



SELWYNRIDGE

2021 Annual Report and Analysis of Variance



Through our annual report and analysis of variance we review outcomes of goals set in our 2021 annual plan, report on school level core curriculum data, and review student achievement targets identified from the 2020 annual report.

Introduction

At Selwyn Ridge School our vision for learning is:
Kids On The Ridge Soaring High
Kei runga nga rangatahi i te taukahiwi, kia hokahoka kahurangi

We strive to be the best we can be. This means making the biggest difference we can for each of our children. Ongoing focus questions are ‘What is powerful learning?’, and ‘What is it powerful to learn?’ Practices are aligned so that support for the best possible teaching and learning is linked to our shared vision.

These include:

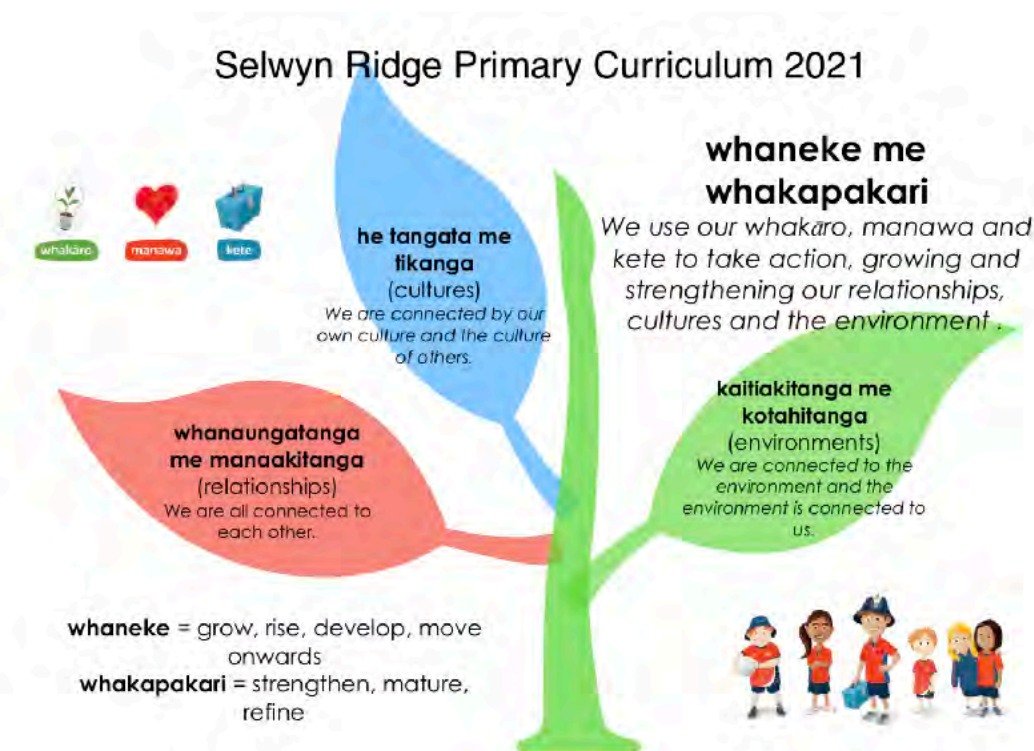
- Making explicit what is important to all - growing mind, heart and toolbox to soar high
- Inquiry learning
- Learning focussed strategic planning
- High expectations for all children
- A reflective culture in which all are encouraged to consider how practice can be improved
- High quality professional learning for staff
- Strong community relationships
- Effective governance
- Provision of quality resourcing

The 2021 year

Our 2021 school curriculum again focused on growing mind (whakāro), heart (manawa) and toolbox (kete), with the overarching concept of whaneke me whakapakari running through all areas. This was broken into the three areas;

1. He tangata me tikanga (cultures) - we are connected by our own culture and the culture of others
2. Kaitiakitanga me kotahitanga (environments) - we are connected to the environment and the environment is connected to us
3. Whanaungatanga me manaakitanga (relationships) - we are all connected to each other

Concepts were explored at school, team, class and individual level. Concepts connected and provided an effective umbrella for integrating core curricula. Social sciences, science, health and physical education and learning in Te Ao Māori added further richness to curriculum.



Introduction

Annual Goals:

Following consultation and review of 2020 achievement information we established the following annual goals for our 2021 annual plan.

- To implement the Bounce Back positive education approach to wellbeing, resilience and social - emotional learning across the school. Growing mind, heart and toolbox to support tamariki to soar high
- To grow teacher capacity to meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of Selwyn Ridge. To further develop and use the Selwyn Ridge curriculum infusing te reo Māori
- To grow depth in the implementation of Selwyn Ridge learning principles and provide opportunities for children to soar high across the curriculum

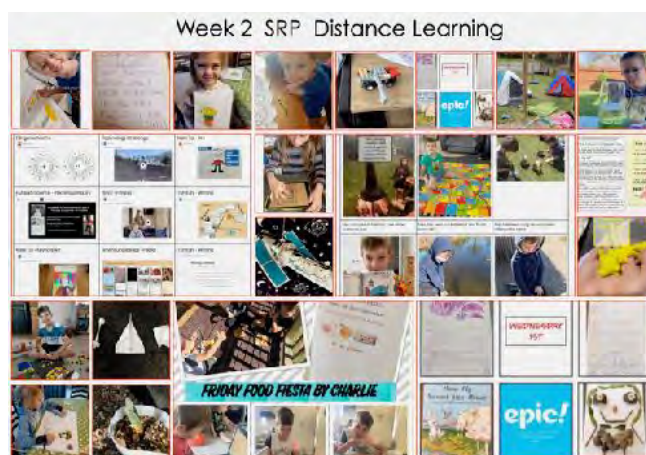
For each of these areas a strategic implementation plan was developed leading to the outworking of the goals. Detailed analysis of outcomes are provided in the body of this report.

Other areas of significant impact 2021:

Responding to Covid-19

The 2021 year was again impacted by the Covid 19 global pandemic. Across the country schools were effected and this saw us go into lock down from 18 August until September 9. During this time we implemented our pandemic plan and distance learning programmes for tamariki. As with our 2020 experience our main goal was to grow and maintain strong connections with our families, have our school vision at the heart of practice and use our conceptual curriculum as a core vehicle for engaging with learning.

Our whole school 'Bounce Back' focus was also used very successfully to support our learners and their whānau during this time.



Prioritising care, calm, collaboration and kindness



Purposeful accessible and differentiated learning opportunities



Practice and development of skills and key competencies

Growing the mind, heart and toolbox was reinforced across the team with distance learning being a combination of year level and personalised support structures.

As alert levels changed, we adapted well as a school to provide a safe and happy learning environment that responded to needs.

The impact of Covid has been far reaching with many events (sporting and cultural) cancelled for our children. As a staff we worked hard to problem solve and come up with alternative approaches to allow our children to still soar high and achieve success. Feedback from our school community has been positive and appreciative of the way we approached and supported our tamariki and whānau in these challenging times.

Report on sport - including Kiwi Sport funding

Selwyn Ridge used Kiwi-sport funding in conjunction to support employment of Sports Co-ordinator Julie Taylor. The primary objective of her role is to grow participation and enjoyment of sport in school. Since the inception of this role we have seen a large increase in participation and achievement and sees greater participation by parents / whanau supporting teams as coaches or managers. Unfortunately a number of our sports events and regional competitions were interrupted by Covid-19 response and regulations.



Board Of Trustees - 2021

Our Board of Trustees, through effective governance, provides direction and coherence to the operational leadership and management of Selwyn Ridge School. This year the Board took the opportunity of selecting and co-opting three new members when a vacancy arose.

Board training has been completed throughout the year with us hosting a NZSTA workshop on Te Tiriti o Waitangi - Tikanga Tauranga. Two board members also attended the annual NZSTA conference in Rotorua.

School policies are found on School Docs (<https://selwynridge.schooldocs.co.nz>). We use the School Docs self review frameworks for review of policies and procedures and ensuring compliance with legislative requirements

Sub committees support and lead management and development in areas of property, finance, Principal appraisal, health and safety and community consultation.

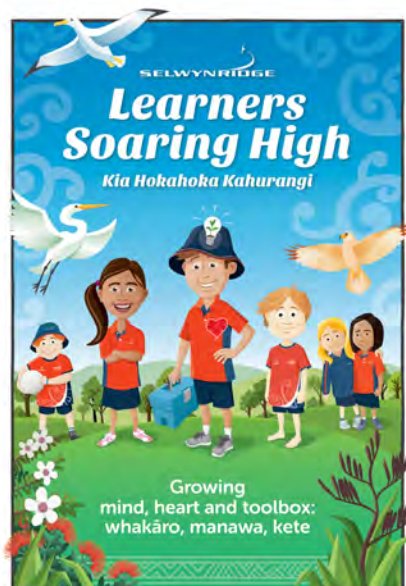
Selwyn Ridge School is an Equal Opportunities Employer and complies with legislative requirements accordingly.

Name	Position	Year office taken
Katrina McChesney	Chair	2019
Robyn Garrett	Elected parent	2013
Bruce Cameron	Elected parent	2019
Matthew Thomas	Elected parent	2018
James Patea	Selected parent	2021
Jeff Orr	Co-opted parent	2021
Stephen Knightley	Co-opted parent	2021
Leah Mikaere	Staff representative	2021
Craig Price	Principal	2007

Analysis of Variance - Annual Plan Goals

Annual Plan Priority Areas

- Learning Culture and Achievement (1)
 - Bounce Back
 - Commitment to tangata whenuatanga and Te Tiriti O Waitangi partnership. Te reo Māori
- Learners of National Priority : (2)
 - Inclusive Education (a)
 - Pasifika learners (c)
- I.T. for Learning (3)
 - Digital Technology Curriculum Implementation
- School Environment



2021 Curriculum review

- Concept review - Powerful Curriculum Implementation
- 2021 End of year assessment information - Reading, Writing, Mathematics

Conclusion

Learning Culture - Bounce Back

Strategic aim - To enhance student achievement through a culture of continued improvement; developing teaching, learning and assessment capability in alignment with the New Zealand and Selwyn Ridge School curriculum.

Annual Target: To implement the Bounce Back positive education approach to wellbeing, resilience and social - emotional learning across the school. Growing mind, heart and toolbox to support tamariki to soar high.

Actions

Progress to date:

- 27 January - Professional learning for all staff facilitated by Jan Whitham - New Zealand Facilitator for Bounce Back programme
- Bounce Back book resources received and processed. 1 for each teacher at their level. Online support resources also available.
- Bounce Back introduced in all classes. Team meetings focusing on implementation. Decisions made on Bounce Back initial assessments
- Bounce Back Assessments completed by the end of week 4. Collated by lead team.
- RTLB support application for implementation of Bounce Back programme. Support with assessment and reporting.
- Monday morning message with Bounce Back focus begins. Communication of programme with whānau through open night and school newsletter.
- Bounce Back mural and posters begin development to add to the school environment.

Term 2:

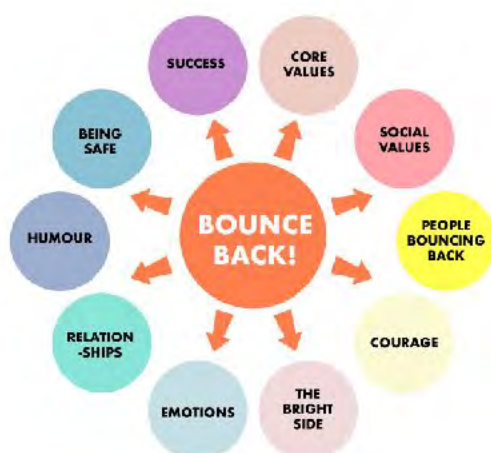
- Monday morning message with Bounce Back focus continuation. Term 2 has Kāhu team leading.
- Bounce Back mural and posters now complete and displayed across the school environment
- Andrea White taking a leadership focus and working with RTLB Katrina McPherson on school strategic Bounce Back plans.
- Trial data has been entered and analysed from the Year 2 classes. Consideration of how to reduce the response burden for student and teachers ie automated surveys which populate spreadsheets. Considering and implementing other methods of data collection that will tell a rich story i.e - Student, teacher and whānau focus groups, Video vignettes, graphs and photos
- Class level assessment data - Prioritisation of units to be taught across the year based on the pre data. Identify any students who may benefit from additional exposure to unit concepts prior to whole class lessons.
- Development of solo rubrics for assessment of learning objectives for selected units.
- Teachers have regular meetings to consider, plan and reflect on implementation. Connection with new reporting format (considering having on back of the report format).

