



Royal Road School Plan 2025 - 2027

Who we Are

Royal Road School opened in 1969.

Today it is a vibrant place of learning. It is full of wonderful children who are supported in their learning journey by passionate teachers and support staff. The school is supported by our caring parents. It is a privilege to play a prominent role in the wider Massey community.

Royal Road School is a full primary. This means we have year 1 to 8 students catering for 5 - 13 year olds. We also have an excellent Preschool on the school grounds, Royal Road Preschool, run by Lifewise. The Preschool caters for ages 2 to 5.

The school roll represents the Massey community in that it is made up of many cultures.

What we Believe

The school Vision statement is:

Self
Community
World

Our strategic goals are:

We want students at Royal Road School to...
Know themselves
Be active in our community
Help create positive changes in the world

PB4L (Positive Behaviour for Learning) :

Royal Road School has been a PB4L school since 2011.
We use restorative practices.

Our values are:

Sustainability
Pride
Aroha
Respect
Kia Kaha

These values are explicitly taught. Each year students are part of an individual click card system that promotes the school values, and rewards and reinforces when students demonstrate them.

Enviroschools

Royal Road School has been involved in the Enviroschool programme since 2003, reflecting twice at Enviroschools green/gold level and continuing to remain committed to the principles and practices of the programme. Sustainability is integral to the way the school operates and is held as one of the core values. Each year, students have the opportunity to join Gardening and Enviro groups to participate and lead projects in and around the school. Students from year four up are also involved in scheduled visits to learn about and carry out restoration work in the local ngahere-Mānutewhau.

The school's own restoration project, the large area behind the school fields, commenced in 2003. Officially renamed Te Wāhi Whakatupu Rākau and opened with a whole school pōwhiri in 2023, it provides the focus for ongoing action and deepening of our practice throughout the school.

NPDL (New Pedagogies for Deeper learning)

Royal Road School has been undertaking professional development in NPDL since 2019.

The aim is to integrate NPDL into our practices. It compliments our ongoing journey to raise student engagement and achievement. We are also exploring ways to increase student agency. We believe that the 7 competencies from NPDL:

- Character
- Culture
- Citizenship
- Collaboration
- Communication
- Creativity
- Critical Thinking,

Are critical life skills that are needed to produce well rounded Community members of the future. The 7 competencies complement the key competencies from the New Zealand curriculum. It should be noted that Royal Road School developed the rubric for the competency 'culture' when we saw the need for this as part of our professional development journey. The school uses a student led/teacher facilitated approach for inquiry.

Cooperative Learning

Royal Road School believes it is important to provide students to take part in cooperative learning and collaboration. The Kagan framework is one of the ways we provide these opportunities.

Equity

Equity in learning and opportunities is important at Royal Road School. The Board of Trustees is committed to providing and maintaining the ratio of one chrome book or ipad for every two students. We believe that it is important that the financial burden to provide these devices does not fall on the families of our students.

The Board of Trustees has committed funds towards the Duffy Books programme. This provides children with a minimum of 4 books a year. This means that families can be building up a library of books at home for their families to love and enjoy.

Royal Road School has been part of the bike in schools programme and opened our bike track in 2016. The school has a set of bikes. All children are taught to ride and then grow their skills over the years. Royal Road School is part of the school lunch scheme that provides a healthy nutritious lunch for every child every day. We are also part of the Fruit in Schools programme which provides daily fruit and sometimes vegetables for the children to snack on. Royal Road School is part of the school donations scheme. All children can attend trips and attend events and performances.

Review

Review plays a critical part in Royal Road School organisation and systems. This extends from teachers inquiring into their own practice, to the ongoing review of curriculum, through to looking at how and why we do things. We strive for the balance between what we believe in and what we can do better.

Consultation

Royal Road School believes that consulting with our community is an integral part of review. This helps us get ideas and points of view from the community. It also helps us get feedback on the actions and initiatives that we are taking. The school holds combinations of meetings of Maori, Pacific and general parent meetings every year.

Play Based learning

Play based learning takes place in our new entrant and lower junior classes.

