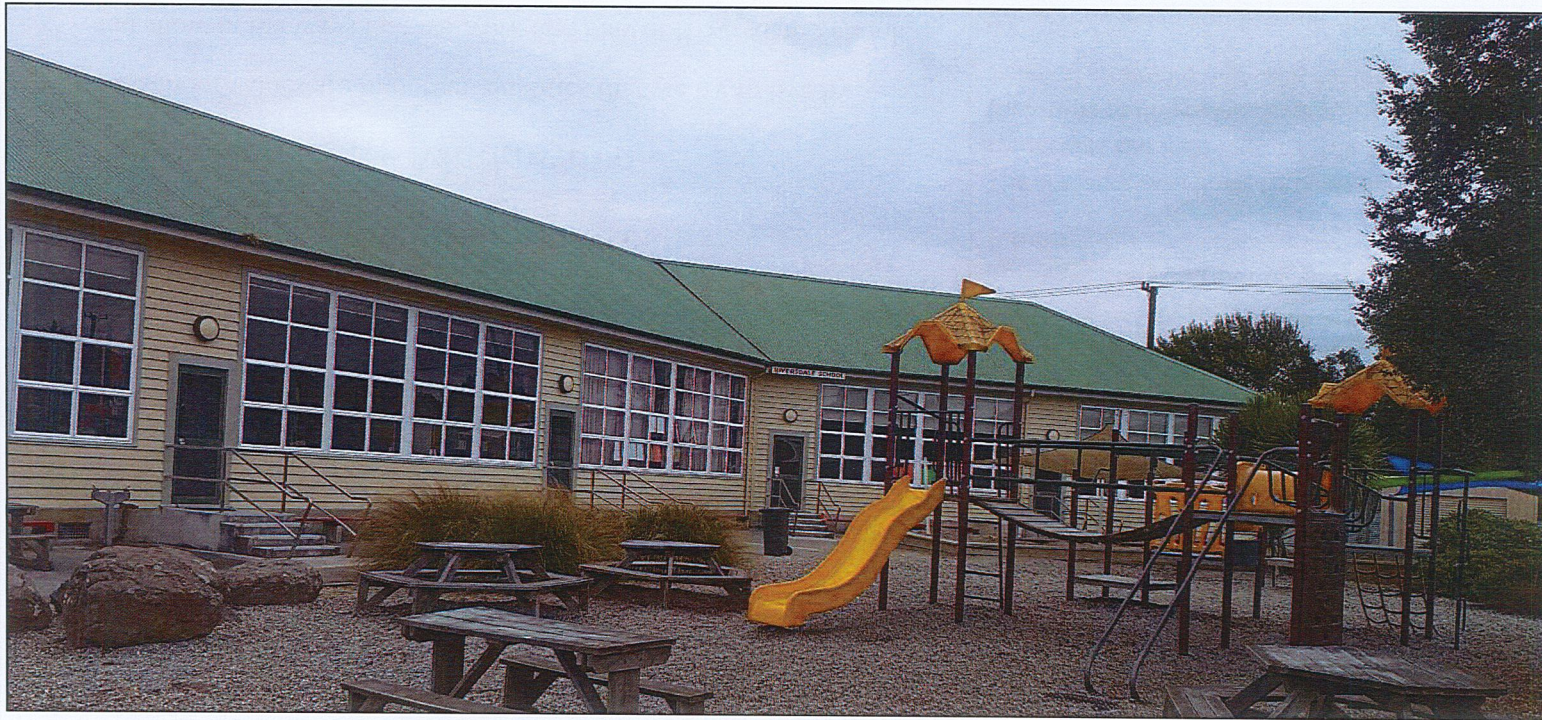


# Riversdale School

## 2022-2024 Charter and Strategic Plan



Inspiring Excellence

Today's Learners, Tomorrow's Leaders



This Strategic plan is our guiding document. It provides the direction for all decision making, resource allocation and encouraging excellence in all akonga.

## Our School Vision, Values and Logo

### Our School Vision

#### Inspiring Excellence

This means being the best we can be as learners, teachers, community members and citizens. We aim high and persevere in the face of difficulties

#### Our School Values

Responsible - Kawenga

Respectful - Whakaute

Resilient - Manawaroa

Our school values are important qualities that we try to live by and show in the ways that we work and play at Riversdale School.



