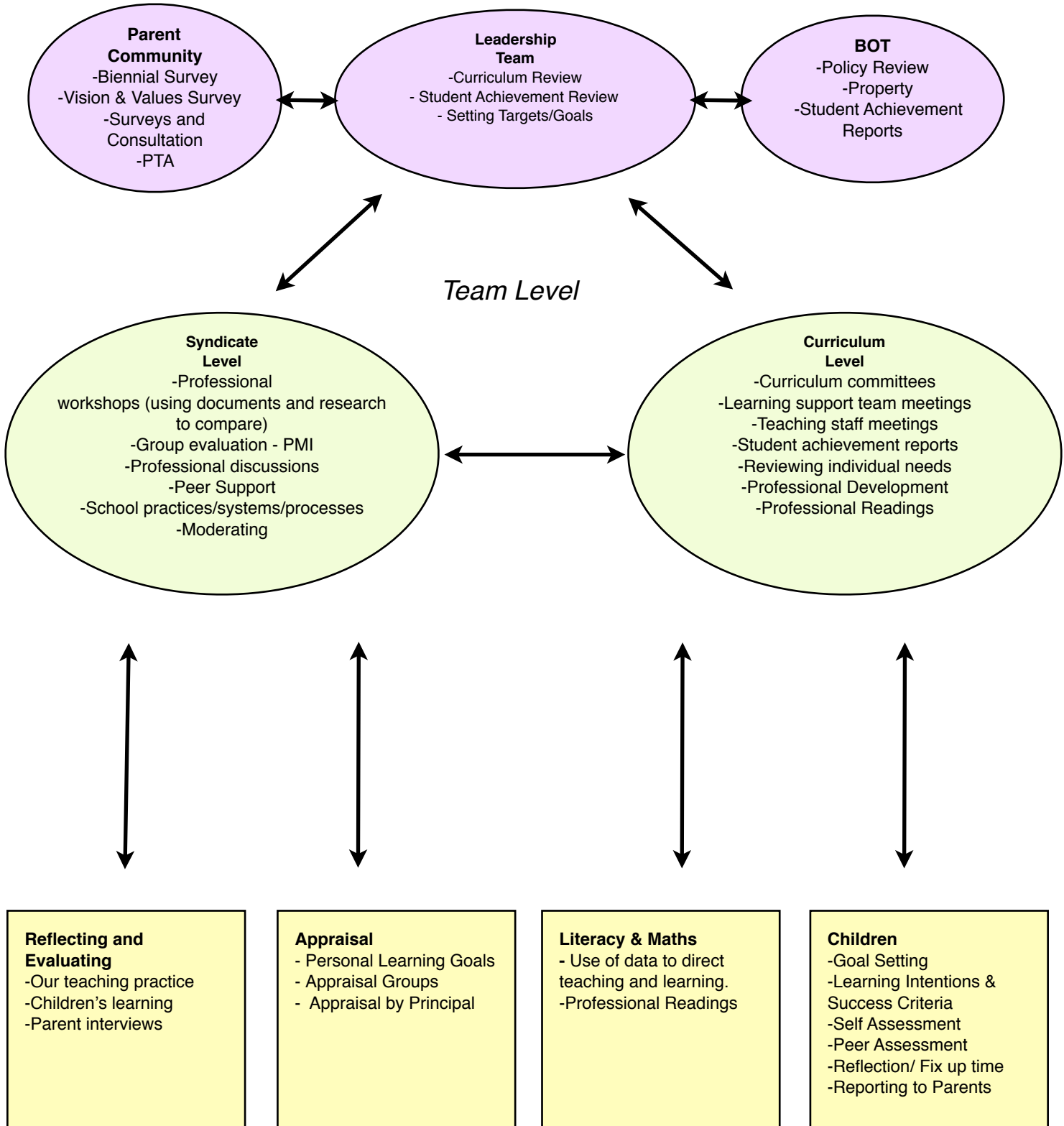
There is two-way link between the strategic planning and goal setting process and the self-review process. Recommendations from robust review processes will inform the strategic planning and resourcing of the school. Strategic goals and targets will be based more firmly on well analysed evidence gained from school wide review. In turn, these goals and targets will inform the strategic review and planning process for the following year. The intention is to develop an upward spiral of self-improvement and sustainable practice.

Our commitment to our vision of; 'confident, active contributors, motivated, independent learners, skilfull and knowledgeable thinkers who have a spirit of generosity,' is central to our strategic planning and review decision-making process. All strategic thinking, planning, goal setting and review will be underpinned by our vision for our students.

Regular Review

Teachers will use evidence to inquire into the teaching and learning relationship at classroom level. Evidence gathered from review at classroom and team level will be used to inform the appraisal process and the indicators used in teachers' job descriptions. Professional learning will be determined by the needs that are identified at classroom, team and school-wide levels of the review process. The needs of the staff for professional learning will also be closely related to our intention to foster a future generation and to implementing the intent of the Roydvale curriculum.

Roydvale School Operational Self-Review Model (3 Levels of Review)



Existing Practices at Classroom Level

The logo features the word 'AKO' in a bold, white, sans-serif font, centered within a rectangular area. The background of this area is a green, woven texture, resembling a traditional Maori koru or a similar natural pattern.

The concept of *ako* also underpins our school self-review processes because it is grounded in the principle of reciprocity.

'*Ako*' describes a teaching and learning relationship where the educator is also learning from the student and where educators' practices are informed by the latest research. Both processes are deliberate and reflective. The three levels of inquiry; student inquiry, teaching as inquiry and self-review as inquiry, within our school require a commitment to the concept of '*ako*.'

In reviewing our school commitment to the principle of 'The Treaty of Waitangi' we will review our commitment to creating an inclusive, bi-cultural environment. This includes consulting with our Maori community to create productive partnerships where whanau and educators share knowledge and expertise with each other to produce better outcomes for students at our school.

ANNUAL SECTION

2011 Annual Plan

Key Strategic Area 1 - Teaching and Learning <i>Teaching and Learning Strategic Goal - To provide quality teaching practices in order to ensure students are engaged with their learning and are achieving educational success.</i>				
Achievement Focus	Area To Develop	Process	Responsibility	Completed By
Focussing on raising student achievement	Written Language	To lift the Written Language achievement of Year 3 and 4 boys. The following targets will be set for 2011. <ul style="list-style-type: none"> • <i>“That 90% of Year 3 boys achieve at or above the Year 3 National Standard in Writing”</i> • <i>“That 90% of Year 4 boys achieve at or above the Year 4 National Standard in Writing”</i> 	*Year 3/4 teachers *Written Language Curriculum Team *Principal	October 2011
Focussing on raising student achievement	Spelling	To lift the achievement of Y4-6 children identified as being at risk of under achieving in spelling by using the ‘Word Shark’ Spelling programme.	*Year 4-6 teachers *Principal	October 2011
Focussing on raising student achievement	Maori	To increase the level of Te Reo incorporated into classroom programmes. Teachers will focus on Level 1 of the Curriculum Guidelines for Teaching and Learning Te Reo Maori in English-medium Schools: Year 1-13	*Lara Hyland (Maori Lead Teacher) *Maori Committee *Class Teachers	December 2011
Reflecting on and evaluating teaching practice	Pedagogy	As part of our self-review process the ‘Teaching as Inquiry’ Model (P35 NZC) will be used to assist with the evaluation of teaching and learning programmes.	*Teaching Staff	December 2011
Providing Learning Support programmes in Literacy and Numeracy areas	Learning Support	The school’s Learning Support programmes will continue to support children with needs in Literacy and Numeracy.	*Barb Wall - AP *Learning Support Team	December 2011
Providing suitable and sufficient ICT tools that are used purposefully to enhance learning	ICT	Review the current ICT resources and look to purchase and use new technologies such iPod touch and iPads within current budget limitations	*Rebecca Playle (ICT Lead Teacher) *ICT Team	December 2011
Teaching programmes will be implemented through the Royd-vale Curriculum	Vision and Values	To integrate the school vision and related values into classroom programmes.	*Principal Rebecca Playle - Curriculum Leader *Class Teachers	December 2011

Key Strategic Area 2 - People

People Strategic Goal - To attract, develop and retain professional and motivated staff who are committed to and passionate about providing high quality education to students.