Learning through play is important because it provides opportunities for students to develop Key Competencies, social skills, values and knowledge in authentic learning situations. Play Based Learning (PBL) especially supports new entrant children to settle into school quickly because of improved continuity between early childhood education and school.

Play

Royal Road School believes that play is critical in the development of children. The perception of risk taking and learning to manage risk is a critical life skill. Play teaches creativity, socialising, negotiation and compromise. The school looks to provide many rich opportunities for children to play in creative ways. Safety is always important but staff when on duty watch play and ask themselves 'is it safe?' before saying no to different play or 'does it just need to be modified?' so the game can continue with a slight modification.

Tiriwa Kahui

Royal Road School is part of a Kahui with other schools in the Massey area. These schools are:

- Colwill School
- Don Buck
- Lincoln Heights
- Massey High
- Massey Primary
- Westbridge
- West Harbour

The schools continue to look for ways to work together and innovate in ways that will benefit our students and the community.

Wellbeing:

Royal Road School believes that it is important for teachers to know the learners in their classroom. Teachers take time to learn about their students. Students learn better from someone who they feel takes an interest in them and their learning. This information can help the teacher connect student interests to their learning. Student growth is cumulative and is tracked each year at school.

The Deputy Principal is the child safety advocate. The Deputy Principal LSC and SWIS meet regularly to discuss the well being of identified students. The LSC and SWIS have run a Skills training for Emotional Problem Solving

for Adolescents (DBT STEPS A) for the last two years. In 2025 they are planning to take all year 7 students through the programme.

Staff receive regular professional development in de-escalation and practice positive reinforcement. Restorative practices are used when appropriate to prevent and resolve conflict, and repair relationships.

As part of the Duffy Books programme books are given away weekly to students 'caught being good'. Classpoints are used to reinforce and celebrate positive behaviour. Team building games and cooperative learning techniques are an important part of classrooms at Royal Road School.

Cultures are acknowledged and celebrated with daily classroom routines, syndicate and schoolwide events.

Royal Road School 2026

Continued Professional Development Focus on Revised Mathematics and English Curriculum Documents. Celebration of culture will be the theme for 2026.

Royal Road School 2027

Continued Professional Development Focus on Revised Mathematics and English Curriculum Documents. A focus on Technology and Science will be the theme for 2027.

Royal Road School wide results - 2024

At and Above percentage %

	Reading	Writing	Maths
Boys	70%	64%	70%
Girls	78%	77.5%	69%
Maori	80.5%	68%	65%
NZ European	80%	83%	96%
Pasifika	75%	70%	61%
All	74%	71%	69%

Royal Road School 2024 Target Results for Reading

Royal Road School had three school wide targets this year. The focus was on children identified at the start of the year as achieving below their expected year level in Reading, Writing and Maths.

There were three aims;

1. That children identified as achieving 'well below' or 'below' in Reading, Writing and Maths at the start of the year achieve 'at' by the end of 2024.
2. Children identified as achieving 'well below' or 'below' in Reading, Writing and Maths achieve accelerated progress in 2024.
3. That the children who were identified as achieving 'well below' and 'below' in Reading, Writing and Maths and achieved 'at' by the end of 2023 maintain this progress in 2024.

Reading

58 children were identified as achieving below at the start of 2024

Achieving 'at'

Of the 58 students:

4 out of 11 Year 7/8 achieved at.

3 out of 10 Year 5/6 achieved at.

5 out of 18 Year 3/4 achieved at.

12 out of 19 Year 1/2 achieved at.

This means 24 out of these 58 students achieved 'at' their age appropriate reading level by the end of 2024.

Achieving accelerated progress

Of the 58 students:

11 achieved 1.5 years of progress

1 achieved 2 years of progress

9 achieved 2.5 years of progress

4 achieved 3 years of progress

1 achieved 3.5 years of progress

This means that 26 out of these 58 students achieved accelerated progress.

7 of the 58 children achieved 1 year of progress in 2024.

33 out of 58 children achieved at least 1 year of progress or better in 2024.

25 out of 58 did not achieve 1 year of progress in 2024.

