

## Riverdale School Information

We draw students from the area east of Awapuni School and south of West End School's zone. We enjoy a diverse ethnic mix of students and their whanāu. Parents, caregivers and our community are an integral part of our school. We aspire to assist and encourage strong relationship between home and school. The whanau of the school have a very high interest and accordingly have high expectations for their children's learning. This is supported by an active Board of Trustees and PTA. The school roll sits around 420 pupils from New Entrant to Year 6. The school is set in attractively developed grounds with experienced, professional, enthusiastic teachers and support staff. It is well resourced with a variety of sports, ICT and playground equipment. We pride ourselves on providing a range of resources and facilities (multiple purpose teaching spaces, an indoor sports space/hall, our own pool, turf and all weather bike track). The school is made up of six teams, including a Special Education Team. The school is an Innovative Learning Environment (ILE) with different sized Flexible Learning Spaces (FLE's), which students and teachers collaborate in. In addition a strong relationship has been fostered since 2004 with Rangitaane Iwi represented through Te Rangimarie Marae. As a result the school is supported in its commitment to the principles of the Treaty of Waitangi, (protection, participation and partnership) and the importance that this document has for iwi and kura.

This makes Riverdale School a flexible, innovative learning environment well known for its commitment to excellence - *Piki ake te tihi*.

## Procedural Statement

- Riverdale School will lodge a copy of it's annually updated Charter to the Ministry of Education by 1st March of each year. This Charter will include the school's updated target/s for improvement.
- Riverdale School will consult the community, including Maori, on a regular basis as part of the three year cycle of self-review. Each year the Riverdale School Charter has been developed in consultation with the BOT, staff, parents and the wider whanau, including Rangitaane iwi O Manawatu through Te Rangimarie Marae, a designated iwi authority.
- Targets for student achievement will be identified by analysis of student achievement data. NOTE analysis includes ORS/HLN and ESOL funded students.
- The Annual Report will be lodged with the Ministry of Education each year after the Board of Trustees Annual Meeting. The annual report will include the analysis of variance to demonstrate how the school the school is meeting its targets as defined by the strategic plan targets.

## Te Ao Maori - Recognising New Zealand's Cultural Diversity

**Our Commitment to Maori:** Riverdale School, as appropriate to its community, will develop procedures and practices which respect New Zealand's cultural diversity and the unique position of Maori Culture. Recognising this, Riverdale School will take all reasonable steps to ensure the inclusion of aspects of Te Reo Maori (Language) and Tikanga Maori (Culture) in all areas of the curriculum. Supporting Documents: Raising Achievement Action Plan for Maori Students.

## Whanaungatanga - Community/School Partnership

**Our Community will;** take a full part in assisting the school to achieve the vision, be open minded to new ideas and initiatives, be willing to support and accept change, be expected to ensure children attend regularly, arrive prepared for school, and to show an interest in and support of their child's learning.

**Encourage;** self responsibility, ownership and accountability of both child and adult interactions (Living above the line)

**Support the school to ensure;** the students are aware of the consequences of their choices, environmental, behavioural, social and personal, are able to develop effective communication skills and acquire the ability to think for themselves, and are able to develop independence and independent learning skills in order to set their own goals.

**Understandings;** a sense of pride in belonging to the Riverdale School Community will be developed and fostered through a positive school climate, all will feel welcomed at Riverdale School. Parents are acknowledged as being an integral part of the school community and Pastoral Care is practiced and individual effort acknowledged.

## Additional Information

**Inclusion:** Students with special learning needs are supported to ensure progress towards their agreed IEP goals and benchmarks.

**Diversity:** We celebrate cultural diversity and currently have 19 different cultural groups within our school.

**Undertakings:** Riverdale School will achieve the goals of the NEG's/NAGS NZCF through this charter and other associated plans and documentation.