Achievement Focus	Area To Develop	Process	Responsibility	Completed By
Providing staff with professional learning opportunities that updates, refines and refreshes their knowledge	Staff Professional Learning	Professional Learning will focus on: Feedback, Restorative Practice, Reviewing Literacy and Numeracy practices.	Principal	December 2011
Providing leadership opportunities for staff	Leadership	Further spread leadership opportunities across the school, such as curriculum and syndicate leadership.	Principal	December 2011
Appointing high quality staff	Staff appointment process	Ensure a robust appointment process is in place for all appointments. Promotion of Roydvale School in the wider educational community as a desirable place to work.	Principal	December 2011

Key Strategic Area 3 - Environment

Environment Strategic Goal - To create a future-focussed, safe, positive, caring and attractive emotional and physical environment for all, as well as providing the best resources for children's learning.

Achievement Focus	Area To Develop	Process	Responsibility	Completed By
Having well maintained grounds and buildings	Property	Ensure there is clear communication with the caretaker as to responsibility and expectations. Ensure the caretaker has support if required for cleaning and gardening. Continuation of the school's landscaping plan.	Principal Caretaker Board Property Committee	December 2011
Implementing our Ministry of Education 10-Year-Plan in order to enhance buildings and grounds in order to provide 21 st century learning spaces	10-Year-Plan	The Property Committee works with Warren Vincent from School Support in writing the new 10-Year Property Plan.	Board Property Committee	September 2011
Conducting physical and emotional safety surveys with children	Children's physical and emotional safety	The Deputy Principal will carry out a survey with selected children to determine their physical and emotional safety at Roydvale.	Peter Robinson - DP	September 2011
Seeking extra income streams in order to enhance learning opportunities	Finance	Look at ways extra income can be generated that will enhance learning opportunities such as community grants, local business donations.	Board Principal	December 2011

Key Strategic Area 4 - Community

Environment Strategic Goal - To foster strong relationships with parents and the community in to ensure children are engaged with their learning and are achieving educational success.

Achievement Focus	Area To Develop	Process	Responsibility	Completed By
Biennial Board of Trustees community survey	Community Consultation	The school community will be asked to participate in the Biennial Survey in February. The results will be collated and reviewed by the Board.	Board of Trustees Principal	May 2011
Having the school website as the key source of information	ICT	The school website will be reviewed and further developed in order to provide effective layout and communication with parents and the community.	Principal ICT Team	June 2011
Having clear, effective communication from the school to parents and the wider community.	Communication	Ensure our communication lines are clear and effective. This involves time 'clashes' but also communication methods. Facebook and Twitter will be explored as a communication possibility.	Principal ICT Team	June 2011
Parents being well informed about their children's progress and achievement	Reporting to Parents	Our Reporting to Parents process will be reviewed. This will involve ensuring across school consistency and our reporting methods. This review will incorporate the reporting of National Standards.	Principal Jan Lake - ST	December 2011

2011 Annual Targets

"Roydvale School is reluctantly conforming with its legal obligations in relation to National Standards. However we do not believe the Standards are reliable or consistent. Teaching and learning in our school will therefore continue to be driven by the New Zealand Curriculum and clear school expectations based on trustworthy data that has a strong evidence base."

SPECIFIC ACHIEVEMENT OBJECTIVE ONE		
YEAR 3 BOYS' STUDENT ACHIEVEMENT IN WRITING		
<p>KEY STRATEGIC AREA - TEACHING AND LEARNING</p> <p>Strategic Goal - To provide quality teaching practices in order to ensure students are engaged with their learning and are achieving educational success.</p> <p>Success Indicators</p> <ul style="list-style-type: none"> • Focussing on raising student achievement. • Reflecting on and evaluating teaching practice. • Providing students with effective feedback about their learning. • Providing learning support programmes in literacy and numeracy areas. • Providing suitable and sufficient ICT tools that are used purposefully to enhance learning. 		
<p>STUDENT GROUP</p> <p>Gender: Male Ethnicity: All Group/Year: Year 3</p>		
<p>TARGET</p> <p>That 90% of Year 3 boys achieve at or above the Year 3 National Standard in Writing.</p>		
<p>CURRENT POSITION</p> <p>In September 2010 when data was collected for the school's annual school-wide written language student achievement report, 23% of Year 2 boys were achieving at writing Level 1i of the English Curriculum. This is below the National Standard for this year group.</p>		
ACTION PLAN	PERSONNEL	SUCCESS INDICATORS
The teaching of Writing will be a key component of Year 3 learning programmes.	*Teachers	* Writing will be taught at least four days a week.
Differentiated learning programmes will be put in place in order to cater for individual needs.	*Teachers	Children's differing learning needs related to writing will be catered for within class programmes.
Referrals will be made to the school learning support programme in order to provide children with extra support to class programmes.	*Teachers *Learning Support Staff	* Children requiring individual tuition will be taught by a teacher aide in addition to classroom programme. Evidence of progress will be monitored.
Formative assessment practice will be employed in order to provide feedback to children and identify 'next step learning'.	*Teachers *Students	*Children will be aware of their Written Language learning goals and the steps required to achieve them.
ICT Technologies such as laptops and iPod touch will be used to motivate and assist children in their writing.	*Teachers	Laptops/Data Projectors will be used to motivate and assist children with their writing. New technology such as iPod Touch will be investigated to enhance children's writing through recording their stories and listening for errors

SPECIFIC ACHIEVEMENT OBJECTIVE TWO

YEAR 4 BOYS' STUDENT ACHIEVEMENT IN WRITING

KEY STRATEGIC AREA - TEACHING AND LEARNING

Strategic Goal - To provide quality teaching practices in order to ensure students are engaged with their learning and are achieving educational success.

Success Indicators

- Focussing on raising student achievement.
- Reflecting on and evaluating teaching practice.
- Providing students with effective feedback about their learning.
- Providing learning support programmes in literacy and numeracy areas.
- Providing suitable and sufficient ICT tools that are used purposefully to enhance learning.

STUDENT GROUP

Gender: Male **Ethnicity:** All **Group/Year:** Year 4

TARGET

That 90% of Year 4 boys achieve at or above the Year 4 National Standard in Writing.

CURRENT POSITION

In September 2010 when data was collected for the school's annual school-wide written language student achievement report, 23% of Year 3 boys were achieving at writing Level 1ii of the English Curriculum. This is below the National Standard for this year group.

