

RIDGEVIEW SCHOOL



ANNUAL REPORT 2024



Ridgeview School
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Principal Annual Report to the School Community

Tēnā koutou katoa,

As we reflect on the past year, I want to extend my sincere gratitude to our dedicated staff, students, and whānau for their commitment to our school community. It was a year of both achievements and challenges, and I am incredibly proud of how we navigated these together.

2024 was a turbulent year due to the absence of the then Principal Rachael Kemball because of health reasons, but I want to take this opportunity to acknowledge and commend Katrina Hart for stepping into the role and ensuring the smooth running of the school during this period. Her leadership and dedication were instrumental in maintaining our school's momentum. While some of our strategic goals were not fully realised due to these circumstances, it is important to recognize the resilience and hard work of our staff and students in continuing to strive for excellence.

Achievements and Successes

One of our greatest successes this past year was our achievement in reading. We set ambitious goals, and I am delighted to report that 80% of our students met or exceeded expectations in reading. This is a testament to the dedication of our teachers and the commitment of our learners. Our focus on literacy strategies and targeted interventions has clearly made a positive impact, and we will continue to build on this success.

Additionally, we successfully implemented a range of initiatives, including:

- Enhancing our local curriculum with input from students and whānau.
- Strengthening our community partnerships through events and engagement opportunities.
 - Continuing to embed Te Tiriti o Waitangi principles into our school culture.
- Expanding our use of digital learning tools to support student engagement and achievement.

Areas for Growth

Mathematics remains an area for further development, with 62% of our students achieving at or above expectations. Similarly, in writing, 64% of our students met or exceeded the expected level. While this places us in alignment with similar schools across the nation, we recognize that there is still work to be done. Writing was intended to be a key focus for 2024, but due to the leadership transitions, this focus was not fully implemented. Moving forward, we are committed to re-establishing writing as a priority to ensure continued improvement in student outcomes.

Additionally, while our plans for implementing a structured sustainability program and a more integrated approach to Te Ao Māori and Te Reo Māori were discussed, these initiatives were delayed. We recognize the importance of these programs and are excited to prioritize them in the coming year.

Looking Ahead to 2025

Looking ahead, 2025 presents us with exciting opportunities. With stable leadership and a renewed strategic focus, we will be working to:

- Strengthen our mathematics and writing programmes through targeted professional development and evidence-based teaching strategies.
- Work with Ministry-approved professional development for structured literacy and mathematics.



- Implement a professional development focus on assessment for learning to improve writing outcomes.
- Develop a sustainability program that aligns with our local curriculum and community values.
- Enhance our approach to integrating Te Ao Māori and Te Reo Māori meaningfully into daily learning.
- Foster student engagement and well-being through innovative learning opportunities and community partnerships.

Despite the challenges, our school community has shown remarkable perseverance, and I am confident that together we will continue to grow and achieve new heights. I look forward to working alongside our staff, students, and whānau to make 2025 a year of success and progress.

Ngā mihi nui,

Cassey Prentice

Principal

Board Members 2024- 2025

Board member names	Date that the board member's term finishes
Liz DeKort – Board Chair	Sept 2025
James Hawkes	Sept 2025
Fiona Callen	Sept 2025
Derek Morrow	Sept 2025
Katrina Hart – Staff Rep	Sept 2025
Cassey Prentice - Principal	On going

RidgeView School Statement of Variance 2024



Overview

In 2024, RidgeView School experienced both significant challenges and notable progress in achieving its strategic goals. Despite the illness and subsequent three-term leave of the principal, which impacted the implementation of several initiatives, the school community demonstrated resilience and commitment to student achievement. Below, we detail the variance between planned outcomes and actual achievements, with a focus on strategic goals related to Local Curriculum, Learning and Achievement, and our response to unforeseen challenges.

	Local Curriculum	Community and Engagement	Te Tiriti o Waitangi	Learning and Achievement
A i m	<p>Co-construct a local curriculum that is responsive to local community and whanau aspirations to tautoko (support) ākonga to thrive.</p> <p>Develop and implement a meaningful Inquiry Model that can be used in all curriculum areas to enhance learning.</p> <p>Teach a curriculum that encourages student agency to personalise and co-construct their own learning in a supportive learning community.</p>	<p>Build collaborative, reciprocal partnerships with our community.</p> <p>Evolve and adapt social media and other ways of communicating with our current and potential community.</p> <p>Provide opportunities to build our sense of community and to contribute to the well-being of our school.</p>	<p>Build an awareness and understanding of responding to and upholding Te Tiriti o Waitangi.</p> <p>Meaningfully incorporate Te Reo Māori into the everyday life of the school.</p> <p>Ensure a culture of inclusivity to recognise and respect the diversity within our school community.</p>	<p>Improve learning outcomes for all students particularly Māori, Pacific and children with learning and behaviour needs (Priority Students).</p> <p>Accelerate the progress of students performing below expectations.</p>

Local Curriculum

Planned Goals	Actual Outcomes	Reason for the variance:	Evaluation/Where to next?
<p>Co-construct a local curriculum that is responsive to local community and whanau aspirations to tautoko (support) ākonga to thrive.</p> <p>Consult with parent community as to their aspirations for their children</p> <p>Consult with students as to their interests and what they would like to learn about</p> <p>Explore Te Mātaiaho (Refreshed Curriculum) English and Mathematics</p> <p>Develop ways to use Te Mātaiaho in our school</p> <p>Consult with Te Kawerau ā Maki to ensure that our Local curriculum reflects the iwi's perspective.</p> <p>Use the information from our Health Consultation to inform the teaching of health in the school.</p> <p>Document our Local Curriculum – put it onto the school website.</p>	<p>The local curriculum continued to evolve, informed by community and student consultations. This has been updated on the school website.</p> <p>Consultation through Hui fono evening was successful in getting parents understanding what a local curriculum looks like and what this means, parents shared that they would like more information and understanding of what learning is happening at Ridgeview.</p> <p>Progress in embedding Te Mātaiaho was slower than anticipated due to leadership disruptions. However, foundational work began, and staff prepared for full implementation in 2025.</p> <p>The changes to Te Mātaiaho has also had an impact on the teachers being able to implement this within their planning.</p>	<p>Due to the principal absence (due to illness) in 2024, connection with Te Kawerau a maki was put on hold till 2025. At the end of 2024 the curriculum and planning was shared with them and they will be using this to support us in planning and incorporating local knowledge into our curriculum planning.</p> <p>The changes in the Curriculum refresh meant there was no point in implementing this curriculum till the draft was finalised so was put on hold till 2025.</p> <p>Due to the principal not being present, teachers did not complete the inquiry model beyond the inquiry time set.</p>	<p>Evaluation of the local curriculum and how this links to the new curriculum is required in 2025.</p> <p>A curriculum overview for the year that ensures good coverage and the skills required to be able to genuinely inquire into learning has been adapted for 2025.</p> <p>Develop a culturally responsive curriculum - including all school cultures.</p> <p>Introduce the concept of sustainability into the local curriculum and long term impact projects.</p> <p>Share with the community the learning happening at Ridgeview more regularly.</p> <p>Feedback on Hapori Fridays has been mixed and therefore will not be continued into 2025. We will instead have options one day a week in the afternoons and ensure that the morning blocks be retained for literacy and mathematics throughout the whole week.</p>