Term 3:

- Continuation of Monday morning message with Bounce Back focus. Term 3 has Toroa team leading.
- Inclusion of Bounce Back goals in learner conferences and reporting processes
- Bounce Back assessment / work with RTLB continuation. Professional learning through team meetings.
- Bounce Back focus during lockdown and as key aspect of distance learning programme.

Term 4:






- Andrea White and Katrina McPherson further develop assessment task.
- Solo taxonomy for Bounce Back developed.
- Initial testing of Bounce Back solo (targeted groups) - staff and student input.
- Feature of reports - strengths for individuals in Bounce Back.



Outcomes:

Teacher professional learning on the Bounce Back programme gave understanding of the programme, its purpose, principles, and implementation in practice. All classes introduced the programme to their classes giving children the knowledge, skills and vocabulary to engage with Bounce Back thinking across the curriculum. As part of Monday morning hui, each class presented how they interpreted and used a Bounce Back skill to help them with their learning and life. As the year progressed Bounce Back became further imbedded in practice. Feedback from children, teachers and whānau described how they valued the programme and the explicit teaching of resilience we had built into curriculum.

An assessment tool using Solo taxonomy was created with support from the RTLB service. Teacher judgements from November assessments show that most children were operating at the multi-structural level with a significant portion of year 5 and 6 learners at the relational level.

Criteria					
	Pre Structural	Uni Structural	Multi Structural	Relational	Extended Abstract
<p>Bounceback helps me to-</p> <ul style="list-style-type: none"> • have positive relationships with people • act resiliently when faced with challenges • regulate my emotions • have a more positive attitude in all areas of my life 	<p>I need help to understand the acronym.</p> <p>I need to develop good relationships with others.</p> <p>I need help to be more resilient when faced with challenges</p> <p>I need help regulating my emotions and to be more positive.</p>	<p>I can demonstrate knowledge of the Bounceback acronym.</p> <p>With help I can form positive relationships</p> <p>If directed I can show resilience when faced with challenges.</p> <p>If directed I can regulate my emotions</p> <p>With support I can see the positive sides of situations.</p>	<p>I can explain how the letters can help me in different situations.</p> <p>I can form positive relationships independently, but there are still issues.</p> <p>I can try to use a bounceback strategy to help me feel better, but I may take a few tries.</p> <p>I can regulate the bounceback challenges, it helps me regulate the emotions but I may take a few tries.</p> <p>I can usually see the positive side of challenging situations, but may need a few tries or reminders.</p>	<p>I can apply my learning to help me adapt when in a challenging experience or situation.</p> <p>I can form positive relationships and I am aware of how my feelings and actions affect others.</p> <p>I know which strategies to apply, and why as I can act readily when faced with challenges</p> <p>I know which strategies to apply to help me regulate my emotions when faced with challenging situations</p> <p>I know how to find the positives in a range of challenging situations and maintain these to see outcomes more realistically</p>	<p>I can apply my learning to the case when challenging experiences happen and I know what to do to support others when needed.</p> <p>I can form positive relationships and can change my actions to suit the context.</p> <p>I know which strategies to apply, and why as I can act readily when faced with challenges, and I can support others, using appropriate strategies in a range of contexts and environments.</p> <p>I know how to find the positive outcomes of challenging situations and can use these to see outcomes more realistically and I can support others to do the same and help them to use appropriate strategies in a range of contexts and environments.</p>

Bounce Back Solo Teacher Judgements November 2021

	Pre structural	Uni structural	Multi structural	Relational	Extended abstract
Year 2	4	27	16	0	0
Year 3	6	26	20	7	0
Year 4	0	6	38	4	0
Year 5/6	1	24	65	68	2
Totals	11	83	139	79	2

Positive feedback from parents

"Bounce Back has been wonderful for our kids. The weekly Seesaw posts where kids are being honest about how they deal with each focus and then personal reflections / videos are great. I love being able to back up the learning at home".

"I think the BOUNCEBACK programme has been great while COVID has been about. Think the education SRP provides is first rate".

Next steps:

- Continues professional learning around use of Bounce Back Solo for staff / teachers - particularly staff new to the team
- Further strengthening use of resources / Bounce Back programme across the school - connection with curriculum direction and Te Whare Tapa Wha health model
- Students leading with strategies and teaching of Bounce Back - how it applies in our school context.
- Further imbedding Bounce Back as part of our learning across the kura
- Teacher identified to champion Bounce Back for the school

Commitment to tangata whenuatanga and Te Tiriti O Waitangi partnership

Strategic aim - To meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of Selwyn Ridge.
(National Education and learning Priority - Objective 3 : Quality teaching And Leadership)

Annual Target: To grow teacher capacity to meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of Selwyn Ridge. To further develop and use the Selwyn Ridge curriculum infusing te reo Māori

Actions

- 27 / 28 January - Whole staff professional learning - local purakau of Tauranga Moana. Tauranga campus of Waikato University cultural narrative tour. From story to practical - staff complete 'Artefact' to represent learning.
- 12 February - Staff leadership roopu established. Parameters set/ goals / internal evaluation and professional learning plan for year begins development.
- 17 February - Staff hui - Commitment to tangata whenuatanga and Te Tiriti O Waitangi partnership. Reflection on te reo benchmarks. Assessment of te reo - Taku reo.
- 9 March - Craig Price and Tanya Healy attend Treaty Training workshop with Dr Ingrid Huygens. Dr Huygens is the National Coordinator of Tangata Tiriti - Treaty People.
- 12 March - Leadership Roopu meeting day. Attendance at launch of Te Tai Whanake ki Tauranga Moana Project. Staff hui planning. Development of te reo building blocks with support resources.
- 17 March - Staff hui - Commitment to tangata whenuatanga and Te Tiriti O Waitangi partnership.
- Whaea Leah Mikaere has started senior, middle and junior Kapa Haka.
- Mihi whakatau - Friday 19 March

Term 2:

- Weekly Rapare reo classes for staff. Thursday afternoons from 2:45 - 3:00pm. Facilitated by Leah Mikaere and Hayley Anderson.
- Teachers have regular meetings to consider, plan and reflect on implementation. Classroom walkthroughs reflecting on practice and te reo in the environment.
- Assessment trial of NZCER Taku Reo (view in drop box) surveys for Akonga.
- Staff hui planned to celebrate Matariki - implementation across the school and into class learning programme
- SRP te reo building blocks further developed and used in classrooms and for assessment, planning and teaching purposes.
- BOT development with school tour and Hautu tool use. NZSTA Te Tiriti o Waitangi Governance workshop hosting - July
- Term two mihi whakatau - Thursday 3 June

Term 3:

- Leadership roopu day - whānau connections. Development of survey for whānau.
- Feedback on survey from whānau members - process for gathering voice developed.
- Rapare reo continuation. Focusing on te reo in the classroom, growing capacity
- Te Wiki O Te Reo Māori celebration week across the kura.
- Staff hui celebrating and sharing learning with te reo nga tikanga Māori - 15 September. See below.

Term 4:

- Leah Mikaere, Scott Feisst and Julie Taylor attended Harko Brown professional learning day - Ngā Taonga Takaro
- Continuation of Rāpare Reo
- Kapa Haka performance at Extravaganza
- Continuing Kapa Haka for middle and junior roopu
- Gathering of whānau voice through consultation - laying foundations for whānau group for 2022
- Gathering teacher voice on progress and achievement with te reo ngā tikanga maori



Achievement of Māori Learners in Core Curriculum

Achievement of Māori / Non Māori learners percentages

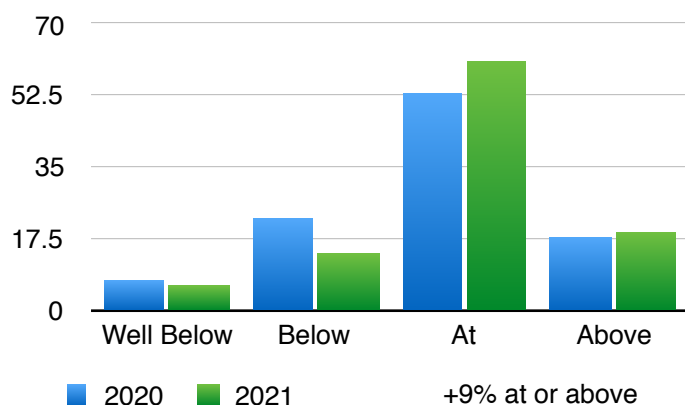
Property Title	Maori/Non Maori	Well Below	Below	At	Above
Mathematics	Māori	8%	28%	55%	9%
	Non Māori	3%	12%	67%	18%
Reading	Māori	7%	14%	60%	18%
	Non Māori	3%	9%	54%	34%
Writing	Māori	10%	21%	58%	10%
	Non Māori	4%	16%	63%	17%

Achievement of Māori / Non Māori counts

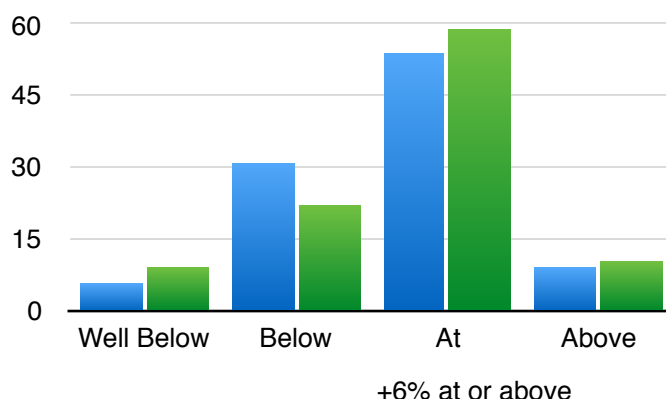
Property Title	Maori/Non Maori	Well Below	Below	At	Above
Mathematics	Māori	8	27	54	9
	Non Māori	8	36	194	53
Reading	Māori	7	14	59	18
	Non Māori	9	25	159	98
Writing	Māori	10	21	57	10
	Non Māori	12	47	183	49

Achievement of Māori / Non Māori 2020 - 2021 Comparisons

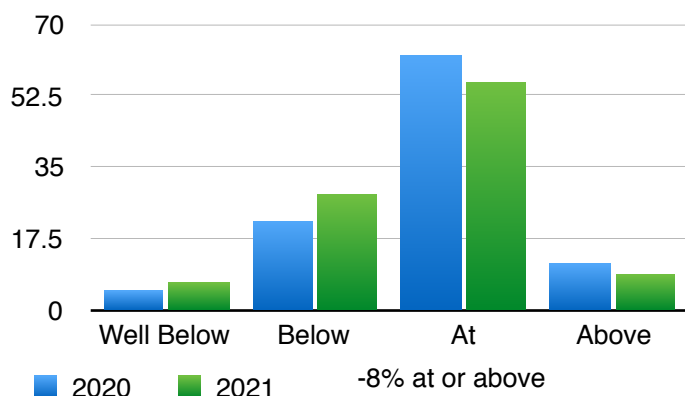
Reading



Writing



Mathematics



Summary Points

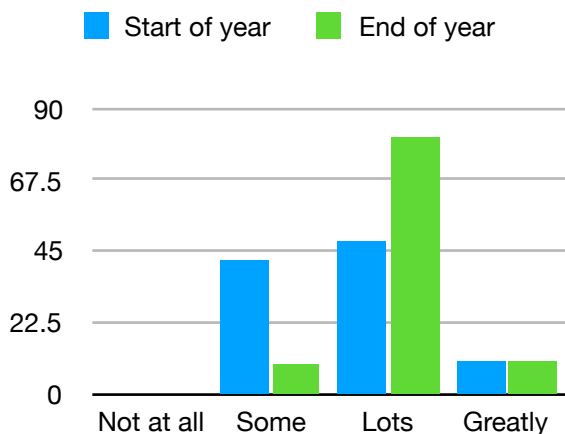
We have a cohort of 98 children who make up the Māori cohort for 2021 reporting. 49 of these children are girls and there are 49 boys. Overall our Māori learners are not achieving as well as other learners with 78% at or above our expectation in reading (was 75% 2020) , 68% at or above in writing (was 63% 2020) and 64% at or above in mathematics (was 73% 2020). Māori boys mathematics (particularly at year 5/6) is an area of identified need.