ACTION PLAN	PERSONNEL	SUCCESS INDICATORS
The teaching of Writing will be a key component of Year 4 learning programmes.	*Teachers	* Writing will be taught at least four days a week.
Differentiated learning programmes will be put in place in order to cater for individual needs.	*Teachers	Children's differing learning needs related to writing will be catered for within class programmes.
Referrals will be made to the school learning support programme in order to provide children with extra support to class programmes.	*Teachers *Learning Support Staff	* Children requiring individual tuition will be taught by a teacher aide in addition to classroom programme. Evidence of progress will be monitored.
Formative assessment practice will be employed in order to provide feedback to children and identify 'next step learning'.	*Teachers *Students	*Children will be aware of their Written Language learning goals and the steps required to achieve them.
ICT Technologies such as laptops and iPod touch will be used to motivate and assist children in their writing.	*Teachers	Laptops/Data Projectors will be used to motivate and assist children with their writing. New technology such as iPod Touch will be investigated to enhance children's writing through recording their stories and listening for errors

ANNUAL REPORT

SPECIFIC ACHIEVEMENT OBJECTIVE ONE: MAORI STUDENT ACHIEVEMENT IN MATHS

The 2009 Maori Student Achievement Report revealed data that showed of the 17 Maori children in the school, 59% were achieving at or above the national expectations for Maths with 41% achieving below expected levels. While there were a small number of Maori students attending Roydvale, making up 8% of the school roll and hence percentage statistics can appear inflated, this level of achievement is not acceptable and thus this became a focus for 2010.

TARGET

That Maori students addition and subtraction achievement in maths endeavours to match the national year groups expectations for achieving 'at or above' expectations.

Year 1 - Stage 0 (EM) - 5% Stage 1 (1-1) - 11% Stage 2 (CA) - 39% Stage 3 (CAI) - 22% Stage 4 (AC) - 21%
 Stage 5 (EA) - 2% Stage 6 (AA) - 0% Stage 7 (AM) - 0% Stage 8 (AP) - 0%
Year 2 - Stage 0 (EM) - 1% Stage 1 (1-1) - 1% Stage 2 (CA) - 7% Stage 3 (CAI) - 11% Stage 4 (AC) - 62%
 Stage 5 (EA) - 17% Stage 6 (AA) - 1% Stage 7 (AM) - 0% Stage 8 (AP) - 0%
Year 3 - Stage 0 (EM) - 1% Stage 1 (1-1) - 1% Stage 2 (CA) - 3% Stage 3 (CAI) - 5% Stage 4 (AC) - 40%
 Stage 5 (EA) - 40% Stage 6 (AA) - 9% Stage 7 (AM) - 1% Stage 8 (AP) - 0%
Year 4 - Stage 0 (EM) - 0% Stage 1 (1-1) - 0% Stage 2 (CA) - 1% Stage 3 (CAI) - 2% Stage 4 (AC) - 25%
 Stage 5 (EA) - 47% Stage 6 (AA) - 20% Stage 7 (AM) - 5% Stage 8 (AP) - 0%
Year 5 - Stage 0 (EM) - 0% Stage 1 (1-1) - 0% Stage 2 (CA) - 0% Stage 3 (CAI) - 1% Stage 4 (AC) - 12%
 Stage 5 (EA) - 31% Stage 6 (AA) - 37% Stage 7 (AM) - 17% Stage 8 (AP) - 2%
Year 6 - Stage 0 (EM) - 0% Stage 1 (1-1) - 0% Stage 2 (CA) - 0% Stage 3 (CAI) - 0% Stage 4 (AC) - 6%
 Stage 5 (EA) - 22% Stage 6 (AA) - 34% Stage 7 (AM) - 30% Stage 8 (AP) - 6%

ACTION PLAN

ACTION PLAN	PERSONNEL	SUCCESS INDICATORS
The teaching of maths will be a key component of all year groups learning programmes.	*Teachers	* Maths will be taught at least four days a week.
Differentiated learning programmes will be put in place in order to cater for individual needs.	*Teachers	*Children will be ability grouped for maths teaching. * Children may move rooms in order to cater for individual needs.
Referrals will be made to the school learning support programme in order to provide children with extra support to class programmes.	*Teachers *Learning Support Staff	* Children requiring individual tuition will be taught by a teacher aide in addition to classroom programme. Evidence of progress will be monitored.
Two part time-teachers will be employed to implement a specific 'Maths Recovery' programme to assist children who are achieving below expectations.	*Teachers *Part-time Teachers	*Children who are one stage below expectations will be enrolled in the 'Maths Recovery' programme and receive tuition.
Formative assessment practice will be employed in order to provide feedback to children and identify 'next step learning'.	*Teachers *Students	*Children will be aware of their Maths learning goals and the steps required to achieve them.
Opportunity for parent involvement will be offered as a result of regular homework and learning conversations between teachers and parents.	*Teachers *Parents	Parents will be aware of Maths area of focus for their children and how to assist them with this.

DATA
2010 Maori Student Achievement – Maths

Year	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8
1								
2			1	3				
3				1	1	1		
4					1			
5					3	2		
6					1	1		

Key

Above National Expectations
At National Expectations
Below National Expectations

ANALYSIS OF VARIANCE

Of the 14 New Zealand Maori children 86% (12/14) were achieving at or above expected levels for Maths as at the middle of Term 4, 2010. Two children (14%), one at Year 2 and one at Year 6 were achieving below the national expectations for Maths. Our target was: *That Maori students addition and subtraction achievement in maths endeavours to match the national year groups expectations for achieving 'at or above' expectations.* We have reached this target for all year groups. Our Year 3,4 and 5 New Zealand Maori children gained a 100% success rate for achieving at or above the national expectations. This compares to the national expectations expecting 90% for Year 3, 72% for Year 4 and 87% for Year 5. Of the two year groups where we had children achieving below expectations, this percentage was lower than the national expectations for those particular year groups.

It is difficult to just compare percentages when comparing our small group of children to the 13, 500 children used to develop the national expectations, however regardless of statistics to only have 2 out of 14 Maori pupils achieving below expectations and only one stage below expectations as well, is a major improvement from last year when 7 out of 17 were achieving below expectations. We have therefore reached this target from both a statistical and practical point of view.

SPECIFIC ACHIEVEMENT OBJECTIVE TWO: PHYSICAL EDUCATION

In February 2010, a selection of children, eight per year group, from Year 2-6 were given a range of fundamental skills to complete. The tasks were based on research by Vicki Cowley from the University of Canterbury and tested children's ability to catch, throw and kick balls. Children were graded on their competency of completing these tasks to a set of criteria developed by Ms Cowley in previous research. The results are as follows:

Large Ball Catch				Tennis Ball Catch			
	Not achieved	Developing	Competent		Not achieved	Developing	Competent
Year 2	63%	37%	0%	Year 2	75%	12.5%	12.5%
Year 3	13%	37%	50%	Year 3	37.5%	50%	12.5%
Year 4	13%	62%	25%	Year 4	25%	37.5%	37.5%
Year 5	13%	50%	37%	Year 5	0%	50%	50%
Year 6	0%	25%	75%	Year 6	0%	37.5%	62.5%
TOTAL	15%	55%	40%	TOTAL	27.5%	37.5%	35%

Overarm Throw (Tennis Ball)				Stationary Kick			
	Not achieved	Developing	Competent		Not achieved	Developing	Competent
Year 2	37.5%	62.5%	0%	Year 2	62.5%	37.5%	0%
Year 3	12.5%	87.5%	0%	Year 3	25%	75%	0%
Year 4	37.5%	62.5%	0%	Year 4	25%	75%	0%
Year 5	25%	75%	0%	Year 5	37.5%	50%	12.5%
Year 6	0%	87.5%	12.5%	Year 6	12.5%	75%	12.5%
TOTAL	22.5%	75%	2.5%	TOTAL	32%	62.5%	5%

TARGET

That 50% of our Year 2-6 children will be able to complete, to a 'competent' standard, the fundamental skills of catching, throwing (overarm) and kicking (stationary).