Maintaining 'at'

33 students were identified as achieving 'at' by the end of 2023. At the end of 2024, 32 of the 33 children maintained 'at' or better.

Conclusions

There is a lot to celebrate in these results.

33 of the 58 made one year or better progress.

18 of the 58 students achieved accelerated progress.

32 out of 33 maintained their 'at' status after achieving it in Reading in 2023.

25 of the 58 students did not make 1 year of progress in 2025. In 2025 these students will be a particular focus; We want to understand why they did not make this progress. We want to work closely with parents and put in interventions so that they are maximising their progress in 2025.

Teachers and senior teachers have been very positive about the focus on students identified as not achieving over the year in weekly syndicate meetings. The target students are the first item for discussion on the agenda. This ongoing inquiry into, and reflection on their practice has been of benefit throughout the year. They have said that their colleagues have given them a sounding board, feedback, and challenges when sharing good practice. We will continue this in 2025.

I was impressed with the professionalism and focus of staff when I sat in on these meetings. I will continue to do this in 2025. Senior staff will observe and give feedback to the teachers in their syndicate. Helen and I will continue to carry out observations and walkthroughs across the school providing feedback for teachers.

Breakdown of Results by year levels

Year 7/8

Of the 11 children;

2 made less than 1 year of progress

1 made 1 year of progress

4 made 1.5 years of progress

1 made 2 years of progress

2 made 2.5 years of progress

1 made 3.5 years of progress

Year 5/6

Of the 10 children;

4 made less than 1 year of progress

4 made 1.5 years of progress

1 made 2.5 years of progress

1 made 3 years of progress

Year 3/4

Of the 18 children;

11 made less than 1 year of progress

3 made 1.5 years of progress

3 made 2.5 years of progress

1 made 3 years of progress

Year 1/2

Of the 19 children;

8 made less than 1 year of progress

6 made 1 year of progress

3 made 2.5 years of progress

2 made 3 years of progress

Royal Road School 2024 Target Results for Writing

Royal Road School had three school wide targets this year. The focus was on children identified at the start of the year as achieving below their expected year level in Reading, Writing and Maths.

There were three aims;

1. That children identified as achieving 'well below' or 'below' in Reading, Writing and Maths at the start of the year achieve 'at' by the end of 2024.
2. Children identified as achieving 'well below' or 'below' in Reading, Writing and Maths achieve accelerated progress in 2024.
3. That the children who were identified as achieving 'well below' and 'below' in Reading, Writing and Maths and achieved 'at' by the end of 2023 maintain this progress in 2024.

Achieving 'at'

Of the 61 students identified as achieving below at the start of 2024:

9 out of 22 Year 7/8 students have reached expectations.

2 out of 17 Year 5/6 students have reached expectations.

7 out of 22 Year 3/4 students have reached expectations.

This means that 18 out of these 61 students have achieved 'at' their age appropriate writing level by the end of 2024.

Achieving accelerated progress

Of the 61 students:

23 achieved 1 year of progress.

1 achieved 1.5 years of progress.

7 achieved 2 years of progress.

7 made 3 years of progress.

This means that 15 out of these 61 students achieved accelerated progress.

38 of the 61 children made at least 1 year progress or better in 2024.

23 out of the 61 did not achieve 1 year progress in 2024.

Maintaining 'at'

35 students were identified as achieving 'at' by the end of 2023. At the end of 2024, 28 of the 35 children maintained 'at' or better.

Conclusions

There is a lot to celebrate with these results.

38 of the 61 made one year or better progress.

15 of the 61 made accelerated progress.

28 out of 35 maintained their 'at' status after achieving it in Writing in 2024.

23 of the 61 students did not make 1 year of progress in 2024. In 2025 these children will be a particular focus. We want to make sure that we understand why they did not make this progress.

There is no doubt that writing is a complex task but we want to see all children thriving and achieving with this essential life skill. We will work closely with parents and put in interventions and scaffolding so these students are maximising their progress in 2025.

Teachers and senior teachers have been very positive about the focus on students identified as not achieving over the year in weekly syndicate meetings. The target students are the first item for discussion on the agenda. This ongoing inquiry into, and reflection on their practice has been of benefit throughout the year. They have said that their colleagues have given them a sounding board, feedback, and challenges when sharing good practice. We will continue this in 2025.