**Ratified by the Riverdale School Board of Trustees**

**Date: Tuesday 27 February 2018**

RIVERDALE SCHOOL

# CHARTER

2018-2020

### Competent

Numerate & Literate  
Critical thinker  
Knowledgeable & skilled  
Mixed media capable  
Globally aware

### Creative

Curious & adaptable  
Risk taker  
Problem solver

### Effective Communicator

Articulate  
Interactive  
Empathetic listener

### Self Manager

Inspired by challenge  
Independent  
Collaborative  
Action oriented  
Planned & organised

EST. 1965



Riverdale School

STRIVE FOR EXCELLENCE Piki ake te tihi

## VISION

*Empowering successful inquiring learners.*

## MISSION

*Inspiring confident learners through a flexible, connected learning community.*

## TE AKO RITENGA

Our learning process has been developed to support learners in all areas of the curriculum.

## Values

Students will be encouraged to understand and value **excellence** by aiming high and by persevering in the face of difficulties. **Innovation, inquiry** and **curiosity**, by thinking critically, creativity and reflectively. **Diversity** as found in our different cultures, languages and heritages. **Equity** through fairness and social justice. **Community and participation**, for the common good. **Ecological sustainability**, which includes care for the environment. **Integrity** which involves being honest, responsible and accountable and acting ethically. **Respect** for selves and others, as demonstrated through our daily interactions

## Ngā Mātāpono (These Beliefs)

We believe the future holds an exciting challenge for our students. The learning environment we develop will play a vital role in ensuring our students remain open to new ideas, expand their horizons through their own dreams, talents and personal views, and are equipped with the personal values, Key Competencies and resilience to help them become lifelong learners and effective citizens.

Our Ngā Mātāpono Beliefs are shown above;

**Competent, Creative, Effective Communicators and Self managers**

## Supporting Documents

- Riverdale School Curriculum Delivery (Te Ako Ritenga)
- Inclusion Statement
- Maori and Pasifika Achievement plans
- 2018 Student Achievement Targets and RAP
- 10 Year and 5 Year Property Plan
- BOT and School Self Review Cycle
- Performance Management Programme
- Budget
- Policy and Procedures through Schooldocs
- Parent information booklet and website

# Strategic Plan 2018-2020

# Annual Plan 2018

## Outcome

### Monitoring + Responsibility

### Reflection/Review

### Future Orientated

### Action + Target

<b>He Akonga</b>	<b>Partnership</b>	<b>Tuakana Teina</b>
<b>Learning Goal 1:</b> <i>To maximise individual capability through quality teaching and learning</i>		
<b>How:</b> All students including priority students can access the NZC as evidenced by achievement in relation to recognised benchmarks through differentiated learning programmes. Target groups identified, planned for, IEP Goals for ORS, CaAPs for Teir 1 Students. Learning achievement and efficacy in Key Competencies, progressions captured and reflected through blogs, Evidence Hubs, other lenses and reflections.		
<b>2018</b> Powerful learning Conversations/Connections Self Review Focus: cluster opportunities/outcomes, Inquiry Learning, Effectiveness of FLE's		
<b>2019</b> Use of accesible experts, spaces and places; Massey, Horizons, City Council. Inquiry Based Learning evaluation and impact		
<b>2020</b> Learners, staff and the community reassess core values, beliefs - full Charter/Curriculum review. Next learning.		

"Powerful Learning Partnerships" to enrich and enable learners to truly be at the centre of decision making/individual learner pathways	Achievement is reported to the Board Term 2 and 4 using accepted benchmarks.(Pre NS)	<b>Leadership Team:</b> BOT receive 2x Data Reports <b>DP - Nikki</b> - Coach and Mentor Team Leaders.
STEAM/Creativity - becomes a part of learning opportunites within the FLEs Application of new learning and/or skills across the curriculum	Training of new lead teachers in data monitoring practices	<b>Senior Management Team:</b> New Report format ready for use start of Term 2. Narrative Report for Tier 1. Drivers Manual updated by end of Term 2.
	Explore and change the reporting format to best suit our key competency focus sharing success and achievement. Curriculum Update	<b>Principal</b> review - Curriculum Summary Statement (SchoolDocs) Rewrite Local Curriculum
	Self Review of the Inquiry process using the Effective School Evaluation Model	<b>Lead DP: Tony</b> to complete investigation by end of Term 3. Collaborative Sense and Priority Actions discussed in Term 4. <b>Maths Lead:</b> Selina + Kelly. Action Plan (Term 1) including Cross School Moderation
	Rich PBL in Mathematics - continue the staff development from the 2017 Investigation	