ACTION PLAN

ACTION PLAN	PERSONNEL	SUCCESS INDICATORS
A specialist Physical Education teacher will be employed to teach classes basic fundamentals skills of catching, throwing and kicking.	*Board of Trustees *Principal	*Appropriate person employed
Each class will have a weekly 30-minute Physical Education lesson for three terms focussing on the basic fundamentals skills of catching, throwing and kicking.	*Specialist PE Teacher	*Lessons will be planned to meet the needs of the varying year groups. *The focus for all lessons will be on developing the basic fundamentals skills of catching, throwing and kicking.
Children requiring extra support will be identified and have additional sessions in an effort to develop their skills	*Specialist PE Teacher *Class Teachers	* Children identified as needing additional support will receive this in an effort to further develop their skills.

ANALYSIS OF VARIANCE

In December of 2010, the same selection of children from Year 2-6 were given the same range of fundamental skill tasks to complete. A comparison of the children's achievement in February was then able to be made to their achievement in December. The results are as follows:

Large Ball Catch						
	Not Achieved		Developing		Competent	
	February	December	February	December	February	December
Year 2	63%	0%	37%	25%	0%	75%
Year 3	13%	0%	37%	12.5%	50%	87.5%
Year 4	13%	0%	62%	0%	25%	100%
Year 5	13%	0%	50%	0%	37%	100%
Year 6	0%	0%	37.5%	0%	62.5%	100%
TOTAL	15%	0%	55%	7.5%	40%	92.5%

Tennis Ball Catch						
	Not Achieved		Developing		Competent	
	February	December	February	December	February	December
Year 2	75%	12.5%	12.5%	12.5%	12.5%	75%
Year 3	37.5%	0%	50%	12.5%	12.5%	87.5%
Year 4	25%	0%	37.5%	25%	37.5%	75%
Year 5	0%	0%	50%	0%	50%	100%
Year 6	0%	0%	25%	0%	75%	100%
TOTAL	27.5%	2.5%	37.5%	7.5%	35%	90%

Overarm Throw (Tennis Ball)						
	Not Achieved		Developing		Competent	
	February	December	February	December	February	December
Year 2	37.5%	0%	62.5%	37.5%	0%	62.5%
Year 3	12.5%	0%	87.5%	12.5%	0%	87.5%
Year 4	37.5%	0%	62.5%	25%	0%	75%
Year 5	25%	12.5%	75%	25%	0%	62.5%
Year 6	0%	0%	87.5%	37.5%	12.5%	62.5%
TOTAL	22.5%	2.5%	75%	27.5%	2.5%	70%

Stationary Kick						
	Not Achieved		Developing		Competent	
	February	December	February	December	February	December
Year 2	62.5%	0%	37.5%	37.5%	0%	62.5%
Year 3	25%	0%	75%	25%	0%	75%
Year 4	25%	0%	75%	25%	0%	75%
Year 5	37.5%	0%	50%	37.5%	12.5%	62.5%
Year 6	12.5%	0%	75%	12.5%	12.5%	87.5%
TOTAL	32%	0%	62.5%	27.5%	5.5%	72.5%

When comparing the February data with the data from December there can be no doubt that the interventions put in place this year have had a significant impact on the children's ability to carry out basic fundamental skills. Our target was; "That 50% of our Year 2-6 children will be able to complete, to a 'competent' standard, the fundamental skills of catching, throwing (overarm) and kicking (stationary)." We have surpassed that target in all four areas; 92.5% of the children tested were able to catch a large ball with competence, 90% could catch a tennis ball with competence, 70% could perform an overarm throw with competence, while 72.5% could perform a stationary kick with competence. While this is very pleasing, it is even more encouraging to make a comparison of improvement levels at the competent level at each task.

Task	February Competency Level Total (%)	December Competency Level Total (%)
Large Ball Catch	40%	92.5%
Tennis Ball Catch	35%	90%
Overarm Throw	2.5%	70%
Stationary Kick	5.5%	72.5%

While the testing was carried out on a relatively small sample of children throughout the school, there was a wide range of abilities on display and I believe similar results would have been achieved if the whole school was tested.

The only downside of this result is that due to a decrease in staffing the employment of a specialised Physical Education teacher will not be able to continue in 2011.

Paul Dolan
Principal
December 2010

ANNUAL REPORT

The staff at Roydvale continues to be its greatest asset. 2010 saw some staff changes. Peter Robinson, Deputy Principal, was granted a year's study leave after being granted a Royal Society of New Zealand Teacher Fellowship to study at National Institute of Water and Atmospheric Research (NIWA) Christchurch. As a result, Jan Lake was appointed Acting Deputy Principal and Justin Perriam Acting Senior Teacher. Cathy Wells was appointed to a Long Term Relieving position to cover Peter's teaching role, while Hilary Yates was appointed to a Long Term Relieving position due to roll growth. During Term 3, Samir Yousuf resigned from his permanent teaching position in order to travel and work overseas. Elizabeth Crampton was appointed to a Long Term Relieving position for Term 3 and 4 to cover Samir's position.

The school year began with 13 classes. Glen Carswell was employed to teach the new, New Entrants class in Room 8 from the start of Term 3. As the result of continued roll growth at the New Entrant level, Michele Sletcher was employed to assist Glen Carswell during Term 4.

The Board continued to fund a specialist music teacher to ensure every class received a weekly, half-hour music lesson. Zarlene Bell and Greta Henly shared this role with Greta also taking the Year 5/6 choir with assistance from Hilary Yates. The choir participated in both the North-West Music Festival and the Christchurch Schools' Music Festival.

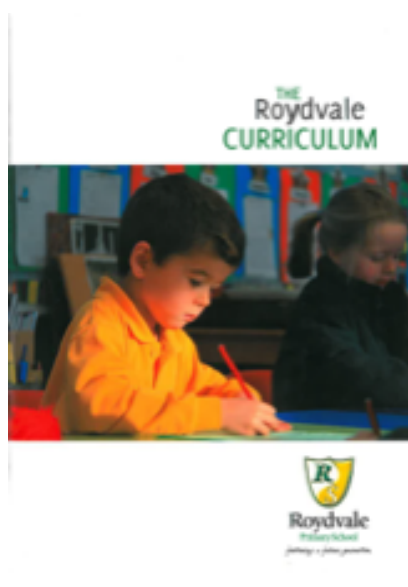
Due to an increase in staffing, 2010 saw the employment of a Physical Education specialist, Murray Scott, for one day a week to teach the children basic fundamental skills. This was the result of data collection, which saw a disturbing number of children lacking the ability to competently carry out basic fundamental skills.

All permanent staff members received an annual competency appraisal that measured their effectiveness against the professional standards set for teachers or in the case of support staff, the roles defined in job descriptions.