Feedback from kaiako survey

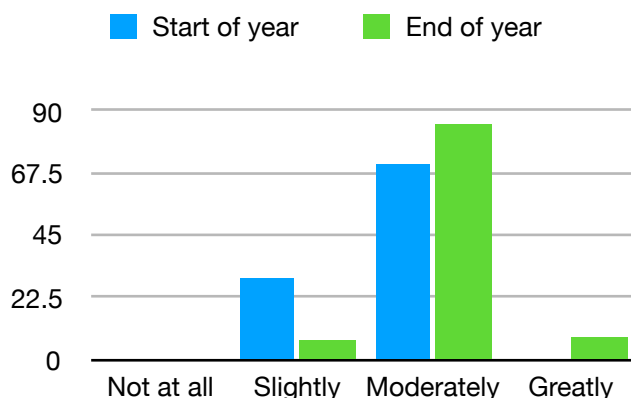
In terms one and four we surveyed our teachers for their feedback on our commitment to tangata whenuatanga and Te Tiriti o Waitangi and teaching with te reo Māori. The graphs below show positive shifts in knowledge, confidence and practice. A full copy of the survey outcomes is available in a separate report.

The New Zealand registered teacher standards state that we should demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

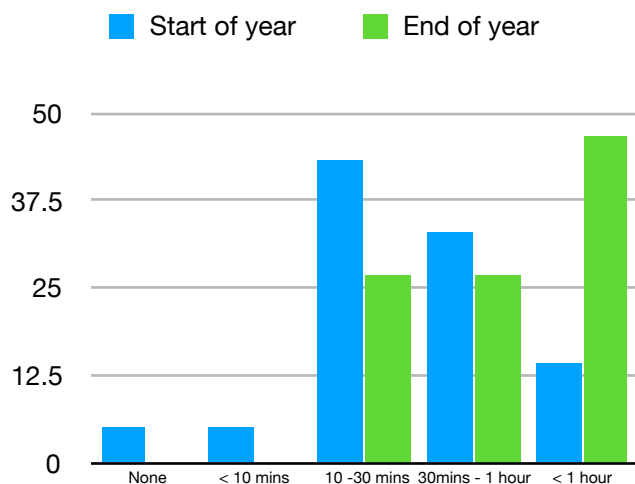
How confident do you feel in achieving this?



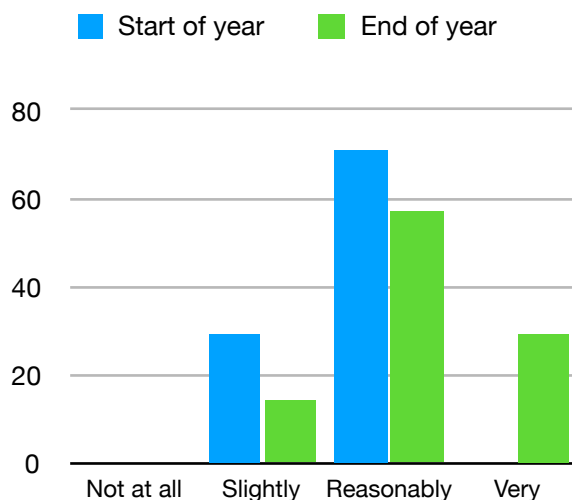
How does your classroom environment reflect the bicultural nature of Aotearoa and the diversity of your learners?



How much time in your weekly timetable is usually dedicated to te reo Māori? (can be as part of conceptual learning.)



How confident are you in your knowledge and capability with teaching using the SRP te reo Māori benchmarks?



Comments:

I am VERY proud of what my class has achieved this year. They have come a long way and most of them can now follow my instructions and translate my instructions into English for the class. As part of our morning routine we talk about how many children are here and how many are away (in te reo) and every morning the children help to answer my question which leads into our daily number sentence. They class can all clearly communicate the mihi including their names and introducing the name of their Mum and Dad. They can confidently count to 20 and to 100 in 10's (Many can give me any # in te reo), they know their colours, and can confidently talk about their feelings. I feel proud of my achievements this year and will continue to do this with my classes. What I now do is the new norm for my teaching. I am looking forward to 2022 and what it may bring.

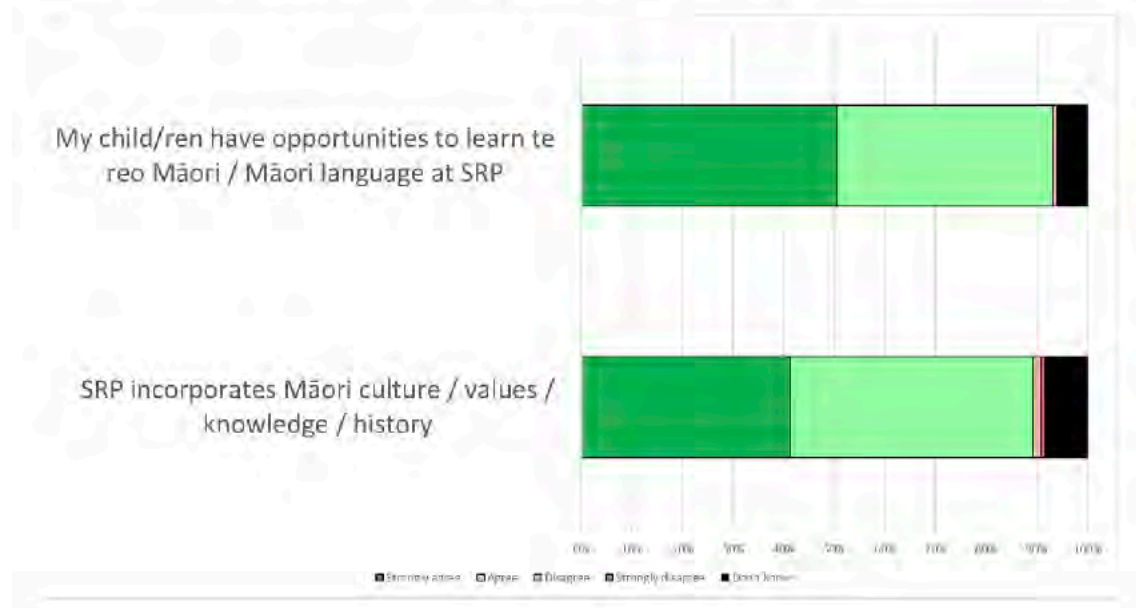
Thank you for our school wide focus in this important area. I have really enjoyed the sessions on Thursday and our staff PD in general. My class have been so engaged this year with all of our learning, the rakau sticks were certainly a highlight. Singing and learning new waiata are also popular amongst our team.

Love all the learning we have done as a whānau this year in this area, and the way in which we are so collegial!

Outcomes:

In term 4 we completed whānau consultation around areas of our practice. Two questions were specifically about our mahi with te reo me te ao Māori (Board Objective 4). The majority of respondents (89%+) agree / are aware that Selwyn Ridge incorporates Māori language and culture and children have opportunities to learn te reo Māori.

Te reo me te ao Māori (Board objective 4)



"I think the current school curriculum is really amazing. My daughter is Maori and I'm so proud that she's learning more about her culture through school"

Next steps:

- Continuation of professional learning for staff to continue growing confidence and skills (mind, heart, toolbox)
- Integration of te ao Māori in curriculum and classroom planning - Te whare tapa wha. Curriculum whakatauki - whāia te mātauranga hei oranga mō koutou - seek after learning for the sake of your wellbeing.
- Principal sabbatical focus - exploring best practice with schools successfully giving effect to Te Tiriti o Waitangi and bicultural partnership across their kura.
- Sabbatical findings will be shared with staff and Board and publication on the Educational Leaders website
- Continuation of Kapa Haka - possibilities of innovation within vertical teams
- Resourcing commitment - Leah Mikaere leadership .2 + leadership units.
- Whānau roopu established - grown through the year. Ownership by roopu.
- Connections with iwi further developed. Plans from 2021 that were postponed due to Covid to be re-enacted
- Marae visits for all teams / classes across the school



Areas of National Priority - Inclusive Education (2a)

Strategic aim - Learners with special education needs are supported to engage in all school activities; accessing, making progress and achieving in alignment with the New Zealand Curriculum.

Annual objective: Strengthen differentiated teaching and learning opportunities in classrooms so learners can benefit from skilled teachers / teacher assistants whilst learning alongside their peers

Actions

Progress to date:

- Class profile information has fed into updated special needs register. Appraisal conversations and end of year elections and evaluations supplement this information.
- Supplementary reporting, transition plans and social stories prepared for learners with additional needs moving in to new rooms in 2022
- Increased specialisation of teaching assistants working with particular programmes and groups of children with similar needs
- Additional training undertaken and assessments using Lucid Cops Dyslexia identification programme, and targeted teaching of identified learners.
- New Ministry of Education Behaviour Support Worker has continued work in school.
- In Class Support (ICS), Ministry and Oranga Tamariki funded teacher assistant and ORS applications for 2022 completed
- Staff professional learning in trauma informed practice initiated
- Support given during lockdown to learners with additional needs. Included some home visits, support zoom conferences and phone calls.
- High Health Needs. Two new learners accepted for high health needs funding. Meetings with whānau and MOE and development of care plans completed
- Specialist literacy support teacher appointed for 2022
- Preliminary work done on transferring Special Needs Register into the new Student Management System
- Shelley Handley has taken on new role of SENCo for transition into school
- Transition meeting held with new RTLb liaison and transition plans into made for several learners
- Partnership plan with RTLb for new differentiated literacy approach
- Contribution by SENCO to consultation on future of provision of support to learners with additional needs

Outcomes:

- Our teacher assistants continue to significantly increase their skills in responsive practice to meet the diverse needs of our learners.
- Classroom teachers using elements of trauma informed approach in regular classroom practice
- There has been marked growth in teacher aides knowledge, abilities and confidence in differentiating for learning due to their increased knowledge of programmes, approaches, learners and their needs.
- Increased range of EOTC activities have been made for our learners with additional needs.
- Partnerships with Resource Teachers of Learning and Behaviour (RTLb) have strengthened and their responses are significantly tailored to meet the needs of our school.
- Increase development and use of STEPS literacy programme to increase the achievement of at risk learners. Expansion of programme to junior school with new material targeted to growth in phonological and phonemic awareness.

Next steps:

- Further integration of trauma informed practice into daily curriculum through new wellbeing curriculum development
- Responsive timetabling and support for children for additional needs. BOT funded support as required
- Continued partnerships with RTLb. New school RTLb liaison Katrina Stephenson
- Further specialisation of teacher assistant time and trial of new system working in vertical teams
- Further provision of authentic and life skills programmes such as 'Bounce Back' and the 'Garden To Table' programme



Areas of National Priority - Pasifika Achievement (2c)

Strategic aim - Pasifika students are engaged in their learning and are achieving with pride in their unique identity, language and culture.

Annual objective: To grow opportunities for Pasifika identity, language and culture to be further imbedded in school practices.

Actions

Progress to date:

- 2021 Pasifika cohort identified. Initial meeting for year held.
- Pasifika SeeSaw page established.
- Lisa Ioane Pasifika leadership role. Release and unit allocation.
- Tauranga Boys College Pasifika group run workshops for our Pasifika group on Tuesday 30 March
- Pasifika group learning every fortnight. Lisa Ioane released to lead this. Growing language, song and dance.
- Celebration of Pasifika language weeks in classes and across the school. Feature on Kids on the Ridge FM

Outcomes

We have a cohort of 12 children who make up the Pasifika cohort for 2021 reporting. 7 of these children are girls and there are 5 boys.

- Overall our Pasifika children are achieving above other cohort groups with over 80% of children being at or above expectation in each of the core curriculum areas.
- Strong start to the year for our Pasifika group with a highlight being the visit from the Tauranga Boys College Pasifika group.
- Celebrations of Pasifika language and culture through focus language weeks.
- Momentum lost a bit later in the year with the cancelling of the Pasifika in the Bay Festival and smaller number of children in year 5 and 6 to have a group for Extravaganza.

Core Curriculum Achievement Pasifika / Non Pasifika percentages

Property Title	Pasifika/Non Pasifika	Well Below	Below	At	Above
Mathematics	Non Pasifika	4%	16%	64%	16%
	Pasifika		17%	58%	25%
Reading	Non Pasifika	4%	10%	56%	29%
	Pasifika		8%	33%	58%
Writing	Non Pasifika	6%	18%	62%	15%
	Pasifika		17%	58%	25%

Core Curriculum Achievement Pasifika / Non Pasifika numbers

Property Title	Pasifika/Non Pasifika	Well Below	Below	At	Above
Mathematics	Non Pasifika	16	61	241	59
	Pasifika		2	7	3
Reading	Non Pasifika	16	38	214	109
	Pasifika		1	4	7
Writing	Non Pasifika	22	66	233	56
	Pasifika		2	7	3

Next steps:

- Re-invigoration of the Pasifika group in 2022.
- Gather and analyse Pasifika cohort data, investigate trends and design responsive programmes. Ongoing monitoring as part of curriculum review.
- Pasifika fono continuation to further strengthen partnerships between home and school.
- Further opportunities are provided for parents of Pasifika learners to share their views, provide input and have learning outcomes shared. Use SeeSaw for communicating and sharing goals and achievements with families.