<p>Develop and implement a meaningful Inquiry Model that can be used in all curriculum areas to enhance learning.</p> <p>Use the terminology of our Inquiry Model consistently across all learning areas.</p> <p>Use the Inquiry Model in all learning areas.</p> <p>Teach a curriculum that encourages student agency to personalise and co-construct their own learning in a supportive learning community.</p> <p>Continue to develop Student Agency across the school.</p> <p>Intentionally include student voice.</p> <p>Use the Kahui Ako matrix on Learner Agency to see where we are and next steps</p> <p>Students, teachers and whanau to co-construct goals</p>	<p>Health consultation and teaching was completed in term2.</p> <p>Teachers have been exposed to the draft curriculums and looked at what planning in 2025 could look like at the teacher only day in term 4.</p> <p>The Inquiry Model was used effectively through the inquiry sessions, this was not consistent throughout the school and there was some differences in understanding the concept of how to utilise the inquiry model within other areas of learning.</p> <p>Staff had different understandings of what student learner agency looked like in the classroom. Different attempts to include agency have been used.</p> <p>Kahui Ako Matrix was still in the draft phase and teachers were not aware it was accessible for them to use.</p>		<p>The new English and maths curriculum will be implemented in term 1 2025, teachers will attend several literacy professional development courses as well as 2 maths professional development courses. We will be tracking progress of both areas more closely in 2025.</p> <p>Inquiry will be introduced through the curriculum areas in 2025 and teachers will develop new planning techniques to ensure that this happens.</p> <p>Staff Professional development on agency and building student learning resilience in 2025 using the work from James Anderson to explore different ways of building genuine agency throughout the school as well as a shared understanding in what this looks like in RidgeViews.</p>
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Community and Engagement

Actions	Results	Reason for the variance:	Evaluation/Where to next?
<p>Build collaborative, reciprocal partnerships with our community.</p> <p>Promote our open-door policy.</p> <p>Encourage formal and informal conversations with whanau.</p> <p>Identify ways that the school can help in the local community</p> <p>-Approach parents to help with activities in school such as EOTC, disco, production</p> <p>-Evolve and adapt social media and other ways of communicating with our current and potential community.</p> <p>-Update the website to reflect our local curriculum</p> <p>-Make sure that the calendar on the website is updated</p> <p>-Investigate using more EDGE features</p> <p>-Investigate using the EDGE app</p> <p>-Provide opportunities to build our sense of community and to contribute to the well-being of our school.</p> <p>-Organise community events such as picnic, disco, Matariki Breakfast.</p>	<p>All parents have a connection with the school.</p> <p>Teacher and Principal greet all families at the gate at the end of the day.</p> <p>Parents engaging in school activities</p> <p>-Trips</p> <p>-Matariki Breakfast is an annual event that the community enjoyed.</p> <p>Strong part of the school culture</p> <p>Hui/Fono Evening was held in week 5</p> <p>Website has been updated with dates and photos of relevant learning which will be updated regularly.</p> <p>Facebook has been updated to a business account to make it more accessible for parents and the community to be informed.</p> <p>Reporting - Waiting on MOE updates around new reporting expectations, have continued to use Edge to create written reports, printed reports are currently still being sent home.</p>	<p>School and community understanding of partnership was not aligned - but this is something that has begun and is actually quite strong. Next year we will need to ensure that this understanding aligns better.</p> <p>It was difficult to find meaningful ways that the school could support the local community, and while Hapori Fridays continued these became more of an option activity in which teachers taught things like stop motion and robotics. Connecting with Te Kawarau a Maki will support in finding more genuine community connections.</p> <p>School production did not happen in 2024 because of principal absence.</p> <p>The FORs group was another thing that fell by the wayside this year due to having no one to lead it and get it started.</p>	<p>Next step - create open days for whanau to come in once a term.</p> <p>Ensure community consultation days twice a year.</p> <p>Develop expectations around student lead conferences and goal setting and have a goal of 90% attendance from all families for parent teacher conferences.</p> <p>Develop a better use of social media through facebook and instagram.</p> <p>Working with a social media expert once a term to evaluate and give feedback on media posts (Principal)</p> <p>WSC in 2025 will have a focus on across school wellbeing including school wellbeing within the community.</p> <p>Look at PB4L being used school wide.</p> <p>In 2025 the principal will invite parents wishing to be part of the FORs group to a meeting in order to get this set up and running.</p>

<p>-Encourage parents to support school events such as swimming carnival, biathlon, athletics, disco etc and try and provide opportunities for parents to socialise at these events</p> <p>-Encourage parents to help with fundraising activities and contribute their ideas.</p>	<p>Events organised and advertised through notices</p> <p>Look at advertising better through facebook app</p> <p>FORS - Group did not eventuate in 2024 due to no one having the time to be able to set it up.</p> <p>Parents were very supportive of many school events, seemed to be the same parents at most events and a need to find ways to include all parents is needed.</p>		
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Te Tiritii o Waitangi

Actions	Results	Reason for the variance:	Where to next:
<p>Build an awareness and understanding of responding to and upholding Te Tiriti o Waitangi.</p> <p>Continue to make deliberate acts that incorporate all aspects of te ao Māori into school life.</p> <p>Create a progress matrix for teachers and students that reflects their te ao Māori journey.</p> <p>Increase cultural capability</p>	<p>School Karakia and whakatauki has been implemented.</p> <p>Te Reo Maori teacher was hired to support the learning of Te Reo. She taught the students a range of Te Ao Maori ideals and practices and some Te Reo. Impact of this was that Te Reo was seen as a separate subject and not utilised throughout the school.</p> <p>Maori teacher also worked with students to prepare them for the Kapa Haka Festival at</p>	<p>While an introduction to Te Reo was started this was not being used school wide due to teachers confidence and capabilities. Teachers admitted that they struggle with pronunciation of Maori words and tend not to use them and were happy to let the Maori Teachers do that.</p> <p>Whakatauki was shared but lack purpose or authenticity in it's use and was something the students learned each term, but not sure as to</p>	<p>Whakatauki needs additional purpose and authenticity added to its implementation - in order to give it meaning it will link to the curriculum topics and be taught its significance in order to add meaningful context.</p> <p>Giving teachers the opportunity to learn Te Reo with their students by introducing ten minute sessions each day using websites like Toku Reo and Manavation to support teachers learning of Te Reo.</p>