I was impressed with the professionalism and focus of staff when I sat in on these meetings. I will continue to do this in 2025. Senior staff will observe and give feedback to the teachers in their syndicate. Helen and I will continue to carry out observations and walkthroughs across the school providing feedback for teachers.

Breakdown of results by year level

Year 7/8

Of the 22 children;

4 made less than 1 year of progress

10 made 1 year of progress

2 made 2 years of progress

6 made 3 years of progress

Year 5/6

Of the 17 children;

10 made less than 1 year of progress

6 made 1 year of progress

1 made 1.5 years of progress

Year 3/4

Of the 22 children;

9 made less than 1 year of progress

7 have made 1 year of progress

5 have made 2 years of progress

1 has made 3 years of progress

Royal Road School 2024 Target Results for Mathematics

Royal Road School had three school wide targets this year. The focus was on children identified at the start of the year as achieving below their expected year level in Reading, Writing and Maths.

There were three aims;

1. That children identified as achieving 'well below' or 'below' in Reading, Writing and Maths at the start of the year achieve 'at' by the end of 2024.
2. Children identified as achieving 'well below' or 'below' in Reading, Writing and Maths achieve accelerated progress in 2024.
3. That the children who were identified as achieving 'well below' and 'below' in Reading, Writing and Maths and achieved 'at' by the end of 2023 maintain this progress in 2024.

Maths

69 children were identified as achieving below at the start of 2024

Achieving 'at'

Of the 69 students:

11 out of 23 Year 7/8 students have reached expectation

5 out of 22 Year 5/6 students have reached expectation

11 out of 24 Year 3/4 students reached expectation

This means that 27 out of these 69 students achieved 'at' their age appropriate level by the end of 2024.

Achieving accelerated progress

Of the 69 students:

27 achieved 1 years of progress

20 achieved 2 years of progress

3 achieved 3 years of progress

This means that 23 out of these 69 students achieved accelerated progress.

50 out of the 69 students made at least 1 year progress or better.

19 out of 69 did not achieve 1 year progress 2024.

Maintaining 'at'

32 students were identified as achieving 'at' by the end of 2023. At the end of 2024 23 out of the 32 children maintained 'at' or better.

Conclusions

There is a lot to celebrate in these results.

27 out of 69 children achieved at least 1 year or better progress.

50 out of the 66 made 1 year or better progress.

23 out of the 32 maintained their 'at' status after achieving it in Maths last year.

19 of the 69 students did not make 1 year of progress in 2024. In 2025 these students will be a particular focus; We want to understand why they did not make this progress. We want to work closely with parents and put in interventions so that they are maximising their progress in 2025.

Teachers and senior teachers have been very positive about the focus on students identified as not achieving over the year in weekly syndicate meetings. The target students are the first item for discussion on the agenda. This ongoing inquiry into, and reflection on their practice has been of benefit throughout the year. They have said that their colleagues have given them a sounding board, feedback, and challenges when sharing good practice. We will continue this in 2025.

I was impressed with the professionalism and focus of staff when I sat in on these meetings. I will continue to do this in 2025. Senior staff will observe and give feedback to the teachers in their syndicate. Helen and I will continue to carry out observations and walkthroughs across the school providing feedback for teachers.

Breakdown of results by year level

Year 7/8

Of the 23 children;
6 made less than 1 year of progress
11 made 1 year of progress
6 made 2 years of progress

Year 5/6

Of the 22 children;
7 made less than 1 year of progress
7 made 1 year of progress
6 made 2 years of progress
2 made 3 years of progress

Year 3/4

Of the 24 children;
6 made less than 1 year of progress
9 made 1 year of progress
8 made 2 years of progress
1 made 3 years of progress

Royal Road School 2025 Targets

We are in a time of change. The Ministry is introducing two new major curriculum documents, English and Maths at the same time.