The Principal would like to thank the teachers and support staff for their work in 2010. The Roydvale community is extremely fortunate to have such highly skilled and affable people working in their school. The children in this school receive high quality teaching and learning programmes, from caring and supportive teachers. The teachers in turn are supported by a wonderful group of support staff that go above and beyond their job in order to see that the children, at Roydvale get a good deal. The 2010 ERO statement; *"Students' achievement is clearly being promoted through the quality of teaching programmes and practices"*, is a clear endorsement of the skill and commitment these people have. All staff have not only ensured that Roydvale's reputation for first class teaching and learning programmes is continued but also contribute to the friendliness and support that the staff have for each other, ensuring that Roydvale's enviable reputation as being a fantastic place to work continues.

The Roydvale Curriculum

In November the official launch of the 'Roydvale Curriculum' was celebrated. This document is our 'local curriculum' and encompasses the work of staff over the past four years. It includes the key aspects of the New Zealand Curriculum. Thanks and praise go to all staff who were involved in putting this together, especially to Rebecca Playle who had a key role in the development of this document in the past two years. Thanks also goes to Roydvale parent and graphic designer, Craig Burton for his patience and design of the document.



National Standards

2010 saw the government introduce National Standards to primary schools, this was not without controversy.

At Roydvale we have been using Ministry of Education national 'benchmarks', which are very similar to the standards, to ascertain the achievement levels of children in Reading, Writing and Maths for the past four years. We have been tracking year groups as they pass through the school to determine the progress children are making, as well as ensuring our teaching and learning programmes are making a difference to the children's learning and achievement. This data also allows us to identify children who require tuition from our Learning Support Programme. Our end-of-year reports included an achievement grading on whether children were achieving above, at or below the expected level for their year group in a range of curriculum areas including Maths, Reading and Writing. On the surface it would appear that for Roydvale this is a lot of fuss about nothing.

However we have several concerns about the introduction of the standards both from a Roydvale and wider educational perspective. We will be challenged not to lose sight of our school vision. Our vision of developing; 'confident, active contributors, motivated, independent learners, skillful and knowledgeable thinkers who have a spirit of generosity' is about developing the 'whole' child not just their ability in Maths, Reading and Writing. While these subjects are important, and are our major focus, we also want to develop children's creative, sporting and inquiring aptitudes. We still want to teach and have a focus on rich topics in Social Studies, Technology, Science, Music, Art, Physical Education and Health. The government decided that support for schools in these areas was not available in 2010.

We have grave concerns about the impact of league tables, not so much on where Roydvale is placed, but because they give minimal statistical information that will be sensationalized by the media and create an unfairness between decile locations. All five-year-old children in New Zealand do not arrive at school with the same skills and abilities, therefore 'apples can not be compared with apples'. Professor John Hattie from the University of Auckland stated that the standards "could be the most disastrous policy formulated if it turns our attention to narrowing, testing league tables and diverting attention to between-school rather than within-school differences."

Our biggest concern is that National Testing and National Standards haven't led to statistically significant improvement in student achievement anywhere in the world. Recent media reports from the UK suggest that they are pulling back from national testing and national standards because of the damage caused to student's self esteem and happiness at school, the narrowing of the curriculum and the fact that there has been no reduction in the "tail" of underachievement.

The standards appear here to stay, at least while this government continues to be elected. In 2010, the Minister of Education, Anne Tolley, was not interested in meaningful engagement with the education sector about how an introduction of standards could be improved. The challenge we face in 2011 is how to successfully incorporate them into our current programmes without undermining what we are currently delivering well and striving for.

While the school reported against the standards in the students end-of year-reports, that was a legal requirement, parents were reminded that the information given was our interpretation of the National Standards, in other words it was a 'Roydvale Standard'. This interpretation may have differed from other schools in Christchurch and throughout New Zealand. Parents were also reminded that the standards are 'aspirational'. That is they are not based on evidence that children of a certain age reach a certain standard. The standards assume that learning development is linear and that children develop at the same rate – it's not and they don't!

However it wasn't only the Principal and the teaching staff who were against the introduction of the National Standards. The Board of Trustees were very concerned about the possible educational damage to children and the lack of dialogue with the education sector in general and as such wrote to the Minister of Education Anne Tolley in September.

24 September 2010

Hon. Anne Tolley
Minister of Education
Parliament Buildings
Wellington 6160
New Zealand

Dear Minister

National Standards

The Roydvale School Board of Trustees has strong concerns about the formation, implementation and outcomes of the National Standards system. The National Standards, as they are currently, are poorly developed and unsound. The implementation of National

Standards has been rushed and involves too much ambiguity to be feasible. Most concerning though are the detrimental effects from attempting to report our students' progress based on such an inadequate and inconsistent system.

The Roydvale School Board of Trustees, including the Principal, has no confidence in the current National Standards. We join with others in urging the Government to engage in a rebuild of the Standards in partnership with the education sector, with an outcome that is widely endorsed by the sector.

Similarly, we join with others in resolving to defer setting achievement targets based on National Standards until these concerns are addressed. We will, however, continue to use reliable data to set high expectations for our children which reflects the intent of the New Zealand Curriculum and Te Marautanga.

The Roydvale School Board of Trustees has confidence in the school's teaching activities, existing reporting processes and the achievements of our students. This confidence is supported by the very favorable reporting from an ERO Review visit in the last month.

Michael Harris (Chairperson), Paul Dolan (Principal), Andrew Robertson, Andrew Panckhurst, Nicola Barge, Tim Sprott, Rebecca Playle (Staff Representative)

September Earthquake

The September 4 Earthquake in Canterbury will long be remembered by those who experienced it. The quake and numerous aftershocks provided a challenging time for all of the Roydvale community. Fortunately the school was relatively unscathed during the earthquake. Our property was checked three times following the earthquake by both our own and the Ministry of Education's property assessors. We had some minor surface cracking in some rooms, however structurally the buildings are sound.

Teachers followed Ministry of Education guidelines in dealing with children's emotions after such a terrifying and traumatic experience. The children got on with school life in a very calm and mature way, they are to be congratulated on their behaviour and general demeanor following the Earthquake.

STUDENT ACHIEVEMENT

High standards of achievement in literacy and numeracy continue to be a priority at Roydvale, as prescribed in National Achievement Guideline 1(i)(b) 'giving priority to student achievement in literacy and numeracy, especially in Years 1 – 8'.

Literacy

The Board received reports on student achievement in Reading, Written Language and PAT results covering the Supplementary Tests of Achievement in Reading (STAR) during the year. The results show that the vast majority of our children are performing very well when compared to national norms.

School-Wide Reading Achievement Data

Year 1 – 94% of children are reading at or above their chronological age.
Year 2 – 90% of children are reading at or above their chronological age.
Year 3 – 94% of children are reading at or above their chronological age.
Year 4 – 100% of children are reading at or above their chronological age.
Year 5 – 100% of children are reading at or above their chronological age.
Year 6 – 90% of children are reading at or above their chronological age.

Overall - 95% of children are reading at or above their chronological age.

School-Wide Written Language Achievement Data

Year 1 – 100% of children were achieving at or above expected levels of achievement.
Year 2 – 87% of children were achieving at or above expected levels of achievement.
Year 3 – 87% of children were achieving at or above expected levels of achievement.
Year 4 – 100% of children were achieving at or above expected levels of achievement.
Year 5 – 100% of children were achieving at or above expected levels of achievement.
Year 6 – 82% of children were achieving at or above expected levels of achievement.