IT For Learning (3)

Strategic aim - To further grow effective practices in the use of IT to enhance teaching, learning, communication and student achievement outcomes.

Annual objective: • To increase access and ability for teaching staff to effectively integrate IT tools into learning programmes.

Actions / Outcomes

Progress to date:

- School network upgrade successfully completed with Network 4 Learning. Full development plan available.
- Rachel Stevens continuation of ICT Leadership position for 2021. Garry Carpenter of Technology Answers contracted as school technician
- Digital citizenship teaching and learning focus with iPad implementation across the school.
- All classes using SeeSaw as a tool to share learning and communicate between home and school.
- New iPads distributed to classes. All year 3 classes and above have iPad 2 (or above) giving them access to more digital resources.
- School website upgrade continuing development. Online absentees, shop and content update latest developments.
- Class set of mini sphero purchased, professional learning for staff on use for development of coding skills
- Mac Attack for years 3-6 - professional learning for staff 18/3/2021. Digital technology policies and procedures - 18/5/2021. Sphero's and coding - 7/9/2021.
- 197 iPads distributed for distance learning. SeeSaw and Zoom used as key tools during lockdown.
- Transition to Linc-Ed Hero has begun. Full implementation start of 2022
- Code Club established term 3 and 4

Next steps

- iPad replacement as per plan presented to Board.
- Continue implementation of digital technology curriculum strand. Staff professional learning and built into classroom practice.
- Move to Linc-Ed HERO SMS. Use of for this for administration, assessment and reporting purposes.
- Continuation of ICT leadership position. ICT support from technician Garry Carpenter of Technology Answers
- SeeSaw used for school communication. Staff agreement over expectations of use and greater consistency of communication



School Environment

Strategic aim - To enhance our environment to maximise aesthetics and promote teaching and learning opportunities in and beyond the classroom.

Annual objective: • To continue to develop the school environment to incorporate further elements of the school vision and philosophy

Progress

- Room 22 / 23 building developments complete
- Two new raised garden beds installed. Planted out and for use in Garden to Table programme
- Consolidation of SIP and 5YA projects - next planning steps for property development.
- Garden development and soft landscaping being completed across the school. Continued employment of part time gardener to complete developments
- 5YA projects of opening space behind room 21 and replacement of alarm system underway
- Consultation around next 10ypp underway with new Ministry appointed consultant Roger Allsopp of WSP consultants.

Outcomes : Our 'heart of school' has been a wonderful addition to our learning environment. Our tamariki are enjoying the space for learning and also during break times. A case study on the development was completed and can be found at the webpage below.

<https://creospace.co.nz/portfolio-item/selwyn-ridge-primary-school-tauranga/>

Next steps:

- Projects to completed in summer break or term 1 as part of current 5YA - Rooms between 20 and 21 to be made into 1 larger space (wall removed, sink put in). Security alarm upgrade.
- New 10ypp to be signed up in July 2022. This will outline future property goals and budgets for 5 year agreement.
- Continue painting as part of cyclical maintenance provision.



2021 Curriculum Review

Concept review

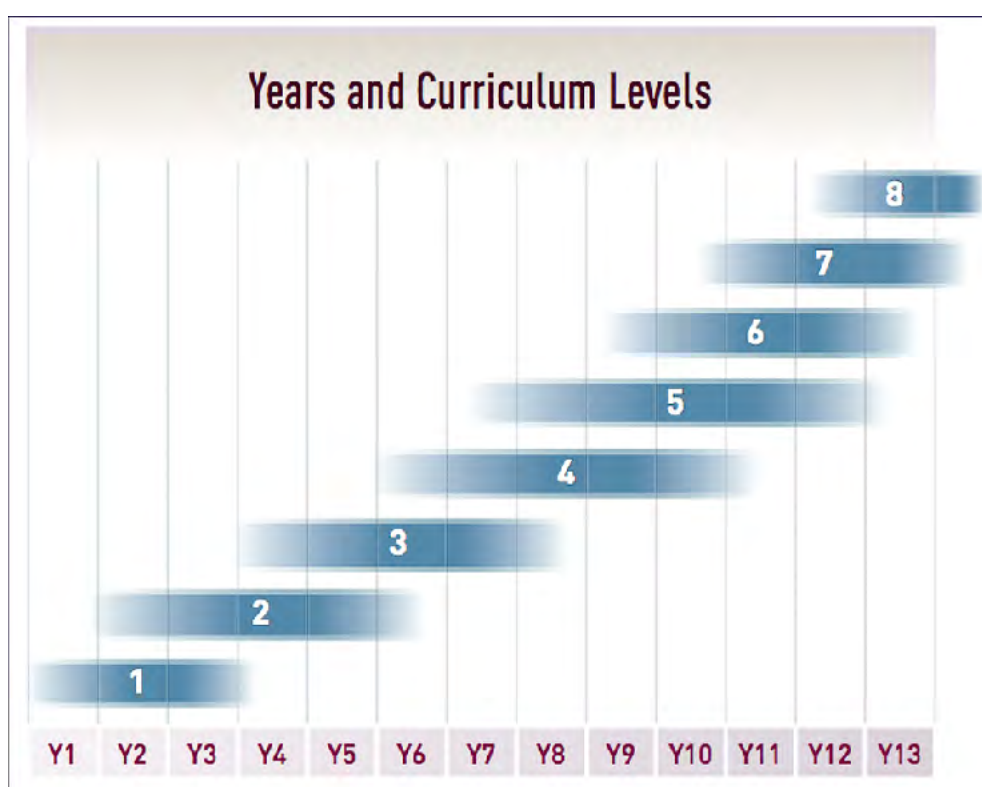
Year level reading / writing and mathematics reporting

Other Curriculum Achievements

The New Zealand Curriculum sets the direction for teaching and learning in English-medium New Zealand schools. But it is a framework rather than a detailed plan. This means that while every school curriculum must be clearly aligned with the intent of this document, schools have considerable flexibility when determining the detail. In doing this, they can draw on a wide range of ideas, resources, and models.

Schools are required to base their curriculum on the principles of *The New Zealand Curriculum*, to encourage and model the values, and to develop the key competencies at all year levels.

In years 1-10, schools are required to provide teaching and learning in English, the arts, health and physical education, mathematics and statistics, science, the social sciences, and technology.



This diagram shows how curriculum levels typically relate to years at school. Many students do not, however, fit this pattern. They include those with special learning needs, those who are gifted, and those who come from non- English-speaking backgrounds. Students learning an additional language are also unlikely to follow the suggested progression: level 1 is the entry level for those with no prior knowledge of the language being learned, regardless of their school year (NZ Curriculum 2007).

Powerful Curriculum Implementation

Strategic aim - To enhance student achievement through a culture of continued improvement; developing teaching, learning and assessment capability in alignment with the New Zealand and Selwyn Ridge School curriculum.

Annual objective: To grow depth in the implementation of Selwyn Ridge learning principles and provide opportunities for children to Soar High across the curriculum.

Progress

Garden to Table Programme - Three year four classes. Belinda Smith/Becky Hill as Garden Specialist and Chelsea Findsen as Kitchen Specialist. Two new raised garden beds established. Whetu Taiho Roopu designed and constructed compost bins. In term 2 Becky Hill was appointed as Garden Specialist. Special thank you celebration for Belinda Smith. Programme continuing successfully. Seed fundraiser completed term 3. Kai aroha (class buddy programme) term 2 and 3. Garden only sessions during alert level 2.

Whetu Tiaho Roopu - Two groups established and learning pathways developed. Communication with whanau. Teacher Rod Scott has met with RTL B Hosea Taani (mentoring / support role). Project identified for support with Tauranga Moana RTL B service. Programme continuing successfully - to be completed early term 4.

Beyond the Classroom - Zero Waste and Resource Wise programmes being delivered term two. Keeping Ourselves Safe programme end of term 1/ beginning of term 2. Constable Emma Buxton lead consultation with whanau and support classroom implementation. Beach Education for year 4 students - Friday 12 March. School camps successfully held. Johnson reserve being used successfully as an additional learning environment across the school. Kids Can Ride programme postponed until term 4.

Literacy Support - Lesley Wakelin working with individuals and groups in literacy leadership role. LUCID COPS programme for dyslexia screening and targeted teaching has been purchased with staff professional learning also complete. Initial assessments undertaken for some identified tamariki with targeted learning programmes being developed consequently. Group and individual acceleration programmes being successfully implemented by literacy specialist and teacher aides. Report of progress and achievement in term 4.

Ready 4 Learning Foundation Skills for NE / Year 1 - Connections between Foundations for Learning and Bounce Back developed. Decodable readers introduced with professional learning for junior teaching staff. Resources continue to be developed. Staff professional learning supporting developments. Becky Smith and Lesley Wakelin mentor approach with Structured Literacy approach. New staff professional learning in foundation skills. Links to reporting and sharing of learning with whānau.

STEPSWeb literacy support programme for years 2 - 6 is underway. Further professional learning for teachers from year and ongoing formative assessment and monitoring integrated. Developing the use of the vocabulary function in StepsWeb to link learning in te reo Māori across the curriculum. Replacement headphones purchased and distributed to classes to replace damaged sets. Assessments to show progress and achievement to take place in term 4.

Provision for Gifted and Talented learners - Over the year a range of opportunities have been provided to extend learners and provide further for learners identified as gifted or talented. These have included extension art, extension mathematics, a range of music opportunities, ICAS testing, Otago problem solving, future champions in sporting codes. Classroom programmes also provide differentiated opportunities through inquiry and curriculum focus. Highlights such as achievement in the 2021 Silent Film Festival and performances at our Arts Extravaganza provided further avenues for children to shine.



2021 Concept Review

Our conceptual curriculum is a rich integrated curriculum approach that connects the essence of the NZ curriculum. It enhances teaching and learning opportunities more effectively than through a separate subject approach.

This aligns with the essence of the NZ Curriculum-vision, principles, values, key competencies and curriculum depth. We consider knowledge of the learner, their interests, talents, curiosity and experiences. Our approach allows for a student centred inquiry based opportunity for learning that values prior knowledge and experiences of our learners. We aim to connect local/national/global contexts that are rich, authentic, meaningful and relevant.

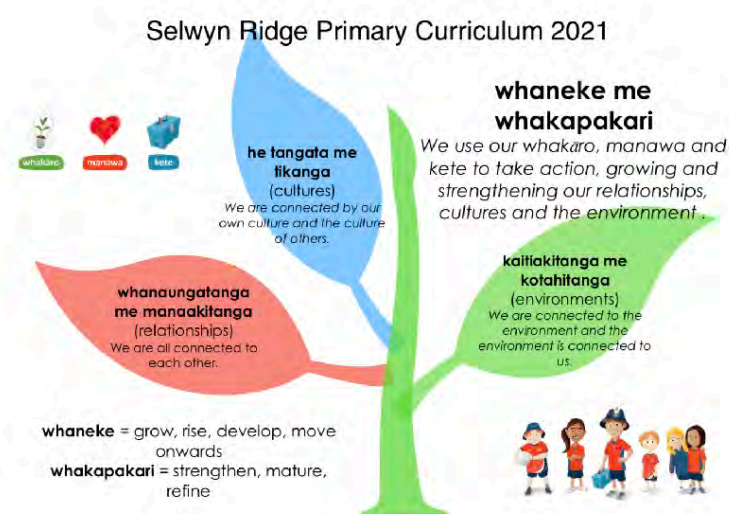
Our 2021 local curriculum map was based around our school vision of growing the mind, heart and toolbox, with the overarching concept of sustainability running through all areas. This was broken into the three areas of sustainability

1 - He tangata and tikanga (cultures)

2 - Kaitiakitanga and kotahitanga (environments)

3 - Whanaungatanga and manaakitanga (relationships)

Concepts were explored at school, team, class and individual level.