#### Our School Logo

Our school logo has the original Riversdale School sitting at the centre. This was built on the present site and officially opened on November 11<sup>th</sup>, 1882. It represents the Te Whare Tapu Wha model of the four dimensions of well being – physical, spiritual, family and mental health.

The school is placed in the farmland of the Waimea Plains. These represent the broad community values that ground and respectfully nurture our tamariki to become capable academic and contributing citizens now and for their futures.

The Matura awa flows through the foreground. This represents the fluid journey that tamariki travel throughout their time at Riversdale School, responsibly learning a range of strategies and skills for life.

We acknowledge Kati Mamoe chief, Te Rakitauneke, whose famous taniwha (dragon) Matamata now forms the profile of the Hokonui maunga. They stand strong behind the school, representing the resilience that we bring to our relationships and learning journey.



## *Aims that contribute towards Achieving Our Goals*

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### The Board of Trustees, and staff are committed to achieving the following:

**Student progress and achievement:** We gather sufficient data to evaluate student progress and achievement and set new learner outcomes based on this information, with a focus on continuous improvement. (NAG 1 and 2). NELP 1 – Learners at the centre. NELP 2 – Barrier-Free Access. NELP 3 – Quality Teaching and Leadership. Ka Hikitia Outcome Domains: Te Whanāu, Te Tangata, Te Kanorautanga, Te Tuakiritanga and Te Rangatiratanga are embedded within our Charter.

**Cultural diversity and Maori achievement:** We are committed to respecting the diverse ethnic heritage of New Zealand and the unique place of Maori as Tangata Whenua of New Zealand. We take all reasonable steps to provide instruction in tikanga Maori (culture) and te reo Maori (language). (NAG 1 and 2). NELP 1 and NELP 2 – Barrier-Free Access

**Curriculum Delivery:** We are required to deliver a curriculum based on the New Zealand Curriculum, with particular emphasis given to local curriculum goals and meeting the needs of our Riversdale tamariki. We will deliver learning that stimulates every child's interest and enjoyment in learning and motivates them to achieve their personal best (Inspiring Excellence). We will use assessment information to increase the knowledge and voice of our tamariki (student agency), and their whanau so that the best outcomes are achieved. (NAG 1 and 2). NELP 1 – Learners at the centre, NELP 2 – Barrier-Free Access, NELP 3 – Quality Teaching and Leadership, NELP 4 – Future of Learning and Work.

### School Organisation ... To ensure that our goals are achieved, the Board of Trustees is committed to:

**Strategic Planning and Evaluation:** Maintaining an on-going programme of evaluation and self-review to measure how well we are achieving our objectives and to inform future priorities and the strategic direction of the school (NAG 2).

**Community Partnership:** Keeping the school community well informed about the school's plans and activities, to encourage engagement and support for the school. To make use of the skills and knowledge within the community to enhance our local curriculum and tamariki learning. Working as part of the Eastern Southland Kahui Ako.

**Personnel:** Being a good employer and to promote high levels of staff performance in relation to the schools aims and objectives, achieved through quality recruitment, continuous development, and positive growth cycles for staff. This will achieve a happy and supportive environment for staff. (NAG 3).

**Finance:** Allocating and monitoring school funds to the best advantage of teaching and tamariki learning according to our school priorities. (NAG 4).

**Property:** Ensuring the buildings, facilities and equipment are safe and well maintained so they provide an attractive, challenging and healthy environment. (NAG4)

**Health and Safety:** Providing a safe and healthy physical and emotional environment. (NAG 5)





## Strategic Goal 1:

At our school, our staff, whanau, Board and community support *teaching and learning*.