Overall – 93% of children were achieving at or above expected levels of achievement.

Supplementary Tests of Achievement in Reading (STAR) Results

Year 3 - 98% (National Norm – 77%) of children are performing in the average, above average or outstanding categories (Class Stanine 4-9).

Year 4 - 96% (National Norm – 77%) of children are performing in the average, above average or outstanding categories (Class Stanine 4-9).

Year 5 - 99% (National Norm – 77%) of children are performing in the average, above average or outstanding categories (Class Stanine 4-9).

Year 6 - 100% (National Norm – 77%) of children are performing in the average, above average or outstanding categories (Class Stanine 4-9).

Overall – 98% of children were achieving in the average, above average or outstanding categories (Class Stanine 4-9).

Numeracy

The board received results on the achievement of Year 4 – 6 children from the PAT Maths test. The achievement targets set by the school were based on numeracy. Results of these can be read in the analysis of variance report.

Maths PAT Results

Year 4 - 90% (National Norm – 77%) of children are performing in the average, above average or outstanding categories (Class Stanine 4-9).

Year 5 - 93% (National Norm – 77%) of children are performing in the average, above average or outstanding categories (Class Stanine 4-9).

Year 6 - 90% (National Norm – 77%) of children are performing in the average, above average or outstanding categories (Class Stanine 4-9).

Overall – 91% of children were achieving in the average, above average or outstanding categories (Class Stanine 4-9).

School-Wide Maths Achievement Data

Year 1 – 83% of children were achieving at or above expected levels of achievement.

Year 2 – 84% of children were achieving at or above expected levels of achievement.

Year 3 – 94% of children were achieving at or above expected levels of achievement.

Year 4 – 100% of children were achieving at or above expected levels of achievement.

Year 5 – 100% of children were achieving at or above expected levels of achievement.

Year 6 – 98% of children were achieving at or above expected levels of achievement.

Overall – 93% of children were achieving at or above expected levels of achievement.

These literacy and numeracy results are very good. The teaching and support staff are to be congratulated on their achievements. The challenge facing us is to continue to make gains for all students who attend Roydvale. Obviously there is an emphasis by teachers and the school's Learning Support Programme on children who are achieving below expected levels of achievement. While it is wonderful that a large group of children are achieving at an 'average' level, teachers understand the need to push these 'middle' children so they develop an even deeper and richer understanding of all curriculum areas and hence achieve even better results in the future. It should not need stating that teachers at Roydvale are ever mindful of the children achieving above expected levels for their year group. We are very aware of the need to challenge and extend these children.

Maori and Pasifika Achievement

Roydvale's Maori and Pasifika children are achieving within the expected range of expectations for children at Roydvale regardless of their ethnic background. When comparing the results of Maori and Pasifika children with all other children who attend Roydvale percentages are the best means to do this, however because of the low numbers of Maori and Pasifika children involved, caution is advised in making a direct comparison. It is recommended that a general comparison be made.

CURRICULUM AREA	% OF MAORI CHILDREN ACHIEVING AT OR ABOVE EXPECTED LEVELS	% OF ALL ROYDVALE CHILDREN ACHIEVING AT OR ABOVE EXPECTED LEVELS
Reading	100%	95%
Written Language	93%	93%
Oral Language	100%	No overall data available
Maths	86%	93%
Topic	100%	99%

CURRICULUM AREA	% OF PACIFICA CHILDREN ACHIEVING AT OR ABOVE EXPECTED LEVELS	% OF ALL ROYDVALE CHILDREN ACHIEVING AT OR ABOVE EXPECTED LEVELS
Reading	100%	95%
Written Language	100%	93%
Oral Language	100%	No overall data available
Maths	80%	93%
Topic	100%	99%

From the above data, with the exception of Maths, Roydvale's Maori and Pasifika children are achieving within the expected range of expectations for children at Roydvale regardless of their ethnic background. However this Maths result is caused by the low number of children in each ethnic group and comparatively speaking this level of achievement is pleasing as in 2009 only 59% of Maori children were achieving at or above expectations. As a result the following target was set in the schools 2010 charter; "That Maori students addition and subtraction achievement in Maths, endeavours to match the national year groups expectations for achieving 'at or above' expectations." To only have 2 out of 14 Maori pupils achieving below expectations and only one stage below expectations as well, is a major improvement from last year when 7 out of 17 were achieving below expectations.

Learning Support

The Learning Support team at Roydvale School has 5 members who endeavour to work with all children identified by their teachers and outside agencies, as having learning needs.

Barb Wall is the Learning Support Co-ordinator who liaises between the Learning Support team and the classroom teachers. Children are referred twice a year either individually or as a group, by their teacher. These referrals inform the team of the child/children's specific needs. The Learning Support team meets to analyse and review these needs and decides which would be the best way for them to be met. However, children can be referred at any time if the need arises. Barb also liaises regularly with Kerry McCarthy who is Roydvale's designated Resource Teacher for Learning and Behaviour (RTL). The RTL provides us with more specialised analysis and assistance for some students

Hazel Fyffe who takes the Reading Recovery programme also takes a daily lesson with one child for reading. This is usually a short-term boost for a child who needs specialised help in a specific area of reading.

Jeanette Perry gives children extra tuition in alphabet, phonics, phonological awareness, reading, writing and oral language. If we suspect a child will be needing Reading Recovery with Hazel, Jeanette often prepares them by giving them extra alphabet, phonics and writing support before they start on Reading Recovery. 17 children received assistance from Jeanette. Jeanette supports children who have specific learning needs like Dyslexia and also works with the Speech Language Therapist who gives her guidance on how to assist children if they are on their roll.

Two Teacher Aides also provide support for those children who would otherwise find it difficult keeping up with the learning of their peers.

Shirley Johnson continues to teach children Wordshark which is a phonics and spelling programme for the computer. We have a site license enabling us to run the programme on 10 computers. The programme is now running in all middle and senior school classrooms. She has introduced it and supported many of the staff so that more children can have access to the benefits of the programme in the classroom. It is of particular benefit to our children who have been diagnosed with dyslexia. Shirley teaches the younger children to use it on the computers in the Greenhouse until they become independent. She has children working on Earobics, and Number Shark is beginning to be used to help children in Numeracy development.

We have several children diagnosed by Specialists at Hagley Diagnostic Centre, Seabrook McKenzie and the Step-by-Step Centre in Wairakei Road, for Specific Learning Difficulties (SLD). Some have been diagnosed with Dyslexia, Dyscalculia and Dysgraphia, along with other specific learning difficulties.

Each of these children has an Individual Learning Plan based on the areas the report from the Diagnostic Centre has indicated the child needs specific assistance with. This report specifically states what areas the school staff can assist the child with and how, and also indicates how the parents can help. These plans get reviewed each year by the new class teacher and are also used in reporting times. In this way all staff know the learning needs of the child as he/she changes levels and maintains consistency through out the school in addressing these needs.

Catherine Bartlett resigned from her Teacher Aide position earlier this year. Julie Thompson is filling this position until the end of the year. Julie has trained as a Teacher Aide and was already in the school working with one of our children on a voluntary basis. She provides support with Maths in 2 classrooms, one in the middle school and one in the senior

school. She also works with 3 children with Learning needs within their classrooms. She is currently being trained by the RTLB in the 'BOUNCE' programme, which gives children with anxiety strategies to deal with it. We have one child who uses these strategies regularly to cope with his anxiety, and Julie is going to be working with another child so that she also can learn to cope with anxiety independently.