Curriculum Map for 2021						
whaneke me whakapakari <i>We use our whakaro, manawa and kete to take action, growing and strengthening our relationships, cultures and the environment.</i>						Vision and Key Concepts
whanaungatanga me manaakitanga growing and strengthening relationships (We are all connected to each other)		kaitiakitanga me kotahitanga growing and strengthening environments (We are connected to the environment and the environment is connected to us)		he tangata me tikanga growing and strengthening cultures (We are connected by our own culture and the culture of others)		Rich Concepts
<ul style="list-style-type: none">Who am I and who are you? How are we connected to others?How do we establish and maintain positive and sustainable relationships?How do we express our own needs, wants and feelings and how do we allow others to do the same?		<ul style="list-style-type: none">How do our choices and actions impact the environment locally, nationally and globally?How can we take action to respond to social and environmental issues that exist locally and nationally?How do different cultures view, use and interact with the environment?		<ul style="list-style-type: none">How have the cultures of New Zealand been shaped and changed over time?How are we connected to different cultures?How do different cultures express themselves?How can we grow and strengthen cultures?		Big Questions or Ideas
<ul style="list-style-type: none">I understand myself, so that I may understand others.We all have rights, roles and responsibilities.We all have similarities and differences, this is what connects us, and also makes us unique.		<ul style="list-style-type: none">Our choices and actions have an impact on the environment. The environment has an impact on our choices and actions.Our environment is influenced by many interconnected processes and systems.As tangatawhenua of Aotearoa, Māori hold unique perspectives and knowledge of the environment.		<ul style="list-style-type: none">New Zealand has a rich cultural history that has been shaped by a range of events and people.Different cultures represent and express themselves in different ways.Cultural practices are a way of reflecting and expressing our customs, traditions and values.		Deeper Understandings
The arts (visual art) / Technology (including digital technologies) / Te reo Māori, Ie ao Māori, Tikanga, Mātauranga Māori						Key Curriculum Areas
Science through generating and testing ideas, gathering evidence to investigate, understand, and explain our world	The Arts through movement, sound and image, the arts transform creative ideas into expressive works that communicate layered meanings	Health and PE through learning and accepting challenges in health-related and movement contexts, contributing to well-being	Social Sciences through exploration of how societies work, participating as critical, active, informed, and responsible citizens	Technology through informed, critical and creative thinking of practice to adapt and innovate	Learning Languages through discovery of the power of language, a means to communicate with other cultures and explore own's own personal world	Integrating the NZ Curriculum
Mathematics and Statistics exploration of patterns and relationships of quantities, space, time and data in which to think and solve problems and make sense of the world around them, at work, at home and in the community				Literacy making meaning and creating meaning to become effective oral, written, and visual communicators who are able to think critically and in depth		Foundation Tools Key Enablers

2021 Concept Review

In reviewing our 2021 school curriculum each teacher mapped the pathways explored through their classroom programme and key concepts and curriculum strands. These were shared at staff hui and used when reflecting on 2021 and planning our localised curriculum for 2022.



Inquiry learning practices were deepened through our conceptual approach across the year. Development of learner agency through growing the mind, heart and toolbox was to the fore of teachers' planning. Te Ao Māori was woven through our curriculum and explored in a variety of ways through concepts, classes and teams.

2021 Concept Review

The Keeping Ourselves Safe programme was taught across the school in the first term. This was delivered in conjunction with the New Zealand Police and is part of our two year health delivery programme. Keeping Ourselves Safe is a comprehensive child abuse prevention programme for schools. Alongside this, other aspects of keeping safe were integrated into learning.

Learning beyond the classroom is a feature across the school. Johnson Reserve and Waipuna Park are regular extensions of our school environment. Learning in the environment and through nature support our local curriculum. Research-backed evidence strongly suggests that experiences in nature boost academic learning, personal development, and environmental stewardship (Kuo et al. 2019). Being in nature helps develop curiosity and creativity, both important in nurturing a life-long love of learning. Time in nature builds confidence, resilience, and improves mental, emotional, social and physical health. Time in nature empowers respect and the development of kaitiakitanga and manaakitanga for the natural world, and for others.



Additional opportunities for learning beyond the classroom extended further and focused on a range of concepts and curriculum areas. The Tauranga Art Gallery and Library were visited regularly with children learning about and through art in authentic contexts. Camps and day trips also added to curriculum and learning experiences for many children.

The arts featured strongly across our curriculum in 2021. Covid 19 impacted many events and performance opportunities across the school, however, in true Selwyn Ridge fashion we innovated and created new opportunities for our learners to soar high. A particular highlight in the arts was our modified Arts Extravaganza held at Baycourt theatre.



2022 Local Curriculum Recommendation

The New Zealand Curriculum describes the learning all young people should experience and the progress and expectations associated with this learning.

It provides the framework for schools and kura to use in their local curriculum design.

Our local curriculum is the way we bring the New Zealand Curriculum to life in our school. It should:

- *be responsive to the needs, identities, languages, cultures, interests, strengths, and aspirations of your learners and their families*
- *have a clear focus on what supports the progress of all learners*
- *help students understand Te Tiriti o Waitangi - its past, present, and future (you will also be planning learning that helps students live the Treaty as citizens of Aotearoa)*
- *help learners engage with the knowledge, values, and key competencies, so they can go on to be confident and connected lifelong learners.*

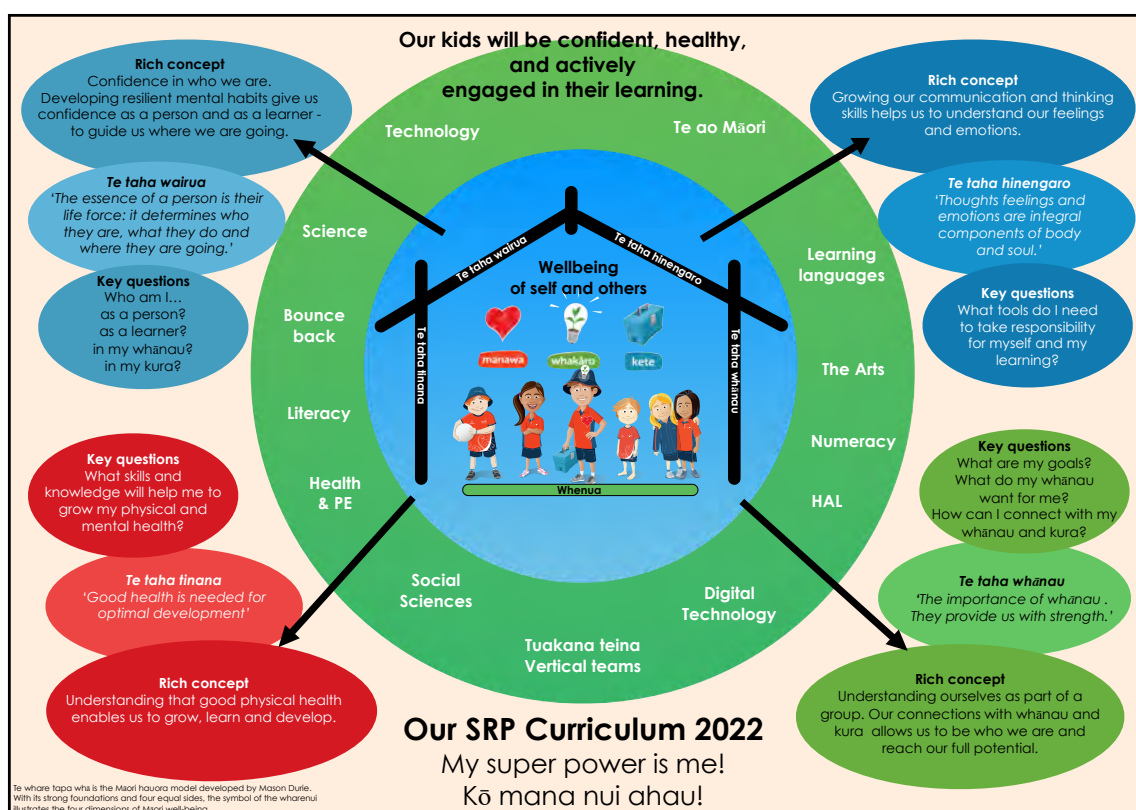


2022 Local Curriculum Recommendations:

From our 2021 conceptual curriculum review, including feedback from whanau and students in end of year consultation, the following threads for 2022 curriculum emerged:

The whakatauki 'Whāia te mātauranga her oranga mō koutou- seek after learning for the sake of your wellbeing' encompasses our direction for 2022.

The Kia Kaha programme will integrate into curriculum. Kia Kaha enables students to develop strategies for respectful relationships where bullying behaviours are not tolerated. We will also be implementing Healthy Active Learning across the kura. This is in partnership with Sport Bay of Plenty and the Ministry of Health and Education. Learner agency and inquiry will continue to be focused on as core curriculum principles.



2021 End of Year Assessment Information

In November, teachers make a judgment based on their knowledge of each child in their class. These are based on achievement at curriculum levels in maths and writing and a combination of reading levels (based on reading recovery colour levels) and curriculum levels in reading. No single source of information can accurately summarise a student's achievement or progress. A range of approaches is necessary in order to compile a comprehensive picture of the areas of progress, areas requiring attention, and what a student's unique progress looks like. Using a range of approaches also allows the student to participate throughout the assessment process, building their assessment capability. Because of this, to assess a student in relation to outcomes, teachers need to bring together a range of evidence in order to form an overall teacher judgment.

Overall teacher judgments of achievement and progress involve combining information from a variety of sources, using a range of approaches. Evidence may be gathered by:

- **Observing** the process a student uses.
- **Conversing** with the student to find out what they know, understand and can do.
- **Gathering** results from formal assessments, including standardised tools.

This 'triangulation' of information increases the dependability of the OTJ.

In making overall teacher judgements, our teachers collated and considered assessment information from tools including running records, asTTle tests, Gloss tests, 6 year surveys, and, very importantly, from what they know about each learner in the classroom setting. The following levels represent Selwyn Ridge expectations of achievement for reporting. Teachers use their OTJ to report a summative outcome for each child.

Achievement outcomes are recorded using the following: Above, At, Below, Well Below and are based on the achievement in the relevant year group. The following section of this report includes an overview of overall achievement in each area, and then summary data regarding achievement at each year level, comparing genders and Māori / non Māori achievement. There is also a summary of achievement for Pacific People.

Year and Curriculum Levels



Our 2021 Cohort Data

Year	Number
Year 2	69
Year 3	79
Year 4	79
Year 5	81
Year 6	81
TOTAL	389

Boys	Girls	TOTAL
210	179	389

Māori	Pacific Peoples	MELAA	Asian	NZ European	TOTAL
98	12	15	30	234	389

Foundations for learning (year 1)

Following the implementation of the foundations for learning framework last year, the assessment resources and approach has been adapted to meet our needs. The 5 year entry assessment and explicit teaching of skills is **in action**.

End of year data shows general ‘completion’ of skills for our junior cohort - they have acquired the pre literacy skills assessed in the programme. This has been achieved through targeted teaching of the gaps for our learners. There are some individual skills that have not yet been achieved - mostly held by the same children.

Next year our FFL will be utilised as our 5yr entry test, assessed by week 6.

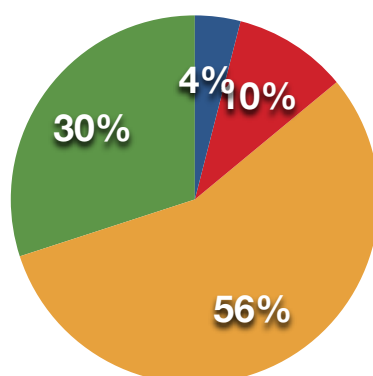
Domain skills will be worked on with targeted teaching - revisited as part of the learning in Yr 1 throughout the year (teachers gathering info and adjusting individual assessment sheets).

The Year 1 and Year 2 teachers will be embarking on self directed PLD, inquiring into the Early Literacy approach and resources provided by the Ministry of Education. This approach aims to strengthen early literacy teaching, learning and monitoring.

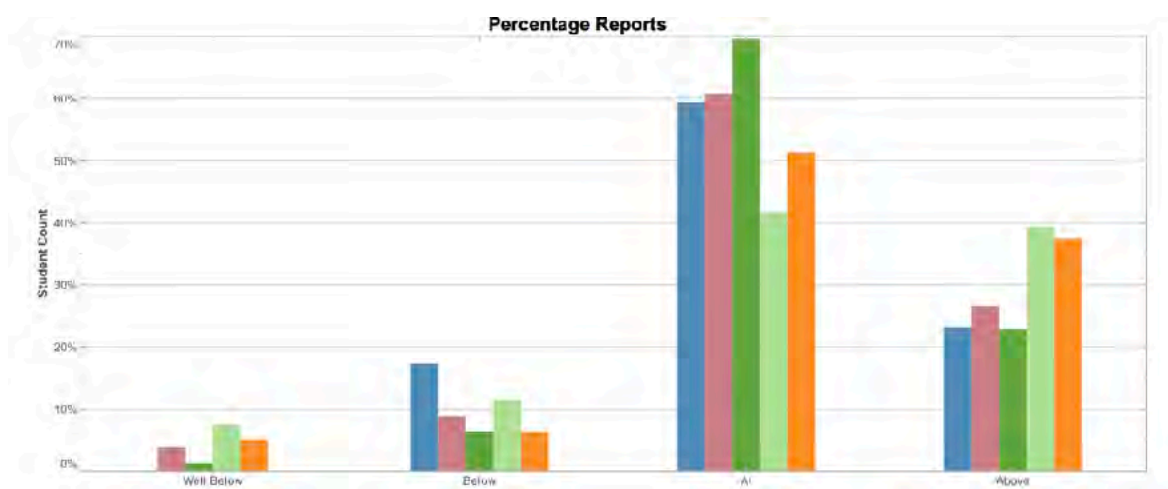
This includes learning about the Ready to Read Phonics Plus decodable readers and how we will use them to enhance our current decodable reading programme and understanding of how to 'systematically support children's phonological awareness, letter sound knowledge and oral language'.

