



**RIVERSDALE SCHOOL**  
Inspiring Excellence

**Strategic Plan 2024 - 2025**

**Vision**

Inspiring Excellence  
Today's Learners, Tomorrow's Leaders  
*Nō Rangatira mō Apōpō*

**Values**

Respectful – Whakaute  
Responsible – Kawenga  
Resilient – Manawaroa

The vision and values were developed after consultation with whanau in 2020 and reviewed in 2023. The consultation encapsulates what our community wants for their tamariki.

**Background Information**

Goals are as a result of the following over the 2023 year:

- Data collections and analysis around curriculum learning
- Ākonga(student) and Kaiako (teacher) voice
- Teacher self review process
- Board self review processes
- Parents aspirations and feedback through surveys during the year
- Internal review and evaluation processes
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The two school goals are reflective of the school vision and align with our values. The same processes will be used to measure progress in 2024 and 2025.

**Strategic Goal Alignment**  
**Education and Training Act 2020**

	Goal 1	Goal 2
<b>s127 - Objectives of boards in governing schools</b>		
Every student at the school is able to attain their highest possible standard in education achievement	✓	✓
The school: <ul style="list-style-type: none"> <li>• is a physically and emotionally safe place for all students and staff</li> <li>• gives effect to relevant student rights</li> <li>• takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school</li> </ul>		✓
The school is inclusive of and caters for students with differing needs	✓	✓
The school gives effect to Te Tiriti o Waitangi including by: <ul style="list-style-type: none"> <li>• working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori</li> <li>• taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori</li> <li>• achieving equitable outcomes for Māori students.</li> </ul>	✓	✓

## Strategic Goal Alignment National Education Learning Priorities

		Goal 1	Goal 2
<b>1</b>	<b>LEARNERS AT THE CENTRE</b> - Learners with their whānau are at the centre of education		
1	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying		✓
2	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	✓	✓
<b>2</b>	<b>BARRIER FREE ACCESS</b> - Great education opportunities and outcomes are within reach for every learner		
3	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	✓	✓
4	Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy	✓	
<b>3</b>	<b>QUALITY TEACHING AND LEADERSHIP</b> - Quality teaching and leadership make the difference for learners and their whānau		
5	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	✓	✓
6	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	✓	✓
<b>4</b>	<b>FUTURE OF LEARNING AND WORK</b> - Learning that is relevant to the lives of New Zealanders today and throughout their lives		
7	Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work	✓	✓

<b>STRATEGIC GOAL 1:</b>				
That all ākonga (learners) will be given the opportunity to be <b>responsible</b> for their learning and to achieve their highest potential through high quality teaching and student engagement through Te Mataiaho, the New Zealand national Curriculum		<b>Te Tiriti o Waitangi</b>		
		Art 1	Art 2	Art 3
<b>2</b>	Alignment of the school local curriculum with the new refreshed Mathematics and Statistics Curriculum	✓	✓	✓
<b>0</b>				
<b>2</b>				
<b>5</b>	Further embed Structured Literacy pedagogies across the school	✓	✓	✓

<b>STRATEGIC GOAL 2:</b>				
That all ākonga can learn in an environment where inclusiveness, <b>respect, resilience</b> and collaboration are explicit, allowing all to achieve to their best potential		<b>Te Tiriti o Waitangi</b>		
		Art 1	Art 2	Art 3
<b>2</b>	Continue to build resilience and connection for all ākonga through teaching on emotional regulation	✓	✓	✓
<b>0</b>				
<b>2</b>	Celebrate the diversity of culture and background in our school by involving families regularly	✓	✓	✓
<b>5</b>	Embed tikanga and te reo practices across the school		✓	✓

**Te Tiriti o Waitangi**

Article 1 Kāwanatanga/Governance - Article 2 Rangatiratanga/ Agency - Article 3 Ōritetanga/ Equity

# Annual Plan 2025

**STRATEGIC GOAL 1:** That all ākonga (learners) will be given the opportunity to be **responsible** for their learning and to achieve their highest potential through high quality teaching and student engagement through Te Mataiaho, the New Zealand national Curriculum.

<b>Strategy</b> - Alignment of the school local curriculum with the new refreshed Mathematics and Statistics Curriculum	
<b>Outcomes Expected</b>	
<i>Ākonga will</i>	<i>Kaiako will</i>
<ul style="list-style-type: none"> <li>be exposed to content from the refreshed Mathematics and Statistics Curriculum and achieve as expected</li> <li>reflect regularly on their progress and next steps for learning</li> </ul>	<ul style="list-style-type: none"> <li>develop their understanding of the Maths and Statistics phases of learning and use this as the basis for teaching</li> <li>reflect of their own teaching practices</li> <li>analyse patterns at a class and school wide level</li> </ul>

<b>Strategy</b> - Further embed Structured Literacy pedagogies across the school	
<b>Outcomes Expected</b>	
<i>Ākonga will</i>	<i>Kaiako will</i>
<ul style="list-style-type: none"> <li>achieve as readers at phases appropriate to their age/curriculum expectations</li> <li>know their next steps as a reader and know what they need to do to get there</li> </ul>	<ul style="list-style-type: none"> <li>strengthen their understanding of the learning progressions within the refreshed English Curriculum</li> <li>engage in professional learning in structured literacy to strengthen their pedagogical understanding of Structured Literacy</li> </ul>

<b>Actions</b>	
<ul style="list-style-type: none"> <li>Use of school documentation</li> <li>teacher meeting content prioritised</li> <li>sharing and feedback of practice</li> </ul>	<ul style="list-style-type: none"> <li>data analysis</li> <li>teacher professional development</li> <li>ongoing tracking of progress</li> </ul>
<p><b>Timelines</b> - all actions will run all year  <b>Resourcing</b> - budget, staffing and M unit allocation prioritised to meet actions above  <b>Priority</b> given to learners' whose needs have not yet been met within the actions and resourcing above.</p>	