<p>Meaningfully incorporate te reo Māori into the everyday life of the school.</p> <p>Use of te reo Māori in all classes</p> <p>Visual reinforcements of te reo and tikanga in classrooms.</p> <p>Sing the school song at least once a week.</p> <p>All classes to sing karakia kaibefore eating kai.</p> <p>Each class to start the day with a shared whakatauki.</p> <p>Participation in kapahaka.</p> <p>Boys to learn and perform school haka.</p> <p>Each person learns their pepeha.</p> <p>Complete an Inquiry Unit on Te Tiriti o Waitangi</p> <p>Ensure a culture of inclusivity to recognise and respect the diversity within our school community.</p> <p>Celebrate culturally significant events such as Matariki, te wiki o te reo Māori, Samoan language week</p> <p>Encourage our students to share culturally important traditions and learnings.</p>	<p>Onepoto which the students got to participate in term 4.</p> <p>Matrix was not created or used.</p> <p>No evidence of increased cultural capabilities and an area to work on in 2025.</p> <p>Due to Te Reo Maori classes, Te Reo was not being used within the classes.</p> <p>School worked with Hone Heke in term 1.</p> <p>Te Kawerau a maki contacted -was put on hold due to the Principal being absent for two terms. They will resume working with the school in 2025.</p> <p>Te Reo is not yet being used in every class - some teachers need additional support to implement this throughout the school</p> <p>Each classroom has a different way of acknowledging the different students' cultural backgrounds.</p> <p>Students seem very open and proud of their heritage. Pasifika</p>	<p>why they were learning them.</p> <p>Matrix was not created due to principal absence.</p> <p>Connection with Te Kawerau a Maki happened but this was put on hold due to principal absence and is scheduled for 2025.</p>	<p>Having a word of the week up in the staffroom for staff to use as well as students to improve the use of Te Reo around the school.</p> <p>Giving effect to Te tiriti through an integrated approach, having strong links to Maturanga Maori as part of the planning.</p> <p>Understanding how Te Tiriti plays an active part of our everyday lives not just through the unit study.</p> <p>Te Reo Maori to be taught each day in the classroom and used by the teachers and words to be shared with home to support the integration of Te Reo within the school.</p> <p>Cultural language weeks will be planned and celebrated throughout the year.</p>
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	<p>students were acknowledged in an end of year performance and requested that this be something that is continued in 2025.</p> <p>Teachers create a Treaty of Waitangi unit in term one.</p>		
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<p>Build an awareness and understanding of responding to and upholding Te Tiriti o Waitangi.</p> <p>Continue to make deliberate acts that incorporate all aspects of te ao Māori into school life</p> <p>Create a progress matrix for teachers and students that reflects their te ao Māori journey</p> <p>Increase cultural capability</p> <p>Meaningfully incorporate te reo Māori into the everyday life of the school.</p> <p>Use of te reo Māori in all classes</p> <p>Visual reinforcements of te reo and tikanga in classrooms.</p> <p>Sing the school song at least once a week.</p>	<p>School Karakia and whakatauki has been implemented.</p> <p>Te Reo Maori teacher was hired to support the learning of Te Reo. She taught the students a range of Te Ao Maori ideals and practices and some Te Reo. Impact of this was that Te Reo was seen as a separate subject and not utilised throughout the school.</p> <p>Maori teacher also worked with students to prepare them for the Kapa Haka Festival at Onepoto which the students got to participate in term 4.</p> <p>Matrix was not created or used.</p> <p>No evidence of increased cultural capabilities and an area to work on in 2025.</p>	<p>While an introduction to Te Reo was started this was not being used school wide due to teachers confidence and capabilities. Teachers admitted that they struggle with pronunciation of Maori words and tend not to use them and were happy to let the Maori Teachers do that.</p> <p>Whakatauki was shared but lack purpose or authenticity in it's use and was something the students learned each term, but not sure as to why they were learning them.</p> <p>Matrix was not created due to principal absence.</p> <p>Connection with Te Kawerau a Maki happened but this was put on hold due to</p>	<p>Whakatauki needs additional purpose and authenticity added to its implementation - in order to give it meaning it will link to the curriculum topics and be taught its significance in order to add meaningful context.</p> <p>Giving teachers the opportunity to learn Te Reo with their students by introducing ten minute sessions each day using websites like Toku Reo and Manavation to support teachers learning of Te Reo.</p> <p>Having a word of the week up in the staffroom for staff to use as well as students to improve the use of Te Reo around the school.</p> <p>Giving effect to Te tiriti through an integrated approach, having strong</p>
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<p>All classes to sing karakia kaibefore eating kai.</p> <p>Each class to start the day with a shared whakatauki.</p> <p>Participation in kapahaka.</p> <p>Boys to learn and perform school haka.</p> <p>Each person learns their pepeha.</p> <p>Complete an Inquiry Unit on Te Tiriti o Waitangi</p> <p>Ensure a culture of inclusivity to recognise and respect the diversity within our school community.</p> <p>Celebrate culturally significant events such as Matariki, te wiki o te reo Māori, Samoan language week</p> <p>Encourage our students to share culturally important traditions and learnings.</p>	<p>Due to Te Reo Maori classes, Te Reo was not being used within the classes.</p> <p>School worked with Hone Heke in term 1.</p> <p>Te Kawerau a maki contacted -was put on hold due to the Principal being absent for two terms. They will resume working with the school in 2025.</p> <p>Te Reo is not yet being used in every class - some teachers need additional support to implement this throughout the school</p> <p>Each classroom has a different way of acknowledging the different students' cultural backgrounds.</p> <p>Students seem very open and proud of their heritage. Pasifika students were acknowledged in an end of year performance and requested that this be something that is continued in 2025.</p> <p>Teachers create a Treaty of Waitangi unit in term one.</p>	<p>principal absence and is scheduled for 2025.</p>	<p>links to Matauranga Maori as part of the planning.</p> <p>Understanding how Te Tiriti plays an active part of our everyday lives not just through the unit study.</p> <p>Te Reo Maori to be taught each day in the classroom and used by the teachers and words to be shared with home to support the integration of Te Reo within the school.</p> <p>Cultural language weeks will be planned and celebrated throughout the year.</p>
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Learning and Achievement