[illegible]

2021 Reading Achievement

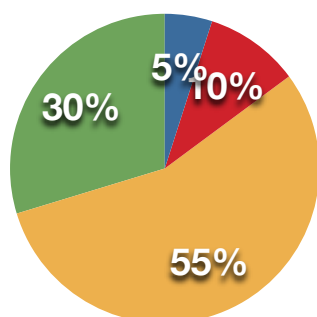


Well Below Below At Above



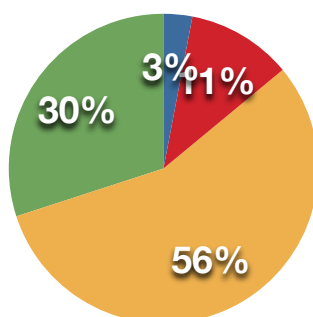
Year at Test	Well Below	Below	At	Above
2		17%	59%	23%
3	4%	9%	61%	27%
4	1%	6%	70%	23%
5	8%	11%	42%	39%
6	5%	6%	51%	38%
	4%	10%	56%	30%

Reading - BOYS



Well Below Below At Above

Reading - GIRLS



Reading past three years			
	2019	2020	2021
Above	34%	30%	30%
At	51%	55%	56%
Below	13%	12%	10%
Well Below	2%	3%	4%

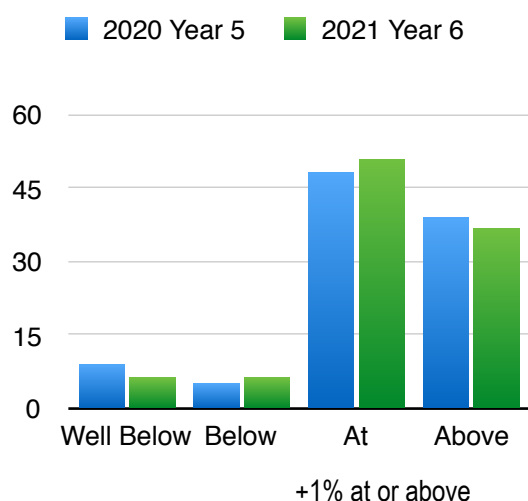
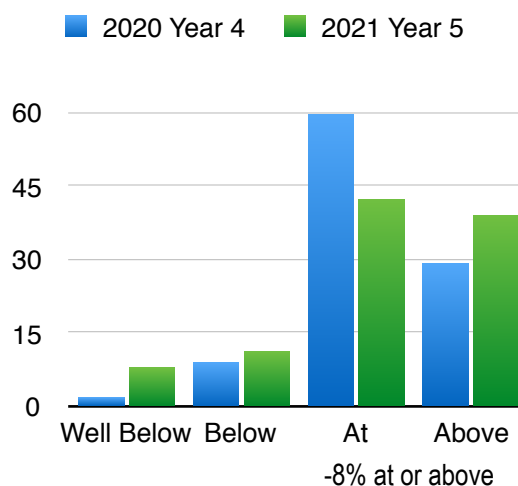
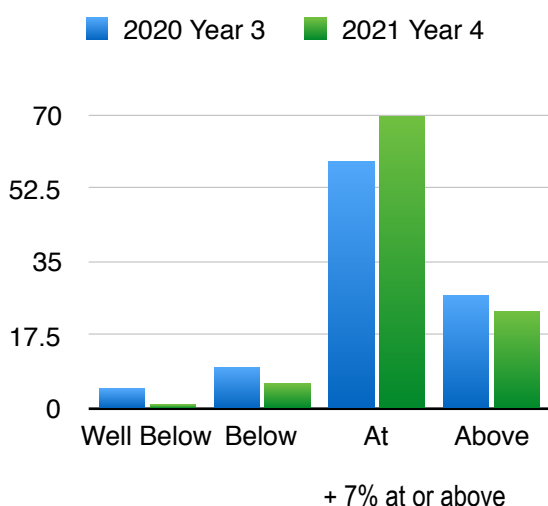
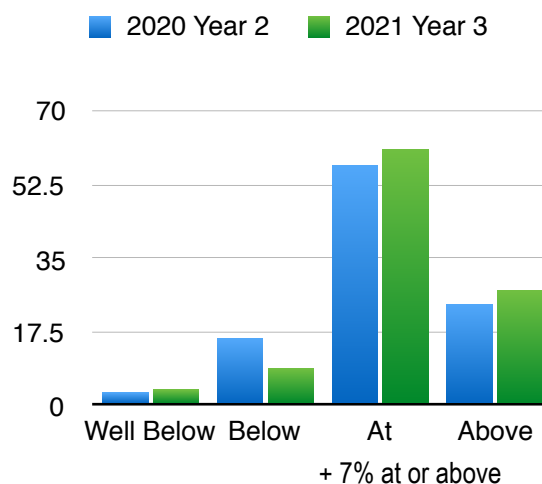
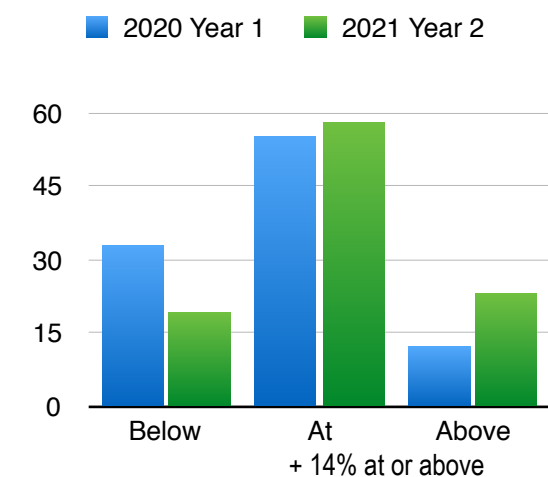
Summary Points

86% of our children are achieving at or above their year level expectation in reading. Achievement of boys and girls is similar with 85 and 86 percent at or above expectation,

Achievement Comparison:

Reading

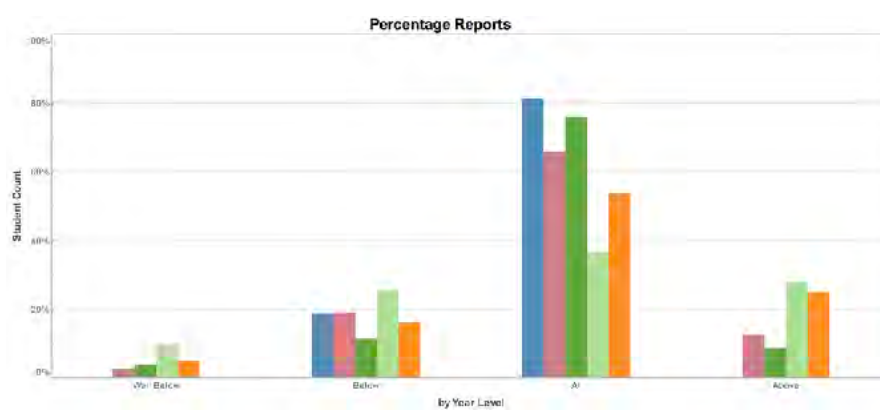
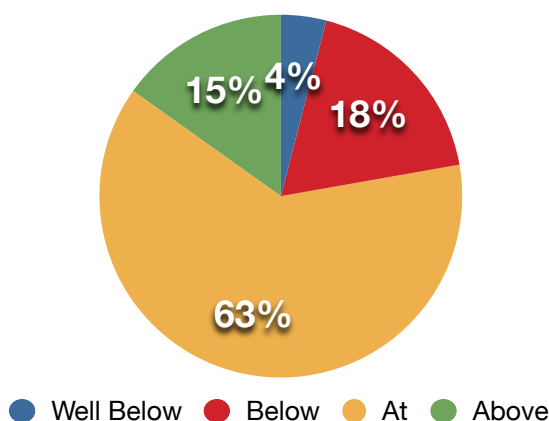
2020-2021



Summary Statement:

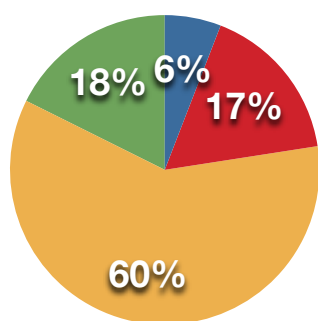
- The graphs compare the overall teacher judgement for the same cohort of learners from 2020 to 2021. This doesn't take into account children who have arrived or left in the year.
- Overall there has been positive growth in reading for all year groups except year 5
- Of the children well below in reading in year 5, they are also well below in writing and mathematics. Year 5 data shows a negative shift with some children who were previously 'at' now below. Investigations around attendance, engagement in distance learning, impact of Covid on family circumstances, ESOL and special needs support and their impact on achievement taken place.

2021 Writing Achievement



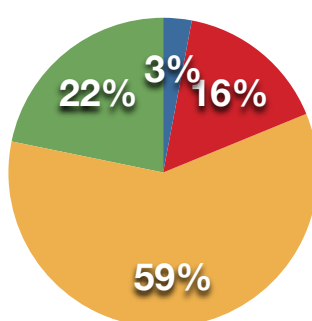
Year at Test	Well Below	Below	At	Above
2		19%	81%	
3	3%	19%	66%	13%
4	4%	11%	76%	9%
5	10%	25%	37%	28%
6	5%	16%	54%	25%
	4%	18%	62%	15%

Writing - BOYS



Well Below Below At Above

Writing - GIRLS



Writing past three years			
	2019	2020	2021
Above	14%	14%	15%
At	55%	62%	62%
Below	28%	21%	18%
Well Below	3%	3%	4%

Summary Points

77% of our children are achieving at curriculum expectation in writing.

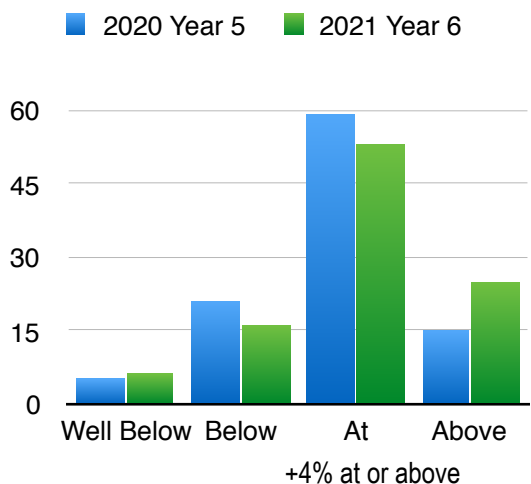
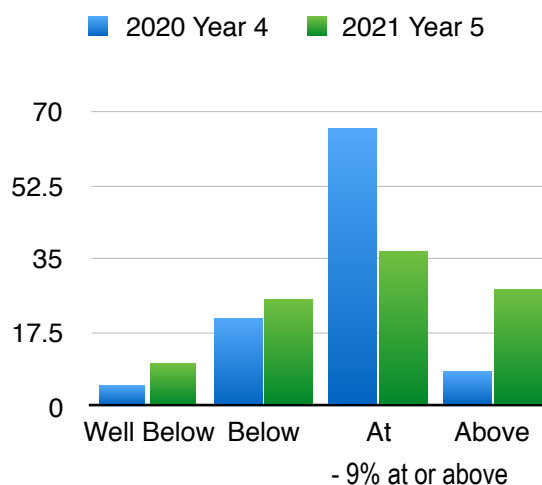
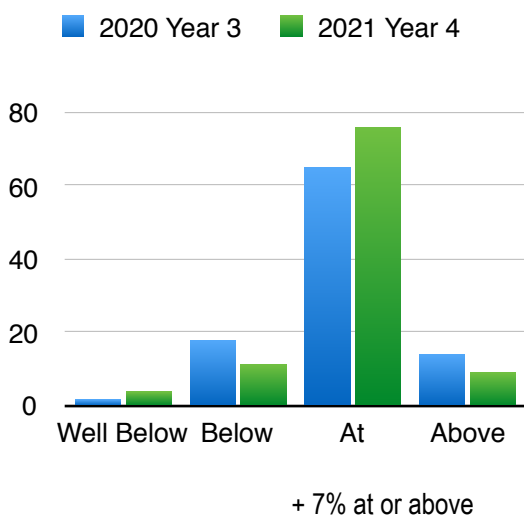
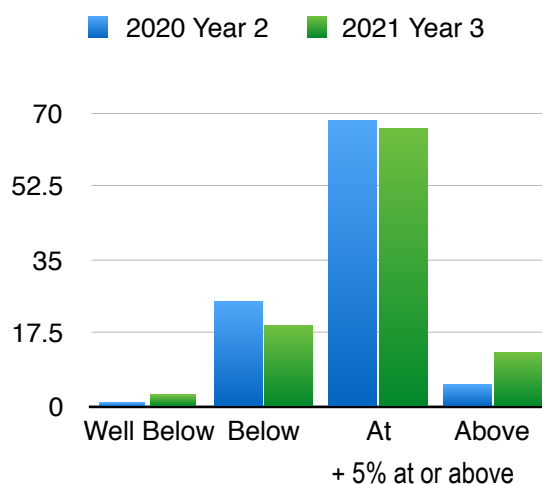
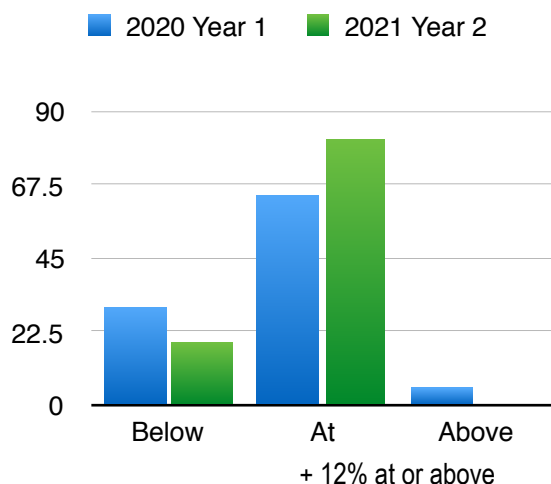
Girls achieve higher than boys in writing with 81% at or above our expectation.