Over a number of years the teaching staff of Royal Road school has developed expertise in the use of OTJs to judge if a student is working at, above or below their expected chronological age in Reading, Writing and Maths. This has Teachers involved knowing their students as individuals, and as a learner. Teachers use their knowledge of each student, evidence from their years work, and testing results to make these judgements. Students are discussed with colleagues over the year. Teachers take part in moderation regularly within their syndicate, as well as across their school, and even at times the whole Tiriwa Kahui to make these informed decisions as robust as possible.

In 2025 we will be in the learning pit with the new curriculum. It will take at least three years for Teachers and the school to be confident to use these new documents with authority. This also presents a challenge; If we are in the 'learning pit' with the new documents then how can we say if a child is achieving 'at', 'above' or 'below' their expected year level? I think that for 2025 at least we cannot. Because of this our targets will look different but be no less ambitious.

1. That teachers have a clear understanding of where each student is in their learning in Reading, Writing and Maths. That they develop clear next steps for the students. These next steps will be made clear to the students, and where practical to parents. At the end of the year Teachers will report to parents on the progress their child has made.
2. There will be a particular focus on those students who have been identified at the start of the year as achieving 'well below' or 'below' their chronological age in Reading, Writing and Maths based on 2024 OTJ. The aim is for these children to achieve accelerated progress.

3. In 2024 a number of children that were identified as achieving below their chronological age in Reading, Writing and Maths achieved 'at' by the end of 2024. In 2025 we will continue to monitor these students to insure ongoing progress.

How will we achieve this?

Identified target students will continue to be discussed at most syndicate meetings. Minutes of these meetings will be kept and shared with the Principal.

The Principal will regularly sit in on syndicate meetings in the four syndicates.

The Principal and Deputy Principal will observe Reading and Writing in classes.

Senior Teachers will carry out observations of teaching in their syndicates.

The school will be involved in ongoing professional development for the new maths and english curriculum documents.

There will be a particular focus on those children that did not achieve one year of progress in Reading writing and Maths in 2024.

Some of these children are identified as having learning needs which are supported through programmes. We will investigate this lack of progress and the factors that may have contributed to this. Where appropriate we will meet with parents to discuss ways that we can work together to help their child make progress with their learning in 2025.

Wayne Leighton

Principal



Annual Plan 2025

Strategic Goal:	Initiative:	Actions	Measures:
<p style="text-align: center;">Self Community World</p>	Develop a deep understanding of the new English and Maths Curriculum documents. This will be a 3-5 year process.	<ul style="list-style-type: none"> Participate in professional development opportunities offered by M.O.E. School led professional development. 	Staff continue to grow and deepen understanding of new Curriculum documents and are able to apply this in their practice to raise and accelerate student achievement.
	Develop an understanding of where 'at' is in the new curriculum for each chronological age group in Reading, Writing and Maths.	<ul style="list-style-type: none"> Work with Senior staff and their teachers to develop this understanding. Measure OTJ's against this from 2026. 	Staff are able to confidently say if a student is working 'at' in Reading, Writing and Maths.
	Knowing the learner and their needs to apply the new documents in teaching practice.	<ul style="list-style-type: none"> Syndicate/individual inquiry. Target students 2025. 	Accelerated progress of target students.
	School has made the choice of the 'Maths no Problem' teaching resource.	<ul style="list-style-type: none"> Participate in professional development. Begin to review R.R.S Curriculum documents. 	Staff
	Year 5-8 participate in Structured Literacy professional development during 2025/2026.	<ul style="list-style-type: none"> Staff get an understanding of Structured Literacy and how to apply practices to support student learning. 	Staff understand and can apply Structured Literacy pedagogy when it will support a student's learning.
Strategic Goal:	Initiative:	Actions	Measures:
<p style="text-align: center;">Self Community World</p>	Love of Reading	<ul style="list-style-type: none"> Continue school wide 10 Minute Reading time. Continue Duffy books programme. Continue the library programme of buying quality books and promoting a variety of reading genres. 	Student engagement with Reading. Student achievement in Reading.
	NPDL 2025	<ul style="list-style-type: none"> Focus: Create to Communicate. Community Focus: Learning Environment Partnerships Digital Learning 	Full student engagement creating, reworking and communicating in a variety of media.