Actions	Results	Reason for the variance	Evaluation/Where to next?
<p>Improve learning outcomes for all students particularly Māori, Pacific and children with learning and behaviour needs (Priority Students).</p> <p>Analyse 2023 data to identify area, cohorts and students needing support.</p> <p>Present data to the Board for feedback</p> <p>Students, teachers and whanau to collaboratively set goals for students.</p> <p>Update RidgeView Maths Curriculum to be More engaging</p> <p>Support priority students</p> <p>Use Te Mātaiaho (Maths)</p> <p>Teachers to implement our new maths curriculum in the classroom</p> <p>Hui with Māori whanau to collaborate on Māori students succeeding as Māori.</p> <p>Accelerate the progress of students performing below expectations.</p> <p>60% At/Above across the</p>	<p>Spreadsheet was created and analysed at the beginning of the school year. Teachers were then responsible for monitoring and tracking the progress of the students data. Each term data was entered.</p> <p>Goal setting was set up at the beginning of the year - this was not tracked and followed throughout the year.</p> <p>Data was presented to the board and concerns around writing was discussed. A plan to improve writing was looked at through the use of a program called writers toolbox - this was not implemented in 2024.</p> <p>Support for priority learners was given with teacher aide support in each class and an additional teacher aide that took target groups and ESOL learning support.</p> <p>Hui for specifically Maori families did not happen.</p> <p>Reading data: We had 80% achieve at or above in reading and had a large number of our year 6</p>	<p>Most goals were set up and started at the beginning of the school year however due to principal illness were not consistent throughout the year.</p> <p>60% targets were achieved across the school, however this our year 2 cohort is concerning and will need additional support in 2025 to meet expectations across the board.</p>	<p>Due to the disruption of much of the year a lot of tracking and monitoring did not happen. Students were identified but specific programs were not put in place in 2024 in order to address these needs.</p> <p>We had overall good results in reading and continue to do well across the school in this area.</p> <p>There is some inconsistency in assessments used and we hope to get some guidance from the ministry in 2025 around which assessments to use to ensure consistency of data being collected.</p> <p>Writing continues to be an issue across the school. The writing program that was planned in 2025 did not happen due to principal absence. In 2025 we will be working with assessment for learning to improve overall teacher practice. We will also be working on a growth mindset with the students to develop their resilience in learning.</p>

<p>school for writing 60% At/Above across the school for mathematics (assuming implementation of Refreshed</p> <p>Analyse the 2023 target to select and target students needing additional support</p> <p>Students, parents and teachers to collaboratively set goals at the beginning of the year.</p>	<p>students exceed expectations this year.</p> <table><tr><th>Year</th><th>Below</th><th>At</th><th>Above</th><th>Total At/Above</th></tr><tr><td>1</td><td>0%</td><td>100%</td><td>0%</td><td>100%</td></tr><tr><td>2</td><td>75%</td><td>25%</td><td>0%</td><td>25%</td></tr><tr><td>3</td><td>33%</td><td>34%</td><td>33%</td><td>67%</td></tr><tr><td>4</td><td>31%</td><td>38%</td><td>31%</td><td>69%</td></tr><tr><td>5</td><td>18%</td><td>9%</td><td>73%</td><td>82%</td></tr><tr><td>6</td><td>0%</td><td>33%</td><td>64%</td><td>100%</td></tr><tr><td>Whole School</td><td>20%</td><td>41%</td><td>39%</td><td>80%</td></tr></table> <p>Writing data showed that the whole school achieved 64% at or above in writing in 2024.</p> <table><tr><th>Year</th><th>Below</th><th>At</th><th>Above</th><th>At/Above</th></tr><tr><td>1</td><td>0%</td><td>80%</td><td>20%</td><td>100%</td></tr><tr><td>2</td><td>25%</td><td>50%</td><td>25%</td><td>75%</td></tr><tr><td>3</td><td>20%</td><td>60%</td><td>20%</td><td>80%</td></tr><tr><td>4</td><td>36%</td><td>36%</td><td>28%</td><td>64%</td></tr><tr><td>5</td><td>27%</td><td>0%</td><td>73%</td><td>73%</td></tr><tr><td>6</td><td>67%</td><td>25%</td><td>8%</td><td>33%</td></tr><tr><td>Whole School</td><td>36%</td><td>33%</td><td>31%</td><td>64%</td></tr></table> <p>Maths Data:</p> <table><tr><th>Year</th><th>Below</th><th>At</th><th>Above</th><th>Total At/Above</th></tr><tr><td>1</td><td>0%</td><td>80%</td><td>20%</td><td>100%</td></tr><tr><td>2</td><td>50%</td><td>25%</td><td>25%</td><td>50%</td></tr><tr><td>3</td><td>20%</td><td>40%</td><td>40%</td><td>80%</td></tr><tr><td>4</td><td>33%</td><td>17%</td><td>50%</td><td>67%</td></tr><tr><td>5</td><td>27%</td><td>0%</td><td>73%</td><td>73%</td></tr><tr><td>6</td><td>36%</td><td>64%</td><td>0%</td><td>64%</td></tr><tr><td>Whole School</td><td>38%</td><td>42%</td><td>20%</td><td>62%</td></tr></table>	Year	Below	At	Above	Total At/Above	1	0%	100%	0%	100%	2	75%	25%	0%	25%	3	33%	34%	33%	67%	4	31%	38%	31%	69%	5	18%	9%	73%	82%	6	0%	33%	64%	100%	Whole School	20%	41%	39%	80%	Year	Below	At	Above	At/Above	1	0%	80%	20%	100%	2	25%	50%	25%	75%	3	20%	60%	20%	80%	4	36%	36%	28%	64%	5	27%	0%	73%	73%	6	67%	25%	8%	33%	Whole School	36%	33%	31%	64%	Year	Below	At	Above	Total At/Above	1	0%	80%	20%	100%	2	50%	25%	25%	50%	3	20%	40%	40%	80%	4	33%	17%	50%	67%	5	27%	0%	73%	73%	6	36%	64%	0%	64%	Whole School	38%	42%	20%	62%	<p>The maths results are concerning and a real focus for 2025. We will be implementing maths no problem as well as participating in professional development both in person and online.</p> <p>Teachers will be setting individual growth goals to support them in developing there own personal growth and meeting with the principal to support with these goals once a term.</p> <p>In 2025 we will be anaylsing the data as well as the progress that students made in 2023. We will be selecting target students and using researched based practices to support these students in accelerated progress.</p>
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Annual Planning for 2025

Strategic Goal 1 -Local Curriculum <i>Growing as a culturally responsive school meeting the needs of all learners at our school</i> <i>Developing a sustainability program throughout the school</i>		
Links to Education requirements	NELP Priority 2 Have high aspirations for every learner, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and culture.	
	NELP Priority 3 Reduce Barriers to education for all including Māori and Pacific learners, disabled learners, and those with learning support needs.	
Links to School Strategic Plan	Is inclusive of all our students, especially those with learning needs Provides equitable outcomes for all students, particularly Māori and Pacific students Honours and sustains all languages and cultures	
What do we expect to see?	How will we achieve/ make progress towards our strategic goals?	How will we measure success?
Culturally Responsive space Cultural Language weeks and Diversity week will be celebrated throughout the year Develop staffs knowledge in what being culturally responsive looks like in practice	Plan out the year in advance including the different cultural language weeks relevant to the learners and community of our school. Develop culturally responsive practice by have a strong understanding of Tapasa, Tataiako, The Pasifika Plan and Ka Hikitia	We will have celebrated at least one language week a term Staff will have confidence in discussing what culturally responsive practice looks like and be able to show where it is evident in their practice.
Sustainability Developing a sustainability program and an understanding of being a Kaitiakitanga in the local community	Evident through Long term planning Term 1 Planning a sustainability garden and working with Oke to complete this School Animals - developing learning around this through planning	Develop a sustainability cycle School animals - chicken systems running in the school and children having a strong knowledge of how to look after these.