Strategic Objectives With links to National Education Learning Priorities (NELP).	2022 Goals What we will achieve:	2023 Goals What we will achieve:	2024 Goals What we will achieve:
Our <b>local curriculum</b> is connected, complementary and contextualised to our students' needs across their <b>learning pathway</b> . (NELP 1, 2, 3, 4 and 5)	The staff are introducing local learning contexts with children and young people and their families, and developing better understanding about what is effective in engaging learners and lifting attainment.	The staff and Board are consulting with the wider community, including iwi, to develop a curriculum that has identity, language and culture embedded and provides local and culturally relevant contexts and pathways.	Students, parents, family and whānau, and iwi are involved in a productive partnership in the curriculum development decision process.
We make adaptations to our data collection when needed to ensure its quality and relevance. We will analyse this data to <b>impact on children's learning</b> . (NELP 1, 2, 3, 4 and 5)	Teachers have high trust in one another and readily share data and evidence when needed. We collectively review the impact of practice on outcomes to drive improvements.	The teachers have confidence that they can make good, evidence based decisions to make improvements in lifting children and young people's achievement. We collectively review the impact of practice on outcomes to drive improvements.	The teachers are able to effectively share data and evidence about learners and progress with students, parents, family, whānau and iwi. We collectively review the impact of practice on outcomes to drive improvements.
We review and refine the way that we improve <b>teaching practice</b> across the school. Our teachers are regularly self-reflecting on their practices and identifying areas for further development. (NELP 6)	Teachers evaluate teaching practice using a range of evidence, (eg. student progress data, teacher self-evaluation, feedback from peers, learners) and use this to plan next steps for learners and for future teacher development.	Teachers are open to conversations about learning and are using evidence to assess student progress and observing other teachers' practice to develop strategies and actions for next steps for their own learners.	There are sustainable systems in place and a culture that encourages teachers to access the resources and support they need to be reflective about their practice and to openly seek support when and where needed.





## Strategic Goal 2:

At our school, our staff, whanau, Board and community take pride in our **learning environment** and quality learning resources.

Strategic Objectives With links to National Education Learning Priorities (NELP).	2022 Goals What we will achieve:	2023 Goals What we will achieve:	2024 Goals What we will achieve:
There is a culture of enhancing a <b>learning environment</b> which fosters a respectful, responsible and resilient school community. (NELP 1, 2, 3, 4, 5, 6 and 7)	We are developing an understanding of how and when it is best to coordinate, cooperate and collaborate to bring about positive changes.	We hold ourselves responsible for contributing to the agreed collective goals and have a shared understanding of how we are all responsible for supporting each other to achieve these.	We are continually reviewing our strategic planning, policies and processes in response to feedback, to guide future actions.
We are ensuring that <b>resources</b> are responsive to the needs of our students as they progress across our pathway. (NELP 1, 3, 4, and 5)	Structures and processes enable our school to work flexibly across the learner pathway, focusing resources on where they best meet the needs of learners.	Systems are in place to access additional resources, when and where needed, to improve student achievement.	We allocate resources flexibly to align with : <ul style="list-style-type: none"><li>• our vision</li><li>• our needs and goals</li><li>• where they have the greatest collective impact</li></ul>



### Strategic Goal 3:

At our school, our staff, tamariki, whanau, Board of Trustees and community *show community pride*.



Strategic Objectives With links to National Education Learning Priorities (NELP).	2022 Goals What we will achieve:	2023 Goals What we will achieve:	2024 Goals What we will achieve:
We have developed a strong sense of whānaungatanga (respectful, trusting, working relationships) with parents and whānau that has led to a partnership based on the <b>learning needs</b> of their children. (NELP 2, 3, 4, 5 and 7)	The staff and Board has a process in place that enables two way engagement and communication with parents, family and whānau. This in turn is beginning to build a sense of whānaungatanga (strong, healthy relationships) with parents, family and whānau.	The staff and Board is listening and learning about the aspirations and priorities from parents, family and whānau and, where practical, incorporating them into the Charter, annual achievement goals and detailed planning.	Parents, family and whānau views, ideas and culture are openly included and valued in planning, processes and development. There is a true sense of whānaungatanga where the relationships are strong, sustainable and respectful.
Our relationships with our community result in changes that benefit our children. <b>(Extra-curricular)</b> (NELP 2, 3, 4, 5 and 7 )	The school has strengthened its ties with parents, family and whānau and together they have a clear understanding of the learning opportunities for their children, and agree that these provide good future opportunities.	We are working with the community to develop relationships where whanau share their knowledge and skills to improve engagement levels and learning experiences for children.	We are drawing on whanau, local and wider community and iwi strengths to develop strategies and actions to improve learning outcomes.
Our strong sense of whānaungatanga ( <b>respectful, trusting, working relationships</b> ) has enabled a culture of collaboration. (NELP 2, 3 and 7)	We are developing a level of trust that extends between the staff, Board of Trustees, learner, whānau and wider community, including iwi.	We have trusting professional relationships which enable a culture of collaboration, open communication and shared feedback.	We understand the diverse views and needs of our children and young people, their families and whānau as well as the wider community and include them when making decisions through productive partnerships.