<b>He Tangata</b>	<b>Participation</b>	<b>Whanaungatanga</b>
<b>Learning Goal 2:</b> <i>To honour the Treaty of Waitangi and respect the diverse ethnic and cultural heritage of our community</i>		
<b>How:</b> A full strategic review process carried out that captures the aspirations of our diverse community. Ongoing implementation of self-agentic learners in flexible, collaborative learning spaces including employment of future personnel whom embrace our philosophy. Continued development of leadership through PLD for staff and opportunities for students. Strategic Self Review Programme consultation and development of Maori action plan/ Pasifika action plan		
<b>2018</b> Continue with Cluster PLD Review of effectiveness and success of , Te Ao Maori, Special Needs Ensure the Te Reo and Tikanga practices are embedded following teacher Cultural Competency strengthening		
<b>2019</b> 'Learning Out There': accessing community facilities and learning spaces Connect and have external experts as part of the learning culture		
<b>2020</b> Review and check of flexible learning, spaces and places, teacher cultural competencies		

Refining teachers and learners roles	Year 2 - Kotahitanga Cluster, including reference to the Massey Research initial findings report.	<b>Principal:</b> Part of the Lead Team that develops the actions and PLD <b>DP: Nikki</b> - Cross School Moderation - Mid/End of year
Working with and in our community	Explore the internal skillset of Riverdale teachers capacity to impact on teacher development/learning across Kotahitanga Cluster.	<b>Principal:</b> Identify areas of strength. Coach and mentor leaders - ongoing 3 staff to attend facilitator workshops - Kotahitanga
Ensuring our lens is from a growth mindset perspective	PLD for PCT/Mentors cross school with internal leaders	<b>Principal and leadership team</b> Evaluate effectiveness of the programme designed through staff voice capture and appraisal outcomes.
	"Blokes for Blokes" - building partnerships with staff/community members Following our capture of Learner Voice in 2017 - check the manifestation of Ngamatapono across teams	<b>Lead DP/AP: Tony/Jared + Male Staff.</b> Action Plan: Term 1. Plan and workshop an event by "Blokes for Blokes" (unpacking FLE)
		<b>Team Leader Think Tank:</b> Term 2/3

<b>He Kaitiaki</b>	<b>Protection</b>	<b>Taiao</b>
<b>Learning Goal 3:</b> <i>To manage and prioritise our human and physical resources to achieve our ongoing vision of a creative, safe, well resourced environment</i>		
<b>How:</b> Review, update and define 10YP and next 5YP Plans. Legislation reviewed and updated through Schooldocs. Celebrate success through community events. Participate in sporting, cultural and academic opportunities. Plan and budget accordingly for asset renewal and maintenance.		
<b>2018</b> New 5YPP established and implemented Pounamu Atawhai block upgrade		
<b>2019</b> Continue to implement property plan. Ensure ongoing maintenance, safety of the environment and learning spaces.		
<b>2020</b> Succession planning of key personnel, Senior Management, Office Staff, Board. Review of environment to ensure spaces are fit for purpose.		

To ensure compliance with a legislative requirements	Review of Finances, Curriculum, Reporting to Parents	<b>Principal</b> - as per the 2018 Review Cycle
Use of Creative Resources to solve problems and extend thinking and doing	Update, supplement Maths equipment where applicable. Coordinate purchase of resources, equipment to enhance/enable hands on PBL Maths	<b>Maths Lead/DP:</b> Selina + Kelly. <b>Technology AP-Jared</b> Term 2/3 for purchases
5YP upgrade of physical environment developed from learning based needs not property	10YP approved by MOE and begin 5YP work from July 1	<b>Principal:</b> with Board and Project Manager Ensure that the learning needs are the driver for the property decisions, also meeting all legal requirements.
New initiative - Environmental Education/Green Team	Action plan Term 1 Accessing the Experts, Trialling the Initiative with an Explorers Group	<b>Enviro Lead:</b> Janine Oversee, monitor and record the journey