Strategic Goal 2 - Community Engagement

Developing strong community connections

Meeting the emotional and social needs of all our students

Links to Education requirements	NELP Priority 1 Ensure that our place of learning is safe, inclusive and free from racism, discrimination and bullying.	
	NELP Priority 2 Have high aspirations for every learner, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and culture.	
	NELP Priority 3 Reduce Barriers to education for all including Māori and Pacific learners, disabled learners, and those with learning support needs.	
Links to School Strategic Plan	The school is inclusive of, and caters for, students with differing needs Our community supports activities and events, and shares their culture at the school. All members of our community including whanau, staff and students feel that they have a voice at RidgeView	
What do we expect to see?	How will we achieve/ make progress towards our strategic goals?	How will we measure success?
Community Consultation twice a year -gathering community voice Developing engagement and partnerships with our community Expectations around student led conferences PB4L Developed within the school Connect with local organisations that can support the school	Set dates in advance for Hui Fono meetings Run student events so that parents can come Develop planning sheets for students to effectively run student led conferences Run Effective PB4L Professional Development Develop House Points systems and house challenges throughout the year Student leadership program - house leaders Create a 'Friends of Ridgeview' contact list Activity Communicate with Friends of Ridgeview	Parent engagement and feedback recorded from Hui Fono meetings Student Led conferences attendance rates Students effectively sharing learning and reflecting on learning goals with confidence PB4L will have an impact on student behaviour and wellbeing Staff will have effective strategies for working with all students Student leadership program will be something that students will strive to be part of. We will have a list of people who are actively supporting the school We will have termly Newsletters that will go out specifically to the Friends of Ridgeview Make connection with the prison and have them involved in school events

	Principal to connect with Prison to see how they could be better included in the school	
Strategic Goal 3 - Te Tiriti o Waitangi <i>Giving effect to Te Tiriti through an integrated approach</i> <i>Having strong links to Mātauranga Maori</i>		
Links to Education requirements	NELP Priority 2 Have high aspirations for every learner, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and culture.	
	NELP Priority 3 Reduce Barriers to education for all including Māori and Pacific learners, disabled learners, and those with learning support needs.	
Links to School Strategic Plan	The school gives effect to Te Tiriti o Waitangi, including by: Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; achieving equitable outcomes for Māori students	
What do we expect to see?	How will we achieve/ make progress towards our strategic goals?	How will we measure success?
Mātauranga Māori integrated and evident throughout teachers planning Te Reo Maori taught daily	Providing resources and professional development for teachers and teacher aides in implementing Mātauranga Māori within the classroom Create Cool to Korero videos every second week to share with school community Have a place on planning templates that ensure Mātaurang Māori is being taught Staff to utilise Manavation website to learn to speak Te Reo correctly Use Toko Reo daily for ten minutes	Te Reo will be heard in the classrooms Teachers will have a list of words they can confidently use everyday Students will have knowledge of Mātauranga Māori in a range of context

Strategic Goal 4 - Learning and Achievement

Building staff capacity and capability to effectively implement the new curriculum in Maths and English

Links to Education requirements	NELP Priority 2 Have high aspirations for every learner, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and culture.	
	NELP Priority 3 Reduce Barriers to education for all including Māori and Pacific learners, disabled learners, and those with learning support needs.	
	NELP Priority 4 Ensure every learner gains sound foundation skills, including language, literacy and numeracy.	
Links to School Strategic Plan	Every student at the school is able to attain their highest possible standard in English and Mathematics Progress and achievement of all students tracked and analysed to inform teaching Design learning that supports the needs of priority learners, Māori and Pasifika Provide PLD to support teacher capability	
What do we expect to see?	How will we achieve/ make progress towards our strategic goals?	How will we measure success?
Professional Development for staff Implementation of Maths No Problem Better start literacy assessment (BSLA) training for junior teachers Implementation of Assessment for learning through Evaluation Associates Whole school inquiry into writing - how to effectively teach and get students progressing in the writing		Improvement in English results (Both reading and writing), achieving a 70% target across English. Students will be meeting the requirements of the new maths program, with 70% of our students achieving at or above the expected phases in Mathematics. Tracking target students through writing inquiry and reflection Implementation of AFL strategies evident in the planning and also through student feedback

Curriculum Achievement Data: End of Year 2024

- This data report consists of Progress and Achievement Data for Years 1 – 6 who have been at RidgeView School since the beginning of the school year. The data is not stripped – all students, including those with identified learning needs, are included.
- Previously determined criteria have been used to decide whether a child is Below, At or Above the expected Curriculum Achievement Level in reading, writing and mathematics.
- Teachers have used a range of data and tools to form an Overall Teacher Judgement (OTJ) of how each child has achieved compared to the expected Curriculum Level.
- Data presented in this report shows the main areas of progress and achievement, and the priority areas the school has identified.
- Teachers will use this data to help identify areas of need and development for 2025 and also to identify target students that will be used to track intervention progress in 2025.
- It should be noted that data is presented in percentages. The data set includes 55 students in total. Caution is advised when using and interpreting percentages for numbers less than 100. It should also be noted that year one students do not identify as below using OTJ's and deeper analysis of achievement is required to identify needs in this cohort.
- A change in leadership over 2024 has also led to a noticeable difference in achievement and should be acknowledged that over the year the school went through three leaders through a time of change.

Achievement in Reading

Our goal for 2024 was to achieve 70% At or Above for reading across the school.

Overall we are satisfied with the end of year data. This data was measured against the old curriculum and we are aware that the new curriculum tracks expectations differently and in greater detail allowing us to see real progress across the year.

Year 1 students underachievement or progress is difficult to see using the old curriculum as they are considered to be At level 1 Beginning at the beginning of the year and end of the year, this has therefore had an impact on the final data.

