



**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		<i>Te Tiriti o Waitangi</i>		
		Art 1	Art 2	Art 3
<b>2024</b>	Review and refine teaching strategies for foundational literacies of writing in relation to the phases of learning		✓	✓
	Reshape the mathematics programmes and delivery in line with Te Mataiaho (NZC)		✓	✓
	Develop an integrated approach to teaching inquiry and our rich curriculum		✓	✓
<b>2025</b>	Te Mataiaho alignment with the school expectations and teaching models in English and Maths	✓	✓	✓
	Review and refinement of science, social science and health and physical education	✓	✓	✓

<b>STRATEGIC GOAL 2:</b>				
That all ākonga can learn in an environment where inclusiveness, <b>respect</b> , <b>resilience</b> and collaboration are explicit, allowing all to achieve to their best potential		<i>Te Tiriti o Waitangi</i>		
		Art 1	Art 2	Art 3
<b>2024</b>	Continue to build resilience and connection for all ākonga through teaching on emotional regulation		✓	✓
	Develop an understanding and appreciation of the different cultures represented in the school	✓	✓	✓
	Continue to develop tikanga and te reo practices across the school		✓	✓
<b>2025</b>	Embed the Pause Breathe Smile programme across the school as a means of building resilience and connection for all ākonga	✓	✓	✓
	Celebrate the diversity of culture and background in our school by involving families regularly	✓	✓	✓
	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 2024

**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> - Review and refine teaching strategies for foundational literacies of writing in relation to the phases of learning	
<b>Outcomes Expected</b>	
<i>Ākonga will</i>	<i>Kaiako will</i>
<ul style="list-style-type: none"> <li>achieve as a writer at levels/phases appropriate to their age/curriculum expectations</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 phases of learning and use this as a basis of teaching and learning</li> <li>reflect on their own teaching</li> <li>analyse data patterns at a class/school wide level</li> </ul>

<b>Strategy</b> - Reshape the mathematics programmes and delivery in line with Te Mataiaho	
<b>Outcomes Expected</b>	
<i>Ākonga will</i>	<i>Kaiako will</i>
<ul style="list-style-type: none"> <li>know their next steps as a mathematician and know what they need to do to get there</li> <li>achieve as a mathematician at levels/phases appropriate to their age/curriculum expectations</li> </ul>	<ul style="list-style-type: none"> <li>strengthen the use of the Learning Progression Framework and curriculum phases in Mathematics teaching and assessment</li> <li>Engage in professional learning as part of the school wide mathematics PLD</li> </ul>

<b>Strategy</b> - Develop an integrated approach to teaching inquiry and our rich curriculum	
<b>Outcomes Expected</b>	
<i>Ākonga will</i>	<i>Kaiako will</i>
<ul style="list-style-type: none"> <li>experience an inquiry programme that is rich and integrated</li> </ul>	<ul style="list-style-type: none"> <li>develop rich integrated inquiry learning</li> <li>develop a school wide Social Sciences/Aotearoa Histories curriculum delivery plan</li> </ul>

<b>Actions</b>		
<ul style="list-style-type: none"> <li>Use of school documentation</li> <li>ākonga survey</li> <li>teacher meeting content prioritised</li> </ul>	<ul style="list-style-type: none"> <li>sharing and feedback of practice</li> <li>data analysis</li> </ul>	<ul style="list-style-type: none"> <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 the learning opportunities the PBS approach provides</li> <li>Use PBS as a method of emotional regulation</li> </ul>	<ul style="list-style-type: none"> <li>Develop and refine understandings of the Pause Breathe Smile programme</li> <li>Daily practise the skills learnt in PBS</li> </ul>

<b>Strategy</b> - Develop an understanding and appreciation of the different cultures represented in the school	
<b>Outcomes Expected</b>	
<i>Ākonga will</i>	<i>Kaiako will</i>
<ul style="list-style-type: none"> <li>show a developing appreciation of the cultural differences of their peers</li> </ul>	<ul style="list-style-type: none"> <li>develop an understanding of the cultures of the ākonga in their classes</li> <li>develop a cultural map of all our whānau</li> </ul>

<b>Strategy</b> - Continue to develop 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 PBS for new staff</li> <li>sharing of practice</li> <li>data analysis</li> </ul>	<ul style="list-style-type: none"> <li>feedback on classroom practice</li> <li>PLD on cultural competencies</li> <li>action plans developed and implemented</li> </ul>	<ul style="list-style-type: none"> <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 2024

<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>	Review and refine teaching strategies for foundational literacies of writing in relation to the phases of learning
<b>Outcomes Expected</b>	<p>Ākonga will:</p> <ul style="list-style-type: none"> <li>• achieve as a writer at levels/phases appropriate to their age/curriculum expectations</li> <li>• make accelerated progress, especially those students who are identified as being below or at risk of not achieving to their potential</li> </ul> <p>Kaiako will:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the phases of learning and use this as a basis of teaching and learning</li> </ul>

Baseline Data	Achievement Target
At the end of 2023, 34% of our students were judged to be below the expected curriculum level for their age group using the teacher's overall judgements against the NZC.	That 100% of the “below” students who are judged below make accelerated (as compared to the individual child’s baseline) progress during the 2024 school year.
<b>Actions to Meet Target</b> <ul style="list-style-type: none"> <li>• Professional development with Lauren Latimer</li> <li>• Termly writing moderation</li> <li>• Investigate Spelling/Structured Literacy resources to use with senior students</li> <li>• Place priority on Writing sessions every day</li> <li>• Develop assessment practices</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>• Use PBS as a method of emotional regulation</li> </ul> <p>Kaiako will:</p> <ul style="list-style-type: none"> <li>• Develop and refine understandings of the Pause Breathe Smile programme</li> <li>• Daily practise the skills learnt in PBS</li> <li>• Monitor behaviour incidents through Hero</li> </ul>

Baseline Data	Achievement Target
At the beginning of 2024, during parent teacher interviews, a number of parents mentioned the lack of resilience in their children. The teachers made overall teacher judgements using their knowledge of the students and 69% of all students showed limited or some resilience. Students were then surveyed about their emotional well being across 6 questions. 39% of the students felt they did not know what to do when faced with a problem.	That the 31% of students who are able to show resilience in classroom and playground situations at least doubles during 2024.
<b>Actions to Meet Target</b> <ul style="list-style-type: none"> <li>• Professional development for staff without training</li> <li>• Term 1 teaching the full programme to all classes (Monday afternoons)</li> <li>• Daily 10-15 minute practice of PBS breathing</li> <li>• Regular monitoring of behaviour incidents</li> </ul>	