Our year 5 learners, of whom 60% were at or above our curriculum expectation in writing in 2019, improved to 74% at or above expectation in 2020, now have 65% at or above. It is interesting to note that this cohort has both the highest percentage above and below expectation of all cohorts.

Achievement Comparison:

Writing

2020-2021



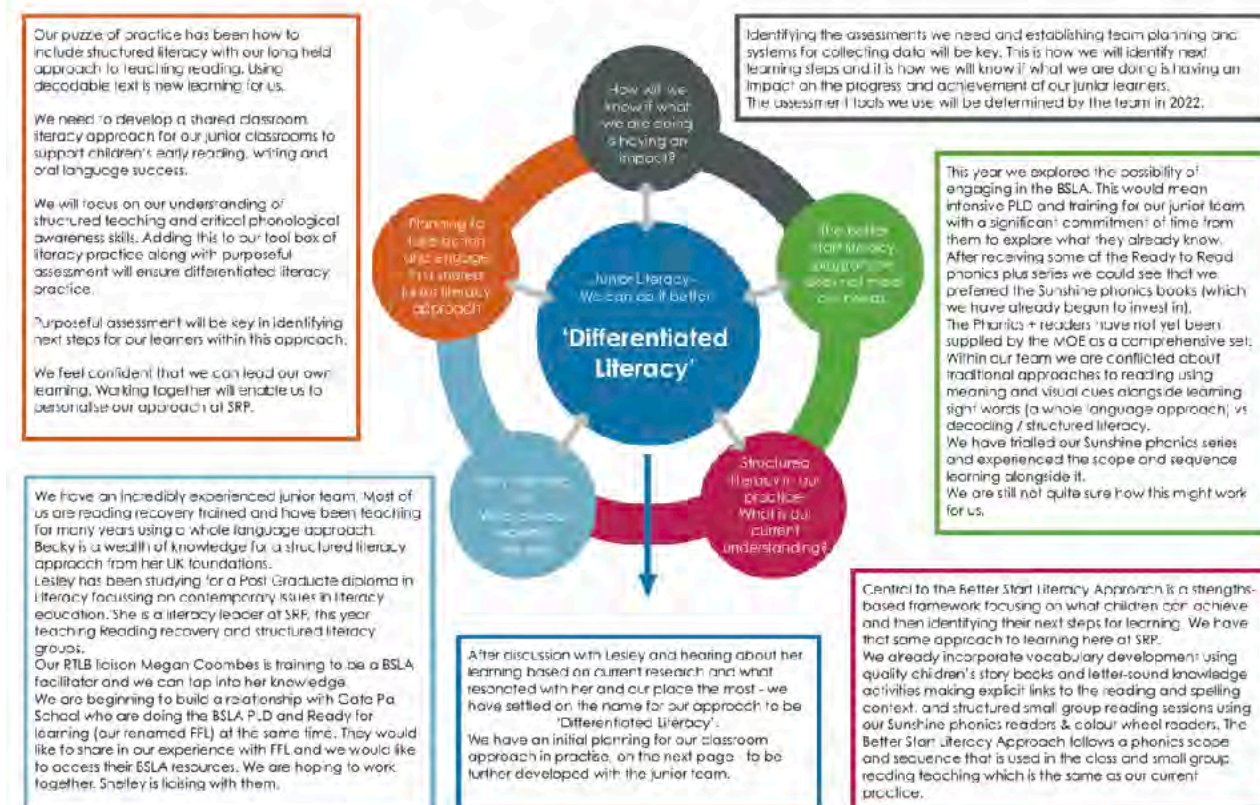
Summary Statement:

- The graphs compare the overall teacher judgement for the same cohort of learners from 2020 to 2021. This doesn't take into account children who have arrived or left in the year.
- Overall there has been positive growth in writing for all year groups except year 5.
- Writing data is similar to reading data.

Literacy Review - next steps

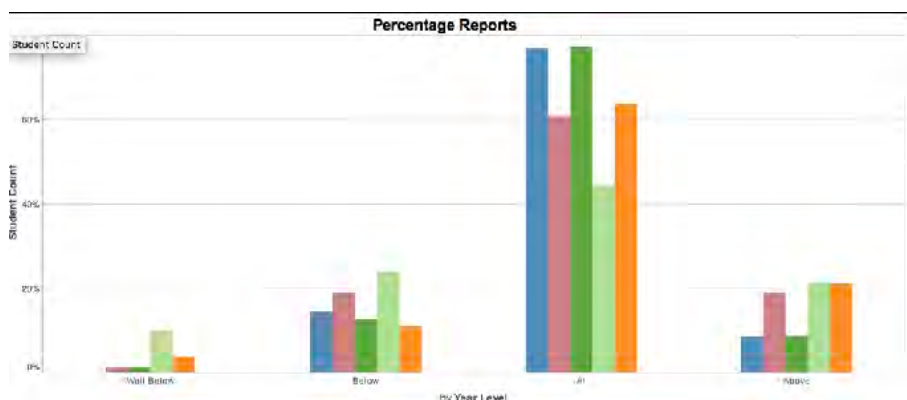
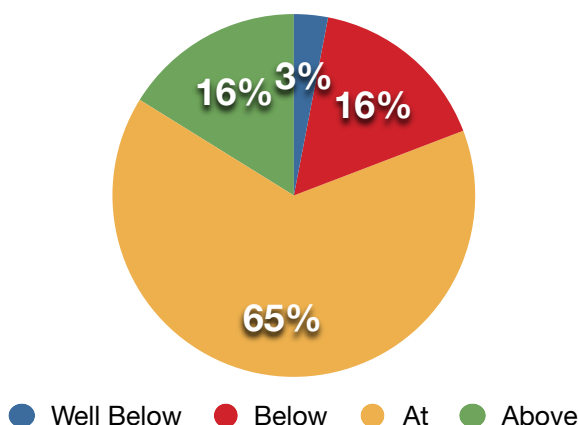
- **Differentiated literacy programme for year 1 and 2 learners.**
Including assessment and learning in foundation skills, structured literacy approach and whole language approach. Professional learning for teachers, monitoring and support for practice to lift overall achievement in literacy for our year 1 and 2 learners.

Strategic plan for the Development of our Junior Literacy approach for 2022



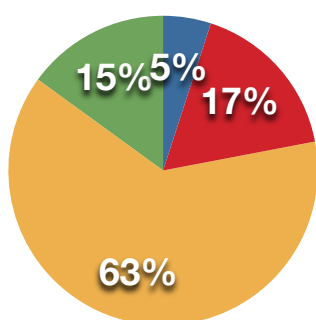
- **Specialist teacher assistance** to accelerate progress for children identified at risk of not achieving as we would like. Differentiated literacy programme (reading recovery, small group, whole class and teacher support programme - .5FTE provided by the Ministry of Education. Also supported by school resourcing.
- **Purchase of Sunshine decodable books sets 4-7 to add to our teaching resourcing.** This will provide us with the whole scope and sequence for decodable readers to support our differentiated literacy programme.
- **Purchase of senior novels / readers** to support classroom programmes with high interest titles
- **Further development in use of STEPS Web literacy support programme for years 2 - 6.** Professional learning for teachers from year 3-6 and ongoing formative assessment and monitoring integrated. Development within Hero SMS.
- **Linking practice to Selwyn Ridge Primary curriculum implementation plan.** Creating authentic learning experiences that allow our students to **apply their skills, strategies and knowledge across the curriculum.**
- **Integration of 'Bounce Back' resilience programme** across the school - focusing on a literacy based approach to social skills and resilience building.

2021 Mathematics Achievement

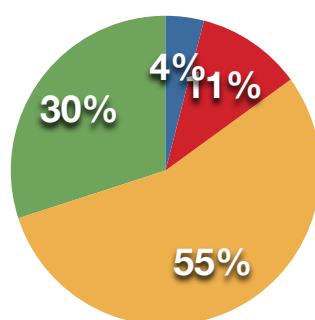


Year at Test	Well Below	Below	At	Above
2		14%	77%	9%
3	1%	19%	61%	19%
4	1%	13%	77%	9%
5	10%	24%	44%	22%
6	4%	11%	64%	21%
	3%	16%	64%	16%

Maths - BOYS



Maths - GIRLS



● Well Below ● Below ● At ● Above

Mathematics last three years - %			
	2019	2020	2021
Above	16%	16%	16%
At	64%	69%	64%
Below	18%	13%	16%
Well Below	2%	2%	3%

Summary Points

80% of our children are achieving at or above our expectation in mathematics.