Year	Below	At	Above	Total At/Above
1	0%	100%	0%	100%
2	75%	25%	0%	25%
3	33%	34%	33%	67%
4	31%	38%	31%	69%
5	18%	9%	73%	82%
6	0%	33%	64%	100%
Whole School	20%	41%	39%	80%

Curriculum Achievement in Reading – Gender and Ethnicity: End of Year 2024

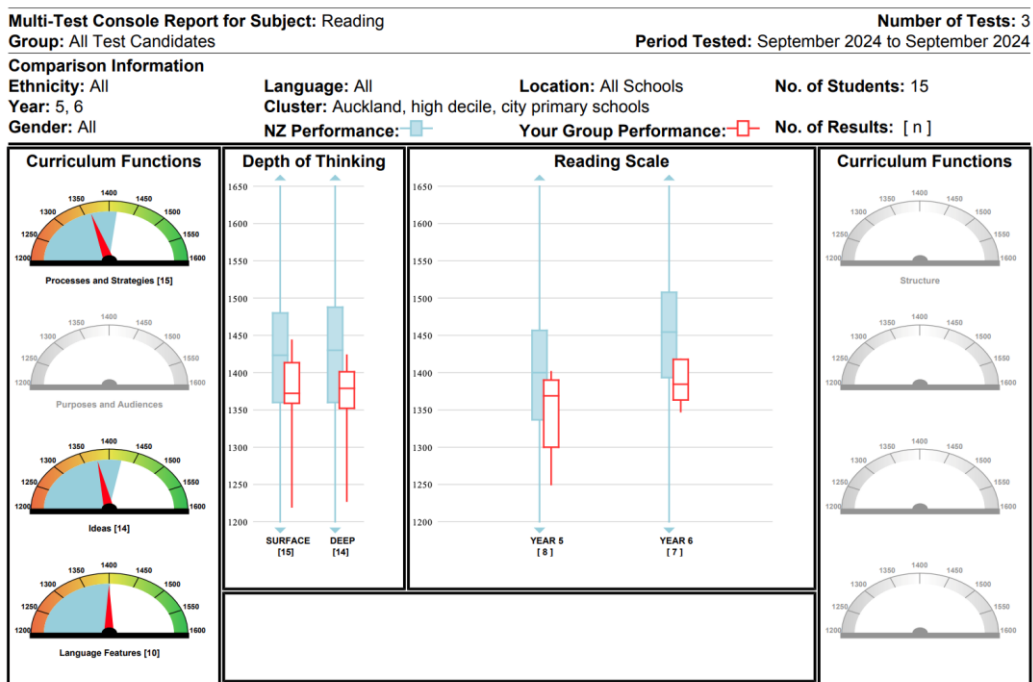
Gender	Below	At	Above	Total At/Above
Boys	30%	44%	26%	70%
Girls	9%	39%	52%	91%
Whole School	20%	41%	39%	80%

Our girls have out performed the boys this year in reading. A number of variables could factor into this, firstly there are more girls than boys this year and when dealing with smaller numbers one or two can impact the percentages. We have a significant number of senior girls who have performed well, and there are more senior girls than boys.

Ethnicity	Below	At	Above	Total At/Above
Māori	33%	67%	0%	67%
Pasifika	29%	14%	57%	71%
Whole School	20%	41%	39%	80%

Our Maori students have not performed at highly as others within the school and will need to be area of development for next year. Again a small number of students has impacted the overall results but we would still like to work towards our Maori meeting 70% at or above.

Our Pasifika students have achieved well, and achieved our target goal of 70% at or above.



This year our senior students used a standardised assessment called Asttle to measure their assessment results in reading.

The results of this assessment help to inform OTJ's but are only a snapshot taken on a day and the overall learning of the student is important.

This information can be used to measure our current progress against schools of a similar demographic to our own within New Zealand.

Currently we are not achieving as well as others overall, but we need to take into account that this is the first time students had taken the test online. Students will need to develop testing skills, revision skills as part of their learning in 2025.

Curriculum Achievement in Writing

Overall writing results this year have been inconsistent across the school.

There are some year one students who currently show as being at standard but will need additional support next year in order to tackle some of the learning concerns happening in the junior school. We will address this by giving teacher aide support which will be targeted and tracked next year.

We have met the target for 70% this year in writing, but this remains an area of concern in terms of overall progress and consistency across the school. Some of the intervention planning did not occur due to changes in leadership during this year.

Teachers will be receiving professional development through Assessment for learning in 2025 to improve consistency of teaching across the school, we will also be analysing assessment processes and moderating across the school to ensure more consistency and accuracy of the data collected.

We have a group of year 5 (year 6 in 2025) who will need to have an accelerated program to ensure that they remain above and will be looking at options for extending them.

Year	Below	At	Above	At/Above
1	0%	80%	20%	100%
2	25%	50%	25%	75%
3	20%	60%	20%	80%
4	36%	36%	28%	64%
5	27%	0%	73%	73%
6	67%	25%	8%	33%
Whole School	36%	33%	31%	64%

Curriculum Achievement in Writing – Gender and Ethnicity: End of Year 2024

Gender	Below	At	Above	Total At/Above
Boys	45%	30%	25%	55%
Girls	28%	36%	36%	72%
Whole School	36%	33%	31%	64%

Our girls have out performed our boys this year. We had a significant number of year 6 boys who were below the curriculum expectations, however several of these boys moved significantly in their writing across the year.

Ethnicity	Below	At	Above	At/Above
Māori	33%	17%	50%	67%
Pasifika	40%	40%	20%	60%
Whole School	36%	33%	31%	64%

Maori and Pasifika Students are achieving below our target for writing but in line with the rest of the school's achievement data.