We are very fortunate in that all Learning Support staff are extremely keen to know everything about the learning needs of the children on our register and are always updating their skills so they can assist them in the best way.

Reading for Life Programme:

In 2009 we were approached by the Reading for Life Foundation to see if we wanted to join their programme. They work with staff at Unilever on Sir William Pickering Drive, who are trained along with 8 of our parents. These tutors come into the school on a weekly basis and take this specially designed reading programme with 12 of our children. We host a morning tea for the parents, children and programme staff and the children really enjoy their input. The programme lasts 2 terms and finishes with a visit to Unilever for a graduating party. The children are tested to show where they are at the start of the programme and will be tested to see what the gains are at the end.

In 2010, the programme ended after 15 weeks of tuition. Fiona Shanahan, Reading for Life Co-ordinator carried out a pre-test to help in the selection of the 12 children attending this programme. On completion, she tested the children again to mark their progress. They were tested in reading accuracy and reading comprehension. Gains had been made in all children, from 6 months up to 2 year 11 months. While gains would have been made with normal classroom teaching, I am sure the pleasure the children had in working with their tutor and the extra practice and focus on comprehension enhanced their progress. The children attended a party at Unilever's Offices and received some lovely books and gifts from Unilever at the culmination of the programme. We appreciate the time and effort the 4 Unilever staff has voluntarily put into helping our children and they are keen to run a similar programme next year. They thought our children were wonderful. We would also like to thank the group of 7 parents who trained to be tutors so that in all 12 children could benefit from the programme.

Results of Testing completed by Reading for Life Co-ordinator.

Pupil	Reading Accuracy Months gained	Reading Comprehension Months Gained
1	9 months	11 months
2	8 months	8 months
3	8 months	9 months
4	5 months	8 months
5	10 months	7 months
6	4 months	7 months
7	2 years 11 months	2 years 3 months
8	1 year 1 month	11 months
9	1 year 8 months	1 year 8 months
10	8 months	7 months
11	10 months	1 year 5 months
12	6 months	1 year 4 months

Learning Support Progress for Term 1/2 2010

All children

Met all goals and have been discontinued from Learning Support	12/51	24%
Met some goals and are continuing with Learning Support	30/51	59%
Met some goals and are discontinued	9/51	17%

Learning Support Progress for Term 3/4 2010

All children:

Met all goals and have been discontinued from Learning Support	8/51	16%
Met some goals and are continuing with Learning Support	37/51	72%

Have not met any goals and are continuing with Learning Support	0/51	0%
Met some goals and discontinued	6/51	12%

We are working to capture the New Entrants as soon as they show signs of a learning need in literacy as the team is having good success in targeting Phonics and the development of early reading skills. These children appear to have difficulty working in a class situation and the one on one or small group situation seems to focus them better, thus giving them a good start. Hazel has found that if children who need Reading Recovery have been to Learning Support with Jeanette first, they make better and faster progress.

The learning needs at Roydvale School continue to be supported by a very passionate and able team of talented people.

Kerry McCarthy (RTL – Resource Teacher of Learning and Behaviour), designated teacher for Roydvale, continues to meet regularly with SENCO to discuss concerns, assessing and providing support for staff that have children needing assistance. She has also been working with a small group of children to help develop their oral language skills.

I would like to thank the Board for their continued support through the generous staffing and funding of Learning Support teachers and teacher aides. There is no doubt that this commitment to our most academically vulnerable children has a positive affect on their achievement at school.

Barb Wall - Assistant Principal (Learning Support Team Leader)

English as a Second or Other Language (ESOL) Programme

In addition to the Learning Support Programme, Barb Wall also co-ordinated the school's ESOL Programme, liaising between class teachers and Jade Yoong, our highly valued ESOL teacher. Jade continued to provide high quality ESOL lessons to both domestic and international students. We were very sorry to see Jade Yoong leaving our Learning Support team at the end of this year. Jade has been a very valuable part to our learning support teaching all of our ESOL children in the school. We would like to thank her for her expertise and professional contribution, and we wish her all the very best for her retirement.

Jade has been very kindly training our newest Teacher Aide, Julie Thompson to take over from her. This has been an immense help and will ensure the ESOL programme will make a seamless transition from one tutor to the other.

Maths Recovery Programme

In 2010 a 'Maths Recovery' programme was initiated as a result of looking at our Maths data in 2009 as well as the previous four years Maths data, where a pattern of student achievement became clear. A large group (30%) of children were continually failing to meet 'expectations' each year. The vast majority of these children were achieving only one stage below expectations at these levels placing them in a 'cause for concern' category. This data was presented to University of Canterbury staff who spoke about a successful Maths Recovery programme operating in Victoria, Australia. We decided to this implement this programme at Roydvale in 2010 with the assistance of staff from the University of Canterbury.

We appointed a qualified teacher to work with University of Canterbury staff to develop and implement a Maths Recovery programme, targeting children who were achieving either one stage below expectations or 'at' expectations but performing below their potential.

We applied to be an 'In-depth Maths School' through the University of Canterbury. This allowed a staff member from the advisory service to work with the school and the appointed teacher to develop the programme. The programme involved pre-testing children on their Maths ability. This pre-test data was analysed by the Maths curriculum leader to determine placement and priority for the programme.

Academic data collected during the programme was also analysed to determine if there were any 'gaps' in the teaching of Maths at Roydvale. When gaps were identified a Maths advisor worked with staff in order to rectify the situation.

Once children were selected for the programme further testing was carried out to determine children's knowledge base and areas for development. This testing is based on Bob Wright's 'Early Numeracy Assessment for Teaching and Intervention' programme. Once children were discontinued from the programme a 'post-test' was conducted to determine their academic progress. The gains from the programme are shown below.

Year 3

Maths Stage	Stage 2	Stage 3	Stage 4	Stage 5
Number of children at each stage (Pre-test)	2	4	5	0
Number of children at each stage (Post-test)	0	0	1	9

Year 4

Maths Stage	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Number of children at each stage (Pre-test)	2	10	9	0	0
Number of children at each stage (Post-test)	0	0	0	20	1

Key

At Risk
Cause for Concern
At Expectation
Above Expectation

100% of the children in the programme reached or exceeded the expected stage for their particular year group. The length of time children were involved in the programme varied according to individual children's needs, however the maximum period that a child could stay in the programme was set at 10 weeks. Kath Bibby, the Maths Recovery teacher is to be congratulated on the success of the programme. My thanks also go to Viv Belcher from the advisory service based at Canterbury University and Rebecca Cleghorn who had school-wide responsibility for Maths this year.

Gifted and Talented

In order to provide for those children with gifts and talents, as required by National Achievement Guideline 1(iii)(c) a variety of opportunities were offered to nominated children. These included:

- Moving classes for particular subjects such as Maths and Reading.
- Entry in the International English, Maths, Science, Writing and Spelling exams.
- The opportunity to participate in the School, North West Zone and Canterbury Primary School Championships for swimming, cross-country, athletics, hockey, netball, rugby and soccer events.
- The opportunity to be a member of the school choir and participate in both the North West Schools' Music Festival and the Christchurch Schools Music Festival at the Town Hall.
- The opportunity to be a Kids' Congress presenter.
- Participation in the Young Leaders Day.