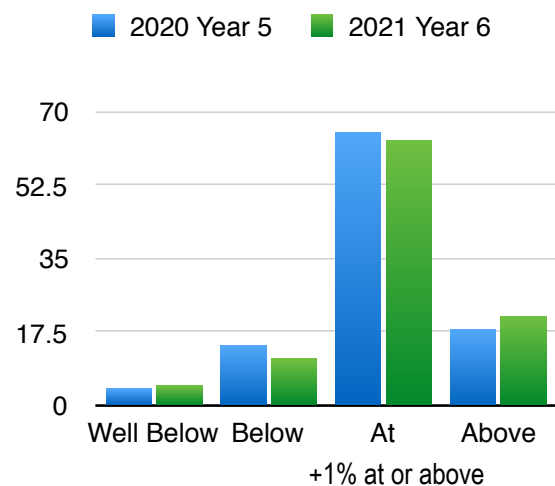
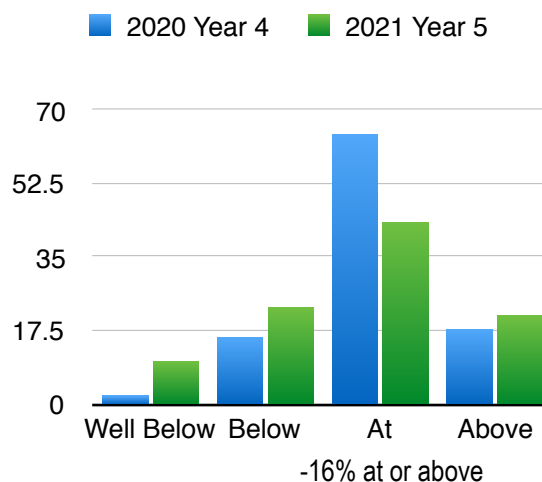
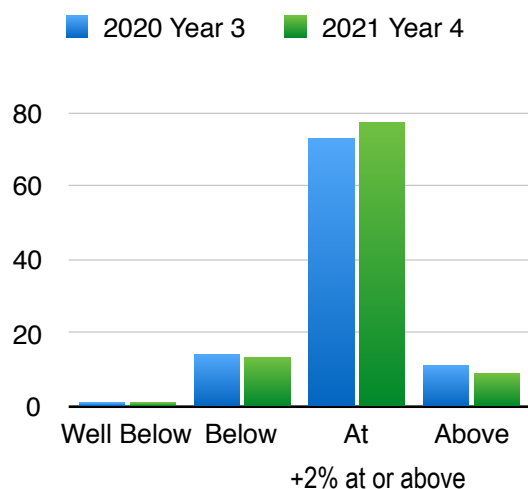
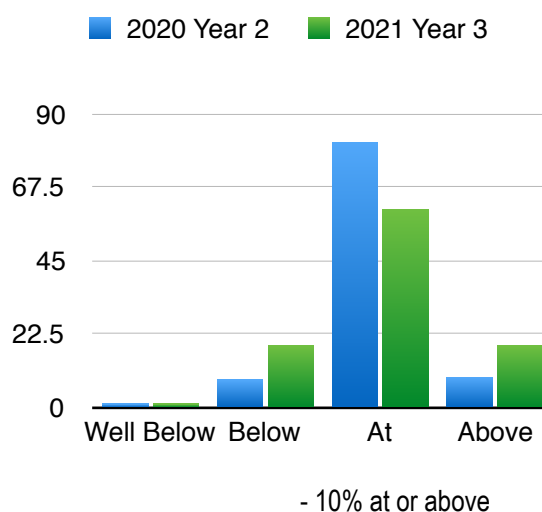
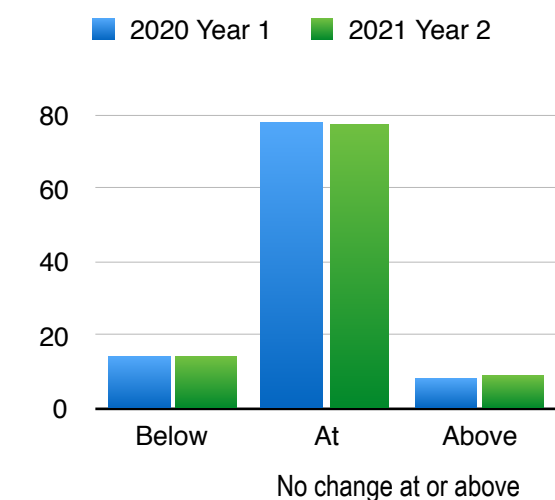
More boys are achieving at our curriculum expectation than girls, but more girls are above expectation. 86% of year 2 learners are at or above our expectation.

There is a significant group of year 5 students requiring acceleration to meet our desired expectation

Achievement Comparison:

Mathematics

2020-2021



Summary Statement:

- The graphs compare the overall teacher judgement for the same cohort of learners from 2020 to 2021. This doesn't take into account children who have arrived or left in the year.
- Overall there has been less growth in mathematics than in reading and writing.
- Year 2 and year 5 data shows a negative shift with some children who were previously 'at' now below. Investigations continue into possible causes and in 2022 these groups will be targeted as priority for acceleration in mathematics.

Mathematics Review - next steps

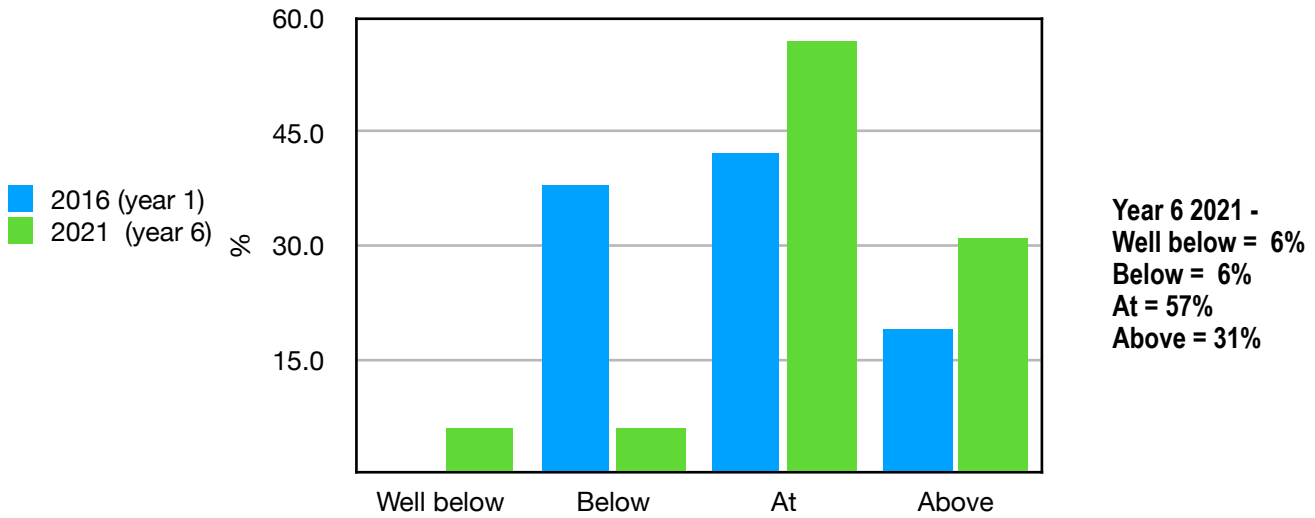
- Professional learning focus for teachers of years 3 to 6. Linking practice to Selwyn Ridge Primary curriculum implementation plan. Key aspect to consider is around our vision and principles for effective teaching of mathematics and use of rich and authentic learning experiences that allow our students to **apply their skills, strategies and knowledge**.
- Mathematics target groups for accelerated learning at year 6 and year 4.
- Partner with RTLB Katrina Stephenson who is undertaking research with a focus on dyscalculia. Professional learning for staff to help target learners.
- Imbedding the '**mathematics profile**' for tracking progress and achievement and exploring Hero as a tool to track and monitor progress and achievement. Collating this data to track progress longitudinally for individual students. Assessment screens can be used to identify groups of students with common learning needs to create targeted intervention booster groups. This will provide an opportunity to design appropriate learning tasks and frame 'just in time' teaching.
- Imbed the use of mathematics building blocks previously developed as progressions, and use these to grow learner agency in mathematics. Further develop use of mathematics building blocks by teachers in planning, monitoring and assessment.
- Specific professional learning around **iPad use to support mathematical teaching and learning in class**.
- Review of mathematics resources (school wide) to identify what we have and what we need - based around the 'why?' A particular focus around resources to represent thinking in various forms - especially in the senior school.



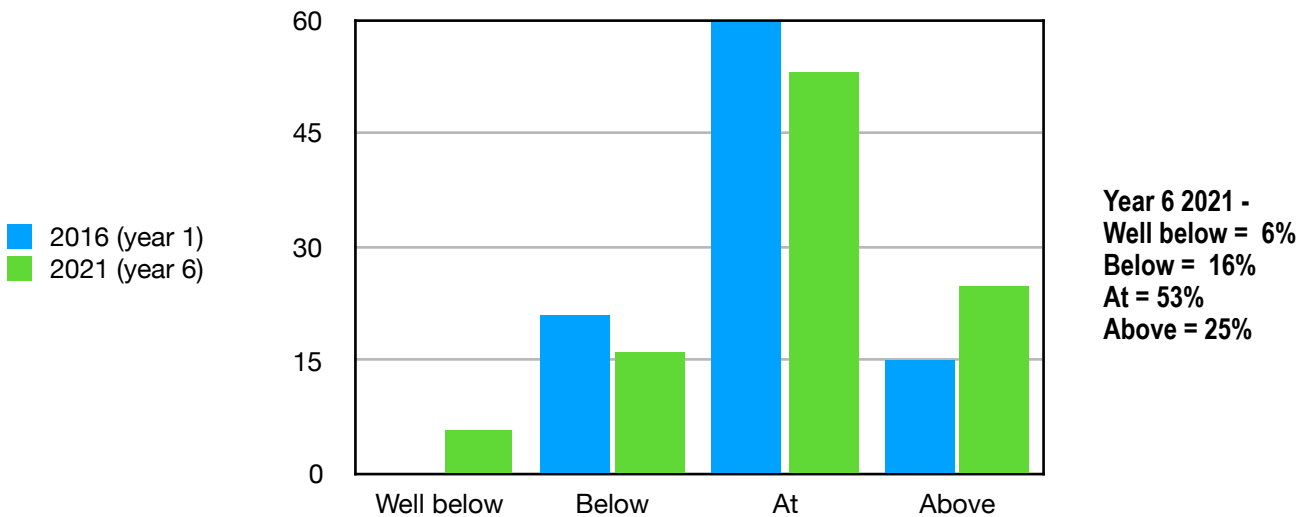
Achievement Comparison:

The graphs below compare the overall teacher judgement for the same cohort of learners in their year 1 year and then again at the end of this year as year 6's.

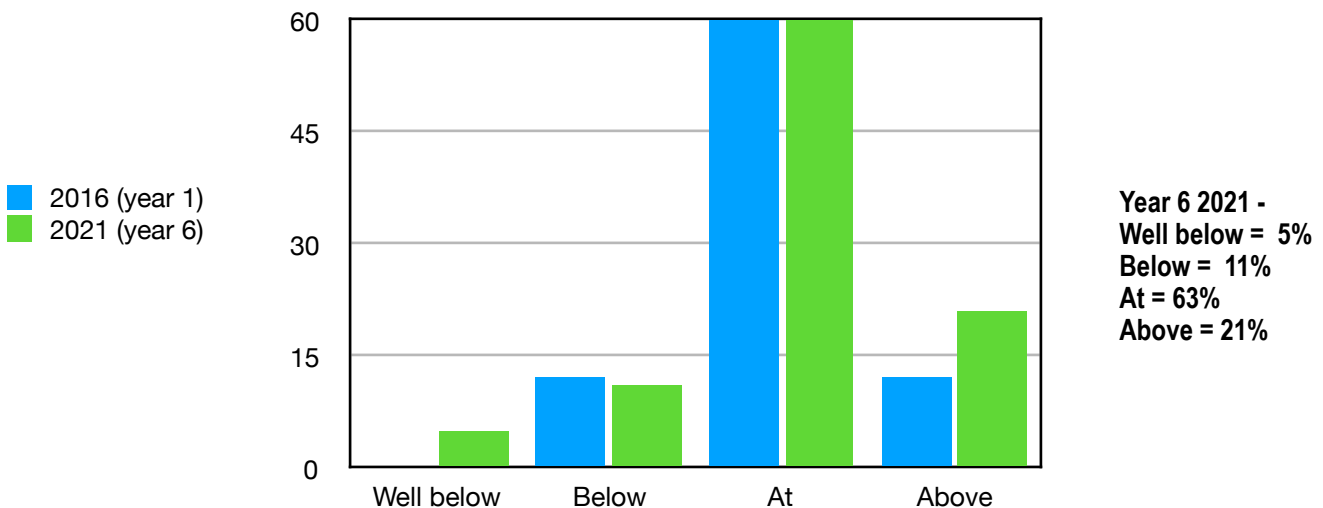
Reading comparison of achievement year 1 to year 6 (%)



Writing comparison of achievement year 1 to year 6 (%)



Mathematics comparison of achievement year 1 to year 6 (%)



Concluding statement

This report provides an analysis of variance of achievement against planned annual goals. Alongside this reporting, supporting documentation provides further depth and break down of data. We are able to easily identify children and their progress. This aligns with our procedures for monitoring children with special needs and/or abilities. We are able to cross moderate by drawing out data from specific assessment tools, and viewing it alongside teacher judgements (i.e AsTTle, writing continuum).

2021 has been a year where we have again faced significant challenges from the Covid-19 pandemic. I am very proud of the way we responded as a school and supported the wellbeing of our community. As has been noted through this report, there is much to celebrate regarding achievement for our 'Kids on the Ridge' and also areas identified for continued development. 2022 will see a continuation of our conceptual approach to curriculum integrating Healthy Active Learning in conjunction with Sport Bay of Plenty.

At Selwyn Ridge we consider what we do in light of our values and beliefs, principles that go with those beliefs, and practices that come from these. We aim to ensure that what we do is aligned with our philosophy of teaching and learning. This approach includes further growth in personalising learning, including assessment for learning and reporting, curriculum planning and decision making, differentiated classroom environments, learning to learn, student voice and opportunities beyond the classroom.

At Selwyn Ridge School our vision for learning is:
Kids On The Ridge Soaring High
Kei runga nga rangatahi i te taukahiwi, kia hokahoka kahurangi

We look forward to a rich and rewarding 2022 where our learners soar high!

Craig Price
Principal

2/12/2021



SELWYNRIDGE
Learners Soaring High
Kia Hokahoka Kahurangi



Growing mind, heart and toolbox: whakāro, manawa, kete