Console Report for Test: Narrative Term 4, 24

Group: All Test Candidates

Date Tested: 27 November 2024

Comparison Information

Ethnicity: All


Language: All


Location: All Schools

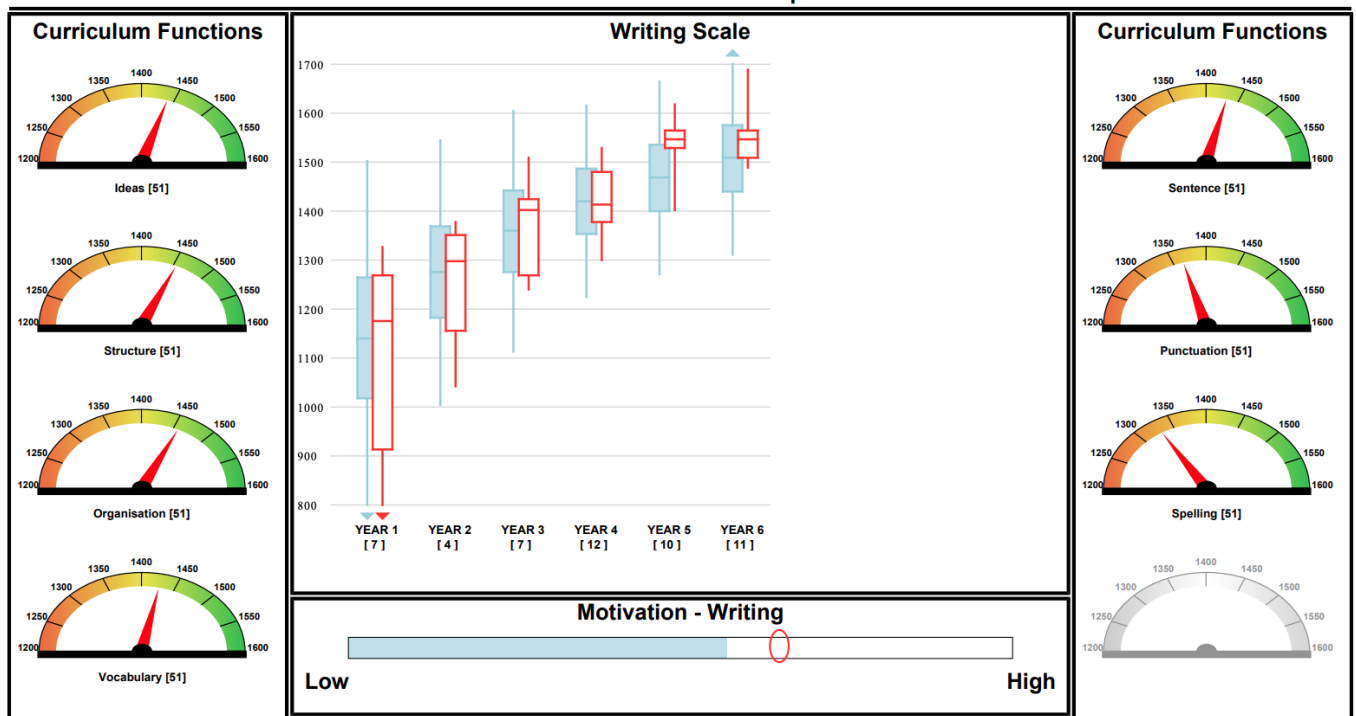
No. of Students: 51

Year: 1, 2, 3, 4, 5, 6

Cluster: All Clusters

NZ Performance: 

Your Group Performance:  **No. of Results:** [n]



Note: Norms are not available for individual elements in Writing.

Astle Writing Results across the school show a range of mixed results.

It demonstrates more clearly the range within the year 1 group.

Our year 5 cohort also demonstrated above the national average in achievement. Whereas our year 4's are below the national average.

Overall attitude and motivation for learning within writing is above the national average.

Curriculum Achievement in Mathematics –End of Year 2024

Our mathematics results show a variation between cohorts. Our Year 4 and 6 cohorts are once again the weakest groups.

In 2025 we will be working on a more structured mathematics approach and have a focus on route learning essential skills. Students will be using Maths No Problem to support the improvement of our maths outcomes.

Year	Below	At	Above	Total At/Above
1	0%	80%	20%	100%
2	50%	25%	25%	50%
3	20%	40%	40%	80%
4	33%	17%	50%	67%
5	27%	0%	73%	73%
6	36%	64%	0%	64%
Whole School	38%	42%	20%	62%

Curriculum Achievement in Mathematics – Gender and Ethnicity: End of Year 2024

Gender	Below	At	Above	Total At/Above
Male	45%	30%	25%	55%
Female	28%	36%	36%	72%
Whole School	36%	33%	31%	64%

Boys in this cohort seemed to have out performed the girls overall.
Maths would be an area to focus on in 2025.

Ethnicity	Below	At	Above	Total At/Above
Māori	32%	17%	50%	67%
Pasifika	40%	40%	20%	60%
Whole School	36%	33%	31%	64%

Our Maori and Pasifika students achieved on par with the rest of the school.

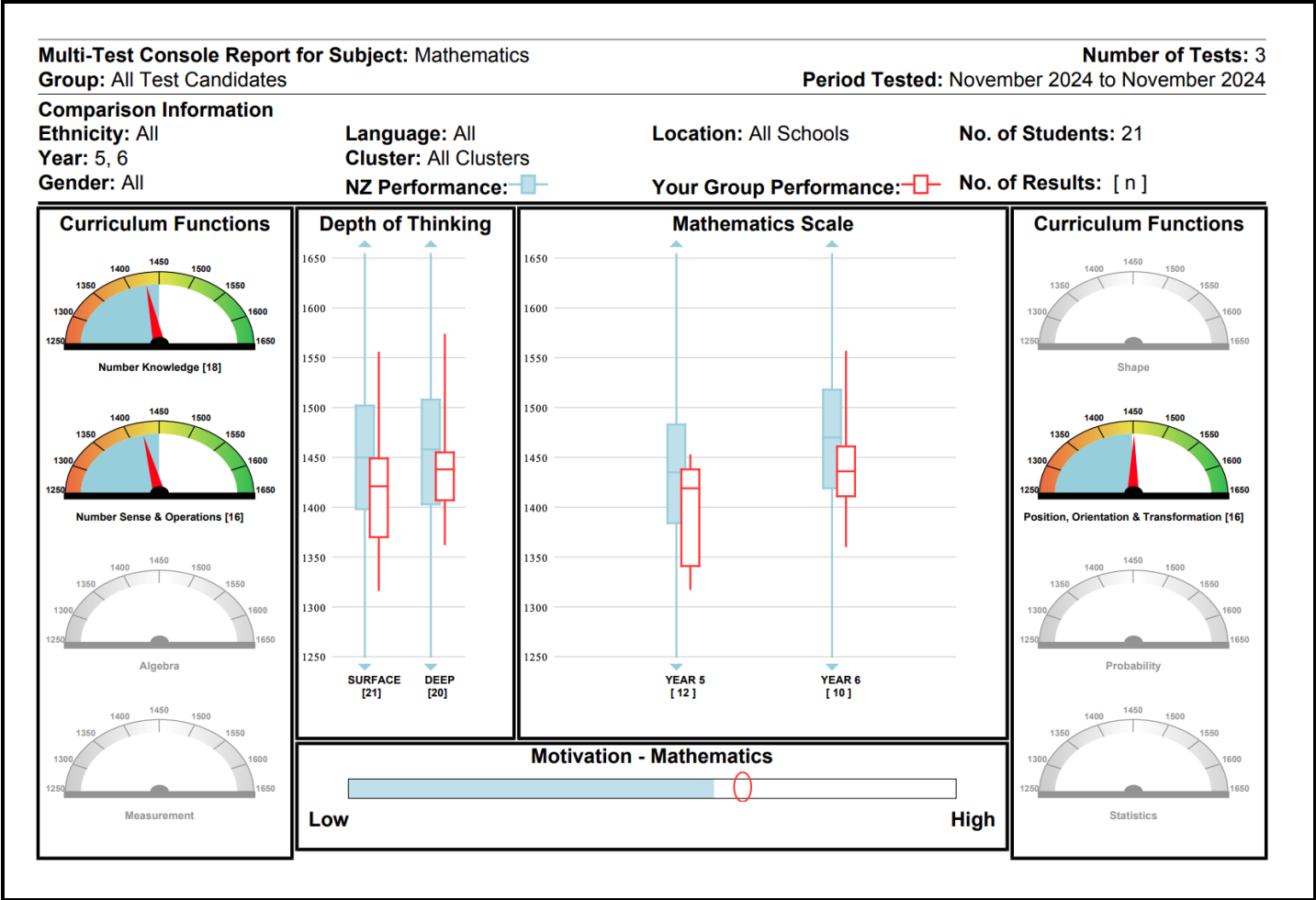
Curriculum Achievement in Mathematics – Year 5 and 6 Asttle Results

In 2024 only year 5 and 6 students were assessed through online mathematics assessments.