Professional Development

In 2010 the staff's professional development had an 'in-house' focus, where staff meetings were lead by either a teaching staff member or the principal. At times an outside specialist was brought in to offer their expertise to staff. While many educational issues that affected Roydvale School were covered the main focus was on continuing to develop the Roydvale Curriculum, the introduction and implementation of the National Standards and upskilling of staff in Te Reo Maori.

Kiwisport Programme

The school continued to promote an active sports environment where students were provided with opportunities to participate in a range of sporting opportunities. The governments Kiwisport funding initiative provided \$3, 868 to support 'more New Zealand children participate in organised sport' (John Key , September 2009). The funding enabled the school to employ a person to organise 'out-of-school' sport. This initiative saw 145 children involved in netball, hockey, touch rugby and basketball competitions.

Extra-Curricula

The children at Roydvale were fortunate to have the opportunity to participate in a variety of extra-curricula activities on

site during 2010. This 'Opportunities for Success' programme operated before school, at lunchtimes or after school. The programme included:

- Acoustic guitar tuition
- Guitar / keyboard / drums tuition
- Chess Club
- French tuition
- Touch Rugby competition
- Saturday morning netball
- Basketball competition
- Summer hockey competition.

GENERAL

Roll

The school year began with 295 children (2009 – 281, 2008 – 284), which included 2 International (fee paying) Students. The school year ended with the roll at 330 children (2009 – 322, 2008 – 321), which again included two International Students.

Education Review Office Visit

The school received an excellent report from the Education Review Office (ERO) as a result of their visit to the school in Term 3. The report states that our strengths are: student achievement, our learning environment, our school curriculum development, the quality of teaching and support programmes, curriculum initiatives we are implementing, the leadership and management of the school and the community involvement in the school. ERO identified that our next steps relate mainly to building on the school's curriculum initiatives and extending board planning and self-review practices.

The Education Review Office (ERO) Evaluation

Confirmed Education Review Report: Roydvale School

This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

Roydvale School is in the north west of Christchurch and caters for students from Years 1 to 6. The school has good facilities and a well maintained environment. Since the last ERO review in June 2007 the board, principal and other school leaders have continued to sustain school improvement.

Students learn in a calm and supportive environment. This environment is created through the active fostering of school values and the respectful relationships between teachers and students and among students. Students spoken to by ERO said that they felt safe, were able to focus on their learning and got the support they needed to achieve well.

Overall, students, including Māori and Pacific students, achieve very well. Some achieve highly in reading, written language and mathematics. This pattern of student achievement has been sustained over the last three years.

School leaders and teachers are well advanced in developing a school curriculum that reflects parents' and their own aspirations for students. These aspirations are well expressed in the school's vision statement. Leaders and teachers make good use of this vision to help focus teaching and learning.

The school's curriculum successfully integrates key aspects of the New Zealand Curriculum. Teachers provide students with a broad and balanced range of opportunities to achieve success. The overall quality of teaching and the support students receive is clearly helping to motivate them and encourage their achievement.

The school is well led and managed. The principal provides effective leadership, clear direction and a considered approach to school development. He, along with other school leaders, work in ways that promote team work, make good use of staff strengths and maintain a strong focus on improving student achievement. Professional development and support helps to promote ongoing improvements to teaching.

The school's new board shows a strong commitment to the school and to enhancing student achievement. Trustees are building on the best of past board practices to help them govern the school effectively. They continue to actively support students and teachers by funding additional staffing and improving teaching resources.

The board, principal and ERO agree that the next steps for the school relate mainly to building on the school's recent curriculum initiatives and extending board planning and self-review practices.

Property

2010 saw two major property projects being completed. The first project saw the completion of our fifteenth classroom. This is located near the hall. The second project saw a new boundary fence and gates being installed around the school.

Information Communication Technology (ICT)

The Board's commitment to Roydvale children having access to the latest ICT equipment continues. The board leases 14 laptops through the Teacher Laptop Scheme (TELA). This allows all permanently employed teachers to have access to a laptop. The Ministry of Education subsidises the cost of each TELA laptop by two thirds. The Board leases an additional 12 laptops for classroom use. The board also leases a Konica Minolta 'Bizhub' C450 colour copier. This is in addition to previously purchased desktop computers, additional laptops, data projectors, digital cameras and video cameras.

Parent Teacher Association

The PTA remained a strong force in the school during 2010. Their fundraising efforts, with the main focus being a school fair saw \$47,825 being raised in 2010. The following goods were purchased as a result:

- 11 second-hand computers (5 desktop iMacs and 6 iBook laptops) in very good condition
- an 8x4 caged trailer, 10 bike rack, spare wheel, tyre jockey, vinyl cover, extra cycle rack and ball
- 30 Makala Ukuleles
- 12 classroom speakers and amps
- mounting systems for data projectors in two rooms
- a laptop 'pod' container
- classroom listening post systems
- six 'VADO' camera/ video recorders
- two 'EASI-SPEAK' voice recorders
- Rugby/Soccer Posts
- upgraded Netball poles and hoops.

Sincere thanks goes to the PTA committee and members for their support of the school in 2010.

Creative After School Programme Activities

CASPA (Creative After School Programme Activities) continued to operate from 3:00 – 6:00 each weekday. There continues to be a strong demand for this service from the parent community.

Friends of the School

The school continued to enjoy a strong relationship with its parents and other 'friends of the school'. The impact this involvement has on the children should not be underestimated. From helping in classrooms, doing road patrol to coaching sport teams, the children at Roydvale all benefit from this support. Thank you so much to all who contributed in some way during 2010.

Board Of Trustees

2010 saw Board elections being held in April and with it, five new parent representatives, Michael Harris, Andrew Pankhurst, Nicola Barge, Andrew Robertson and Tim Sprott being elected as a result of the previous parent representatives not seeking re-election. The 'old' Board of Paul Gooby, Dave Quennell, Gavin King and Deb Salisbury had served a minimum of six years service each, with Deb Salisbury having served nine years on the Board. The staff and myself are appreciative of the very professional manner in which these individuals have governed the school during their time in office.

With the newly elected members, once again Roydvale School is very fortunate to have a group of people who bring a range of skills and experience to the Board of Trustees. The roles of the new Board were decided upon at the May meeting; Michael Harris - Chairperson, Andrew Pankhurst - Property, Nicola Barge - Finance, Andrew Robertson - Policy and Strategic Planning, Tim Sprott - Community Liaison. Rebecca Playle remained as the Board's staff representative. The 'new' Board had a turbulent beginning to their tenure, not only did they have to quickly come to terms with the requirements of governing a school, they had the governments introduction of the National Standards and the aftermath of the September earthquake to deal with. The Board is to be congratulated on the way they have taken to their new roles and sought to understand and carry out their roles in the interests of providing the best school possible for the Roydvale community and the children who attend.

CHAIRPERSON'S ACKNOWLEDGEMENTS

The Board of Trustees takes great pleasure in the presentation of this 2010 Annual Report. It was a year to remember. Mother nature tested our spirit but through it all the Principal and Management team's leadership saw achievement results improve. The PTA's contribution was very significant in 2010 and is greatly appreciated by the Board. An outstanding ERO report reinforced to us the school is in good heart, and well placed to face the challenges in 2011.

The Board would like to thank the teachers, support staff, parent helpers, and the PTA for their dedication to making

Roydvale School a great learning environment for the children.

Paul Dolan
Principal
May 2011

Michael Harris
Chairperson, Board Of Trustees
May 2011