## 2022 ANNUAL PLAN

**Strategic Goal 1:** At our school, our staff, whanau, Board and community support teaching and learning.

<b>Strategic Goal</b> <i>What we plan to do...</i>	<b>What</b> <i>Our actions for 2022...</i>	<b>Resources</b> <i>Personnel, budget, timeframe...</i>	<b>Outcomes and Impact</b> <i>What has happened and the impact...</i>
The staff are introducing local learning contexts with children and young people and their families, and developing better understanding about what is effective in engaging learners and lifting attainment.	1.1 Review what is happening in our local community over the year, and how it might provide contexts for learning. (One community event per term, Covid permitting) 1.2 Review curriculum delivery and how events can be integrated through literacy learning in the middle and senior school. 1.3 Apply a cultural lens to learning opportunities where possible.	Teachers	
Teachers have high trust in one another and readily share data and evidence when needed. We collectively review the impact of practice on outcomes to drive improvements.	1.4. Progress reporting of tamariki who are not writing, reading and maths at the expected level will be closely monitored by teachers and reported to the Board and whanau. 1.5 Curriculum reports will be amended to reflect progress reporting to give a more detailed picture of students' achievement. 1.6 Monitoring meetings will be held to support tamariki acceleration.	Teachers	
Teachers evaluate teaching practice using a range of evidence, (eg. student progress data, teacher self-evaluation, feedback from peers, learners) and use this to plan next steps for learners and for future teacher development.	1.7 Lauren Latimer provides literacy professional development for all staff to impact on tamariki progress and achievement. 1.8 8People observations are undertaken and feedback conversations are held to improve teaching practice in a collegial way. 1.9 Tracking progress and acceleration of students in mathematics through ALIM. Implement a strong knowledge and materials focus in planning and teaching across all levels	OU DCE \$9000.00	





## 2022 ANNUAL PLAN

**Strategic Goal 2:** At our school, our staff, whanau, Board, and community take pride in our [learning environment](#) and quality learning [resources](#).

<b>Strategic Goal</b> <i>What we plan to do...</i>	<b>What</b> <i>Our actions for 2022...</i>	<b>Resources</b> <i>Personnel, budget, timeframe...</i>	<b>Outcomes and Impact</b> <i>What has happened and the impact...</i>
We are developing an understanding of how and when it is best to coordinate, cooperate and collaborate to bring about positive changes.	2.1 School signs and symbols reflect our values and bi cultural heritage. i.e., values signs for front of the school, te reo signs, family posts along tennis courts, Yr 8 leavers posts, classroom names in Te Reo 2.2 School fencing is completed. The pool heat pump is installed. 2.3 Specimen native trees planted along new fence (that fit with houses or classes)	Budget for signage to be discussed Heat pump \$51,000.00 Fencing \$45,000.00 including labour	
Structures and processes enable our school to work flexibly across the learner pathway, focusing resources on where they best meet the needs of learners.	2.4 Teacher Aides work flexibly to meet needs - BSLA, Orton Gillingham, Maths's knowledge programme. 2.5 RTLit in Term 2 2.6 Continuing ESOL support, RTLB, speech language therapy, Grief and Loss Centre,		



## 2022 ANNUAL PLAN



**Strategic Goal 3:** At our school, our staff, whanau, Board, and community [show community pride.](#)

<b>Strategic Goal</b> <i>What we plan to do...</i>	<b>What</b> <i>Our actions for 2022...</i>	<b>Resources</b> <i>Personnel, budget, timeframe...</i>	<b>Outcomes and Impact</b> <i>What has happened and the impact...</i>
The staff and Board has a process in place that enables two way engagement and communication with parents, family and whānau. This in turn is beginning to build a sense of whānaungatanga (strong, healthy relationships) with parents, family and whānau.	<p>3.1 Whanau hui will be held to report progress twice a year.</p> <p>3.2 The expertise of community members and whanau are utilised in the delivery of our local curriculum.</p> <p>3.3. Meet the teacher hui on Wednesday 23 and Thursday 24 March..</p> <p>3.4 Develop a school facebook page to highlight students achievements, learning and events at Riversdale School.</p>		
The school has strengthened its ties with parents, family and whānau and together they have a clear understanding of the learning opportunities for their children and agree that these provide good future opportunities.	<p>3.4 Whanau hui will be held each term and learning goals set from this.</p> <p>3.5 Trial integrated topics and arts twice a term e.g. Weeks 5 and 10 (TBC), involving the skills and contributions of our community and whanau.</p>		
We are developing a level of trust that extends between the staff, Board of Trustees, learner, whānau and wider community, including iwi.	3.7 The Board of Trustees seeks feedback from whanau and the wider community about the reflection of the bi-cultural nature of the school.		