Overall maths achievement showed an area for improvement.

We hope to see an improvement in mathematics through the use of Maths No Problem, professional development and teacher only days to focus on mathematics progress of our students.

Overall, our students have high motivation to succeed in mathematics.



Comparison Tables Tracking Overall Curriculum Achievement End of Year 2024

Year 1	Reading		Writing		Mathematics	
	Below	At/Above	Below	At/Above	Below	At/Above
June 2024	0%	100%	0%	100%	13%	88%
Dec 2024	0%	100%	0%	100%	0%	100%

Year 2	Reading		Writing		Mathematics	
	Below	At/Above	Below	At/Above	Below	At/Above
June 2024	40%	60%	29%	71%	14%	86%
Dec 2024	75%	25%	25%	75%	25%	75%

Year 3	Reading		Writing		Mathematics	
	Below	At/Above	Below	At/Above	Below	At/Above
June 2023	0%	100%	33%	67%	22%	78%
Dec 2023	0%	100%	20%	80%	40%	60%
June 2024	43%	57%	29%	71%	14%	86%
Dec 2024	33%	67%	20%	80%	20%	80%

Year 4	Reading		Writing		Mathematics	
	Below	At/Above	Below	At/Above	Below	At/Above
June 2022	30%	70%	70%	30%	22%	78%
Dec 2022	100%	0%	60%	40%	30%	70%
June 2023	100%	0%	75%	25%	42%	58%
Dec 2023	73%	27%	91%	9%	64%	36%
June 2024	42%	58%	17%	83%	17%	83%
Dec 2024	31%	69%	36%	64%	36%	64%

Year 5	Reading		Writing		Mathematics	
	Below	At/Above	Below	At/Above	Below	At/Above
June 2021	25%	75%	33%	67%	22%	78%
Dec 2021	0%	100%	25%	75%	50%	50%
June 2022	29%	71%	14%	86%	22%	78%
Dec 2022	17%	86%	14%	86%	14%	86%
June 2023	22%	78%	11%	89%	22%	78%
Dec 2023	22%	78%	22%	78%	22%	78%
June 2024	33%	67%	8%	92%	0%	100%
Dec 2024	18%	82%	27%	73%	27%	73%

Year 6	Reading		Writing		Mathematics	
	Below	At/Above	Below	At/Above	Below	At/Above
Dec 2020	50%	50%	50%	50%	55%	45%
June 2021	56%	44%	56%	44%	12%	88%
Dec 2021	44%	56%	56%	44%	25%	75%
June 2022	42%	58%	50%	50%	50%	50%
Dec 2022	33%	67%	58%	42%	75%	25%
June 2023	23%	77%	50%	50%	77%	23%
Dec 2023	17%	83%	67%	33%	22%	78%
June 2024	18%	82%	27%	93%	45%	55%
Dec 2024	0%	100%	67%	33%	67%	55%

How we have given effect to Te Tiriti o Waitangi

The Board of Trustees at RidgeView School remains committed to upholding the principles of Te Tiriti o Waitangi and embedding these principles throughout our school's culture, curriculum, and strategic direction. In addition to what has been outlined in the Statement of Variance and student achievement reports, the following initiatives have been undertaken to further give effect to Te Tiriti o Waitangi in accordance with Section 127(1)(d) of the Education and Training Act 2020.

Reflecting Local Tikanga Māori, Mātauranga Māori, and Te Ao Māori

- RidgeView School has actively engaged with mana whenua, Te Kawerau ā Maki, to ensure that local tikanga and mātauranga Māori are incorporated into our curriculum. While this work was delayed in 2024 due to leadership transitions, the foundations have been laid for deeper collaboration in 2025.
- The school has incorporated whakataukī into daily practices, and staff are working towards embedding them with greater purpose and authenticity to enhance cultural understanding.
- A review of our local curriculum has been initiated to ensure it aligns with the refreshed curriculum (Te Mātaiaho), with a specific focus on integrating Māori knowledge, perspectives, and history.

Making Instruction Available in Tikanga Māori and Te Reo Māori

- A specialist te reo Māori teacher was employed to provide instruction in te reo Māori and tikanga Māori to all students. While this successfully introduced students to foundational concepts, it resulted in some staff relying solely on these lessons rather than integrating te reo Māori into everyday classroom instruction.
- To address this, a structured approach is being developed to ensure that all teachers incorporate te reo Māori consistently throughout their teaching. This includes:
 - Introducing short daily te reo Māori sessions in each classroom.
 - Providing professional development for staff to build confidence in using te reo Māori.
 - Displaying key te reo Māori phrases and vocabulary in classrooms to encourage usage.
- All students participated in kapa haka, with opportunities for performance at events such as the Onepoto Kapa Haka Festival. Plans are in place to further develop kapa haka and expand participation in 2025.
- Karakia and waiata are embedded into school life, with a focus on ensuring students understand their meaning and significance.

Achieving Equitable Outcomes for Māori Students

- Data analysis has identified Māori students requiring additional support, and interventions have been put in place to accelerate their progress, particularly in literacy and numeracy.
- While a hui for Māori whānau did not occur in 2024, plans are in place to establish regular whānau consultation hui in 2025 to strengthen partnerships and co-design strategies for Māori student success.
- The school is committed to ensuring culturally responsive teaching practices. In 2025, we will engage in targeted professional development on assessment for learning to improve outcomes for all students, particularly Māori learners.

- Efforts are being made to strengthen the visibility of tikanga Māori in school events and daily routines, fostering a greater sense of belonging and cultural identity for Māori students.

Looking Ahead

While significant progress has been made, the Board recognizes the need for continued growth in giving effect to Te Tiriti o Waitangi. Our priorities for 2025 include:

- Strengthening our partnership with Te Kawerau ā Maki to ensure local Māori knowledge and perspectives are embedded into the curriculum.
- Expanding professional development opportunities to support staff in confidently using te reo Māori and tikanga Māori.
 - Increasing whānau engagement through regular consultation and collaboration.
- Further developing our school's approach to integrating te ao Māori across all areas of learning.

The Board remains committed to ensuring that all Māori students feel valued, supported, and empowered in their learning journey at RidgeView School. Through these initiatives, we continue to uphold our responsibility to Te Tiriti o Waitangi and work towards equitable outcomes for all.

Statement of compliance with employment policy

For the year ended 31st December 2024 the Ridgeview School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
 - Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
 - Meets all Equal Employment Opportunities requirements.

In 2024 a New Principal was appointed, the board used Allan Curtis from Allscotts Associates to support in the application process.

Kiwi Sport Funding

Ridgeview school uses the \$902 recieved from kiwisport to expose students to sporting opportunities that they might not have tried before. This year the students participated in gymnastics trip.