**STRATEGIC GOAL 2:** That all ākonga can learn in an environment where inclusiveness, **respect**, **resilience** and collaboration are explicit, allowing all to achieve to their best potential

<b>Strategy</b> - Continue to build resilience and connection for all ākonga through teaching on emotional regulation	
<b>Outcomes Expected</b>	
<i>Ākonga will</i>	<i>Kaiako will</i>
<ul style="list-style-type: none"> <li>demonstrate active participation in the learning opportunities in the Play Is The Way approach</li> <li>use skills learnt in Play Is The Way and PBS to assist in the own emotional regulation</li> </ul>	<ul style="list-style-type: none"> <li>explore and develop skills using Play Is The Way across the curriculum</li> <li>use PITW language across the school</li> </ul>

<b>Strategy</b> - Celebrate the diversity of culture and background in our school by involving families regularly	
<b>Outcomes Expected</b>	
<i>Ākonga will</i>	<i>Kaiako will</i>
<ul style="list-style-type: none"> <li>share aspects of their culture in all aspects of school</li> </ul>	<ul style="list-style-type: none"> <li>develop an understanding of cultures within their classes</li> <li>develop a cultural map of all our whānau</li> </ul>

<b>Strategy</b> - Embed tikanga and te reo practices across the school	
<b>Outcomes Expected</b>	
<i>Ākonga will</i>	<i>Kaiako will</i>
<ul style="list-style-type: none"> <li>increase in confidence in using and understanding te reo Māori</li> <li>increase their knowledge of our whenua and the stories associated with this place and our wider community</li> </ul>	<ul style="list-style-type: none"> <li>increase the use of te reo Māori within teaching - sharing te reo Māori texts, integrating whakatauki, waiata, pūrakau, karakia</li> </ul>

<b>Actions</b>	
<ul style="list-style-type: none"> <li>PLD Play Is The Way</li> <li>sharing of practice</li> <li>data analysis</li> <li>feedback on classroom practice</li> </ul>	<ul style="list-style-type: none"> <li>PLD on cultural competencies</li> <li>action plans developed and implemented</li> <li>planning for integration of skills</li> </ul>
<p><b>Timelines</b> - all actions will run all year  <b>Resourcing</b> - budget, staffing and M unit allocation prioritised to meet actions above  <b>Priority</b> given to learners' whose needs have not yet been met within the actions and resourcing above.</p>	

Targets are highlighted

# Annual Targets 2025

<b>Strategic Goal</b>	<b>STRATEGIC GOAL 1:</b> That all ākonga (learners) will be given the opportunity to be <b>responsible</b> for their learning and to achieve their highest potential through high quality teaching and student engagement through Te Mataiaho, the New Zealand national Curriculum.
<b>Strategy</b>	Alignment of the school local curriculum with the new refreshed Mathematics and Statistics Curriculum
<b>Outcomes Expected</b>	<p>Ākonga will:</p> <ul style="list-style-type: none"> <li>• be exposed to content from the refreshed Mathematics and Statistics Curriculum and achieve as expected</li> <li>• reflect regularly on their progress and next steps for learning</li> </ul>

<b>Strategic Goal</b>	<b>STRATEGIC GOAL 2:</b> That all ākonga can learn in an environment where inclusiveness, <b>respect, resilience</b> and collaboration are explicit, allowing all to achieve to their best potential
<b>Strategy</b>	Continue to build resilience and connection for all ākonga through teaching on emotional regulation
<b>Outcomes Expected</b>	<p>Ākonga will:</p> <ul style="list-style-type: none"> <li>• develop independent, self-managing, self-motivating and self regulating skills through focussed teaching</li> <li>• demonstrate active participation in the learning opportunities in the Play Is The Way approach</li> <li>• use skills learnt in Play Is The Way and PBS to assist in their own emotional regulation</li> </ul>

Baseline Data	Achievement Target
<p>The students in 3-8 all completed Maths PAT testing with the majority of students falling in Stanine 4 or above (86%) Students at stanine 4-6 are considered to be at normal achievement for their age level. The rest of our students are in Stanines 2 &amp; 3 which is below where they should be. In 2025 we would like to target our students in stanines 3 and 4 as this group is most likely able to make more progress using some form of intervention.</p>	<p>That all the students at least maintain their current achievement, and those who achieved in Stanine 3 &amp; 4 move up at least 1 stanine in the end of year PAT testing.</p>
<p><b>Actions to Meet Target</b></p> <ul style="list-style-type: none"> <li>• kaiako developing pedagogical understanding of the Maths and Statistics Curriculum</li> <li>• Principal and lead teacher to lead discussions and moderation of Maths learning</li> <li>• Teachers to take ALiM groups as necessary for targeted students</li> </ul>	

Baseline Data	Achievement Target
<p>In 2024 there were 122 recorded posts of inappropriate behaviour from students across the school which includes minor, repeated minor and major incidents. 22.4% of these posts were repeated minors. These are the incidents that can lead to major events as the students tend to be more emotionally dysregulated. To reduce the repeated minor incidents will have a flow on effect to reduce the major incidents.</p>	<p>That the number of repeated minor incidents of behaviour be reduced from 22.4% to 11% or less of all recorded incidents.</p>
<p><b>Actions to Meet Target</b></p> <ul style="list-style-type: none"> <li>• Introducing of Play Is The Way across the school to teach student independence, self-management, self-motivation and self-regulation</li> <li>• continued use of PBS strategies to give students tools to help with dysregulation</li> </ul>	