## Appendix A

### The Consultation process and outcomes from this.

The Board of Trustees worked with Gigi Hollyer on Wednesday 24<sup>th</sup> March 2021. At this workshop the Board brainstormed ideas about what Riversdale School values and does well and areas for development under three broad headings:

1. Teaching and learning
2. Learning environment
3. Community pride

On Friday 25<sup>th</sup> June a community consultation was held in Room 7. Parents dropped in and recorded their thoughts about what they valued about the school under these same three broad headings. In forming the Charter and Strategic Plan, these ideas were considered and grouped under each heading. The number in brackets is how many whanau indicated they value this about the school.

1. Teaching and Learning:  
Culturally responsive ( ), Inclusive education and learning differences ( ), Student achievement ( ), Improving teaching ( ), Hands on learning ( ), Foundation knowledge in literacy and numeracy (3), Teaching staff are amazing (2), a male teacher ( ), Reading recovery (2), Quality Teacher Aides (4), Smaller class sizes (9), REAP for tamariki (3), Digital technology (5), Integrated learning local curriculum, history ( ).
2. Learning Environment:  
Strong financial position ( ), Property – covered walkway to Room 6 & 7, verandah at office (2), Swimming pool ( ), Outdoor play equipment and sports gear ( ), Rewards for positive behaviour (2), School values – pride in the school, sustainability, strong relationships ( ), Well-being focus and Chat bus ( ), Leadership opportunities ( ).
3. Community Pride:  
Extra-curricular opportunities – pet day, gold guitars, kapa haka, choir, ANZAC (2), Reporting to whanau and tamariki ( ), Communication about tamariki ( ), Whanau engagement – meet and greet, Matariki breakfast, assemblies ( ), Rural character – Agri kids ( ), EOTC ( ), School uniform (3), School Garden ( ).

The responses were collated and developed into 8 broad strategic objectives for the progress of the school across the period 2022 – 2024. From these objectives, annual goals were developed, and from the annual goals specific actions for each year are developed



## 2022 STUDENT ACHIEVEMENT TARGETS

### 2022 Student Achievement Target One – Writing

*By the end of 2022, 70% of children will be writing at or above the expected level.*

#### Strategic Goals:

*Teachers have high trust in one another and readily share data and evidence when needed. We collectively review the impact of practice on outcomes to drive improvements.*

*Teachers evaluate teaching practice using a range of evidence, (eg. student progress data, teacher self-evaluation, feedback from peers, learners) and use this to plan next steps for learners and for future teacher development.*

#### Baseline data:

*At the end of 2021 that data showed that 65.7% of children were writing at or above the expected level, based on teachers' overall judgments.*

#### Target One - Key Improvement Strategies:

When:	What:	Who:	Indicators of Progress:
•	•	•	•

**Progress to Date – Reports to the Board of Trustees**

**Mid Year Report**



Room 1 -

Room 7 -

Room 6 -

Room 3 -

Room 4 -

Room 5 -

Professional Development:

**End of Year Report**

Room 1 -

Room 7 -

Room 6 -

Room 3 -

Room 4 -

Room 5 -

Professional Development:



## 2022 Student Achievement Target Two – Maths

*By the end of Term 3 2022, all students working below the expected level will make accelerated progress in math knowledge.*

### Strategic Goals:

*Teachers have high trust in one another and readily share data and evidence when needed. We collectively review the impact of practice on outcomes to drive improvements.*

*Teachers evaluate teaching practice using a range of evidence, (eg. student progress data, teacher self-evaluation, feedback from peers, learners) and use this to plan next steps for learners and for future teacher development.*

### Baseline data:

*JAM testing at the end of Term 4 2021, showed that ---*

*IKAN testing at the beginning of Term 1 2022, showed that --*

### Target Two - Key Improvement Strategies:

When:	What:	Who:	Indicators of Progress:
<ul style="list-style-type: none"><li>all pre-data collected by the end of Week 2 2021.</li></ul>	<ul style="list-style-type: none"><li>Collect all JAM data from Years 0-2, including any Yr 3-8 students working on less than Stage 4 on IKAN testing.</li><li>Collect IKAN data from all Year 3-8 students.</li></ul>	<ul style="list-style-type: none"><li>all teachers</li></ul>	<ul style="list-style-type: none"><li></li></ul>