		<ul style="list-style-type: none"> • 7 Competencies • See Syndicate NPDL plans for 2025. 	
	Celebrating Cultures Students Knowing themselves and others.	<ul style="list-style-type: none"> • Two week Culture Celebration including Fiafia day. • Grow School wide Matariki Celebrations. • Year 5-8 expanded Culture Group to continue in 2025. 	<ul style="list-style-type: none"> • Completion of annual Fiafia fortnight. • Review and develop plan for RRS Matariki Celebration. • Culture group trains and performs in Fiafia fortnight and end of year concert.
		<ul style="list-style-type: none"> • Parent meetings to continue, including planning for 2026 school wide focus of Culture for the whole year. 	<ul style="list-style-type: none"> • Meeting completed. • Parent involvement in planning and activities for 2026.
		<ul style="list-style-type: none"> • Ongoing staff Professional Development with Rere on Te Reo and Tikanga. 	<ul style="list-style-type: none"> • Staff meetings continue.
		<ul style="list-style-type: none"> • Inquire on Tapasa Professional Development for 2026. 	<ul style="list-style-type: none"> • Inquire and book for 2026.
		<ul style="list-style-type: none"> • Inquire on Te Kawerau ā Maki Professional Development for 2026. 	<ul style="list-style-type: none"> • Inquire and book for 2026.
		<ul style="list-style-type: none"> • Student Samoan presentation for staff and parents 2026. 	<ul style="list-style-type: none"> • Presented at Parent Meeting 2026.
Strategic Goal:	Initiative:	Actions	Measures:
Review	Structured Literacy year 1-4	<ul style="list-style-type: none"> • Develop a draft approach to Structured Literacy in year 1-4 at Royal Road School. 	<ul style="list-style-type: none"> • Create an evolving support document that will provide guidance for structured literacy at Royal Road School.
	NPDL	<ul style="list-style-type: none"> • Develop a draft document capturing the RRS approach to NPDL. 	<ul style="list-style-type: none"> • Create an evolving support document that will provide guidance for NPDL at Royal Road School.
	Assessment	<ul style="list-style-type: none"> • Evaluate current assessments including PACT. 	<ul style="list-style-type: none"> • Review and confirm schedule of Annual School Assessments.
	Reporting to parents.	<ul style="list-style-type: none"> • Investigating the worth and practicality of replacing the mid-year written reports to parents. Is Seesaw a viable option? 	<ul style="list-style-type: none"> • Make a decision regarding mid-year reporting and implementation date.

	Meet the Teacher Term one	<ul style="list-style-type: none"> • New format or return to 1 to 1 meetings? 	<ul style="list-style-type: none"> • Decide on Meet the Teacher format and implement it.
	Health and P.E.	<ul style="list-style-type: none"> • Parent survey and RRS Curriculum doc update. 	<ul style="list-style-type: none"> • Begin work on RRS Health and P.E. document. • Complete parent survey.

Cultural Diversity and Maori & Pacific Learners

We want children at Royal Road School to take pride in their culture and identity. We want them to reflect the school vision statement; **Self Community World**. Know **themselves**. Be active in our **community**. Help create positive changes in the **world**.

We want our students to demonstrate the school values of SPARK (Sustainability Pride Aroha Respect and Kia Kaha) through their actions. We have been a PB4L school since 2010.

We want children at Royal Road school to understand and practice the competencies of Character, Culture, Citizenship, Collaboration, Communication, Creativity and Critical Thinking. Their understanding of these competencies will deepen as they are given opportunities to use these across the curriculum.

Deficit thinking has no part in our school culture. Our Teachers hold a powerful and critical position in the lives of our students. They are a positive role model, they believe in their students, and have the highest expectations of what they can and will achieve. They are a cheerleader for their achievements and a facilitator for their learning. Teachers look to feed forward and expand student knowledge, experiences and horizons.

Maori Achievement and Engagement

A meet the teacher evening is planned for term one.

Two week Culture celebration including Fiafia day.

Grow schoolwide Matariki celebrations.

Year 5-8 Expanded Culture Group to continue in 2025.

Parent Meetings to continue in 2025, including planning for 2026 school wide focus of Culture for the whole year.

Ongoing Professional Development with Rere on Te Reo and Tikanga.

Inquire regarding Te Kawerau a Maki Professional development for 2026.

Pacific student Achievement and Engagement

A meet the teacher evening is planned for term one.

Two week Culture celebration including Fiafia day.

Year 5-8 Expanded Culture Group to continue in 2025.

Parent Meetings to continue in 2025, including planning for 2026 school wide focus of Culture for the whole year.

Inquire regarding Tapasa professional Development for 2026.

Samoa student presentation for staff and parents in 2026.

Supporting an Inclusive School and Progress and Achievement of Students with Special Education Needs

Supporting an Inclusive School and Progress and Achievement of Students with Special Education Needs

Royal Road School is continually working towards demonstrating tolerance and inclusiveness of all students. The Deputy Principal is SENCO and the child safety advocate. The school LSC has been in her role now for 5 years and has taken over the managing of the Special Needs Register of students, leading IEPs and liaison meetings with RTLB, MOE Special Ed, Marinoto etc. The SENCO role has oversight and supportive responsibility for the above.

The school has a SWIS worker who is in the school 3 days a week. The SWIS worker works closely with the Deputy Principal and LSC. The SWIS worker provides support for students and families at risk as well as providing liaison between home and school when needed.

When a child is identified as having Special Needs the school will work closely with the class teacher and parents to help cater for the child and ensure that class programmes are modified as needed and may put the child onto an IEP. Help and support can also be sought from outside agencies such as RTLB MOE and Oranga Tamariki.

Data is analysed school-wide and at class level in order to identify students who need extra assistance. Effective classroom programmes cater for learning needs in curriculum areas and the 7C's. As well as classroom programmes the school has a number of intervention programmes such as :

2 teachers running Tier 2 Literacy Structured Literacy Intervention for Year 1 and 2 students.

The LSC also runs a Structured Literacy (Steps) Programme for middle school years. She also works with 4 middle school students 4 x 25 mins doing structured reading and writing programmes.

Students who qualify for ESOL funding are identified and given support in their classroom or in withdrawal groups by 2 full time and 2 part-time teacher aides.

At the start of 2025 we have students receiving the following support:

ORS - 1, In Class Support - 2, RTLB - 1, Literacy Learning Intervention (LLI) - 2, SWIS - 7 students who are met with regularly, with a number of others doing occasional check-ins, RTLit referral - 4

Transitions from Preschool, from another school and to secondary school are critical times in a child's education. This is done in a way to give the child every chance of success. The school meets regularly with MOE Early Transition Teachers, MOE Ed Psych' and Speech Therapists, and onsite ECE Teachers to ensure placement of students and their ongoing success is enhanced.

The SENCO, LSE and SWIS meet at least fortnightly with RTLB joining us at least twice a term to discuss the learning and behaviour needs of our students. Students that have been identified as needing further support beyond what interventions the school has put in place are referred to RTLB/MOESE as required.

Royal Road School has a group of highly skilled and dedicated Teacher Aides. One is ELA trained, one has completed Wells training and two others have received or will receive Professional Development from Tools For Teachers. Two further teachers aides have received Professional Development from MOE (e.g. LLI training) They work extensively with ESOL students and with students that are identified as having learning needs or other support.

Staff take part in ongoing PD so they are able to cater for a wide range of abilities, behaviors and needs. Since 2018 there has been a school wide focus on mindfulness and growth mindset. The school has worked to bring the focus onto the key competencies, including when talking to parents in reports and parent interviews. This work will

complement the school focus of New Pedagogies for Deeper Learning. Staff are trained in Kagan structures and staff have had ongoing training in restorative practices. The staff take part in regular de-escalation training.

In 2023 the school LSC and SWiS worked with Marinoto facilitators to trial and implement Steps - ADBT groups into Royal Road Senior School. This programme was considered a success and will continue in 2025 with all Year 7 students.

In 2025 we will be in our 14th year of PB4L. Our SPARK values system continues to have a positive impact on many aspects of school life. The school is committed to continuing to promote, review and refine these practices.