### Progress to Date – Reports to the Board of Trustees



**Mid Year Report**

Room 1 -

Room 7 -

Room 6 -

Room 3 -

Room 4 -

Room 5 -

**Professional Development:**

**End of Year Report**

Room 1 -

Room 7 -

Room 6 -

Room 3 -

Room 4 -

Room 5 -

**Professional Development:**







# Analysis of Variance Reporting 2022 Literacy

<b>School Name:</b>	Riversdale	<b>School Number:</b>	4007
<b>Strategic Aim:</b>	Click here to record your strategic aim (as set out in your charter).		
<b>Annual Aim:</b>	Click here to record your annual aim (as set out in your charter).		
<b>Target:</b>	Click here to record your target/s that relate to you annual and strategic aims above (as set out in your charter).		
<b>Baseline Data:</b>	Click here to record your baseline data. This is your starting point and will allow you to measure your progress through the year.		



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Record the specific actions you have taken throughout the year to achieve, or make progress towards achieving, the target set out in your charter. These actions may include changes to practice, implementation of different strategies, use of new resources/personnel etc.</p>	<p>Record details of the outcomes you have achieved in relation to the target you set. Provide numbers and percentages where appropriate (eg, of students or cohorts of students that are now achieving at expected levels). You may also like to consider recording outcomes such as the reaction/response of teachers and/or students to the specific actions taken (were there changes in attitude, motivation or engagement).</p>	<p>Record an analysis of your results and discuss the possible reasons for any difference in the aims and targets set in your charter and the outcomes you have achieved.</p> <p>You might like to consider the following questions:</p> <ul style="list-style-type: none"> <li>- Why did you get (or not get) the outcomes you thought you would?</li> <li>- Which strategies worked well and had a significant impact on your progress in achieving your target? Why do you think this was the case?</li> <li>- Which strategies were not effective and had little or no impact in achieving your target? Why do you think this was the case?</li> </ul>	<p>You might like to consider the following questions:</p> <ul style="list-style-type: none"> <li>- Based on the outcomes and the reasons for these, what will you do the same/ differently next year?</li> <li>- What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?</li> <li>- Have you identified any ongoing teacher or student needs?</li> <li>- What funding/resourcing may be necessary to support identified actions and needs?</li> </ul>
<b>Planning for next year:</b>			
<p>Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.</p>			



# Analysis of Variance Reporting 2022 Mathematics

<b>School Name:</b>	Riversdale	<b>School Number:</b>	4007
<b>Strategic Aim:</b>	Click here to record your strategic aim (as set out in your charter).		
<b>Annual Aim:</b>	Click here to record your annual aim (as set out in your charter).		
<b>Target:</b>	Click here to record your target/s that relate to you annual and strategic aims above (as set out in your charter).		
<b>Baseline Data:</b>	Click here to record your baseline data. This is your starting point and will allow you to measure your progress through the year.		



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Record the specific actions you have taken throughout the year to achieve, or make progress towards achieving, the target set out in your charter. These actions may include changes to practice, implementation of different strategies, use of new resources/personnel etc.</p>	<p>Record details of the outcomes you have achieved in relation to the target you set. Provide numbers and percentages where appropriate (eg, of students or cohorts of students that are now achieving at expected levels). You may also like to consider recording outcomes such as the reaction/response of teachers and/or students to the specific actions taken (were there changes in attitude, motivation or engagement).</p>	<p>Record an analysis of your results and discuss the possible reasons for any difference in the aims and targets set in your charter and the outcomes you have achieved.</p> <p>You might like to consider the following questions:</p> <ul style="list-style-type: none"> <li>- Why did you get (or not get) the outcomes you thought you would?</li> <li>- Which strategies worked well and had a significant impact on your progress in achieving your target? Why do you think this was the case?</li> <li>- Which strategies were not effective and had little or no impact in achieving your target? Why do you think this was the case?</li> </ul>	<p>You might like to consider the following questions:</p> <ul style="list-style-type: none"> <li>- Based on the outcomes and the reasons for these, what will you do the same/ differently next year?</li> <li>- What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?</li> <li>- Have you identified any ongoing teacher or student needs?</li> <li>- What funding/resourcing may be necessary to support identified actions and needs?</li> </ul>
<b>Planning for next year:</b>			
<p>Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.</p>			



