

# RIVERDALE SCHOOL

## STRATEGY FOR STUDENT SUCCESS

At the heart of the strategic planning is our desire for all our students to be successful inquiring learners. Our most important strategic thought is our image of a successful future learner.

### **The image we share of a successful learner is a student who:**

Has a strong sense of values and personal identity

Is confident to take risks necessary to continue learning in what will be a challenging and unpredictable future

Is equipped with a range of future orientated attributes ranging from generic high level skills such as creative and critical thinking and problem solving through to the foundation skills of literacy and numeracy and technological competence

Most importantly we want our students to be open to new ideas and able to realise their own dreams, talents and personal ambitions

### **Our Strategic Thinking:**

Demonstrates our commitment to raising student achievement through effective ongoing assessment, reflection and evaluation

Ensures we are continually making all efforts to improve our teaching and learning environment and are being successful in putting our school's guiding values and beliefs into place

Recognises that schools are a partnership of students, staff and Whanau

Strives to make strong links with our unique community



### **Strategic Aim:**

All students including Maori and Pacifica students and students with special needs are able to access and progress through the New Zealand curriculum via the Riverdale School curriculum.

As evidenced by progress and achievement in relation to accepted benchmarks and demonstrated through Nga Mātāpono (the Key competencies) including pride in their unique identity, language and culture.

We believe students require a sense of self determination and self efficacy in order to be successful inquiring learners.

# OUR CHILDREN WILL:

Attempt new challenges

Encourage each other

Expect achievement, with effort acknowledged by peers and staff

Have a sense of ownership and look after the environment

Be willing to share their thoughts and ideas

Be continually Striving for Excellence

Recognise their own achievements/success

Celebrate personal achievement

Be proud and keen to share work

Demonstrate that individual differences are accepted

Acknowledge individual needs or differences particularly in behaviour and learning (toleration of others)

Expect staff to deal with incidents consistently

Observe (senior pupils and staff model) ways of interacting with others respectfully and demonstrate caring and nurturing by;

- using our peer mediators effectively
- helping and supporting others

Be inclusive of all ,expressions of diversity are obvious

- assembly songs
- art, festivals
- celebrations
- signage





# OUR CURRICULUM DELIVERY

Students today think and engage differently than in the past. The curriculum sets out expectations for all students so they can reach their potential and develop the competencies and knowledge that will prepare them for adaptation and change as they meet the complex demands of an increasingly diverse and interconnected community and globalised society.

Ideas, wonderings issues or concerns raised, form the basis for teacher decision making about the likely scope and initial directions for inquiry problem based learning. Planning is underpinned by 'Rich Concepts' that provide opportunities for students to explore and develop 'big ideas' or understandings about the world they live in.

Students are supported to learn how to effectively use and apply essential learning and thinking skills as tools for independent learning as they investigate the issues inherent in the 'big ideas'.

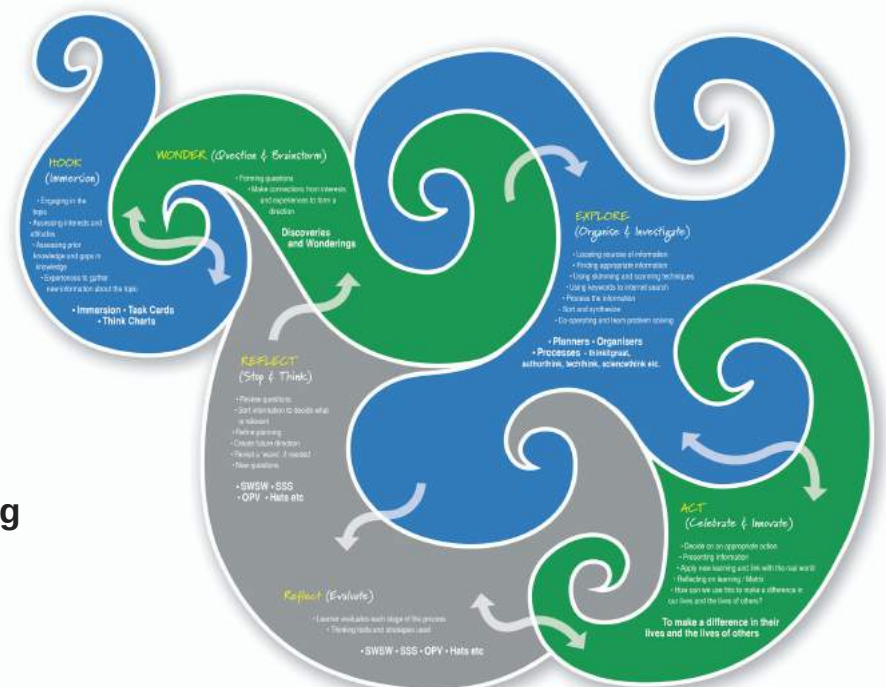
In order to develop, express and apply their understanding of the 'big ideas', students need to learn how to use the conventions and processes of communication.

Learning is not an end product and is constantly evolving. It is characterised by ongoing negotiation between teacher and students to take account of emerging knowledge and questions



## TE AKO RITENGA OUR LEARNING PROCESS

- Making connections for children
- Making explicit real learning experiences
- Practicing Skills and Key Competencies in a variety of authentic contexts
- The individual student is at the centre of all teaching and learning
- Students need to know how to learn as well as what to learn



# RIVERDALE SCHOOL

## Raising Student Achievement Plans RaAP

### 2018 Annual Targets

#### Student Achievement Target 1: Responsive Education

**Focus Area:** Powerful Learning Partnerships

**Baseline Data:** more than 85% of students at Riverdale achieve AT or ABOVE National Standards therefore the focus is on cultural knowledge and understandings to facilitate the best possible outcome for learners

**Target:** all teachers and their students

- To explore and deepen connectiveness between home and school - Taking note of transition points. Whanaungatanga. Powerful Learning Conversations / Reporting Formats / IEPs, ongoing conversations. Deepen knowledge of our learners whanau; particularly Priority Learners
- That the learner has a sense of self determination and the adults ensure equity of access to enable self efficacy and self management. (Student Voice - A Look Inside)
- Learning is interactive and iterative through a range of learning opportunities across the curriculum.
- That our focus is on the potential of learners (appreciative) rather than a deficit view.
- Action Plan and Deliver the Coaching and Mentoring of individual teachers as required

Timeframe	Responsibility	Monitoring
ALL YEAR	Teacher/Nikki/Tony	Team Leaders/Deb
ALL YEAR	Team Leader	Senior Management
ALL YEAR	Team Leader	Deb/Tony
TERM 2-4	Nikki	Deb

#### Student Achievement Target 2: Mathematics

**Focus Area:** Application of mathematical skills through PBL/STEAM

**Baseline Data:** We know that the long term application of mathematics skills is not consistent. Refer to Maths Investigation 2017.

**Target:** all students in particular the cross over from Year 2-4.

- Rich Maths Tasks that have a deliberate plan to demonstrate cross curricula practice
- Teacher Petite Inquiry to demonstrate shift in practice
- Enrich and extend ABOVE students through opportunity to use and demonstrate problem solving capacity
- PLD Staff: a unit allocated to formulate a plan to lead staff through new/further learning - T1 - Prioritising Actions, 2-4 is Monitoring T4 is Evaluating impact
- Deliberate PLD opportunities/ Team/ Staff Meetings

Timeframe	Responsibility	Monitoring
ALL YEAR	All teachers	Team Leaders
TERM 2	Debra/Kelly	Senior Management
TERM 2-3	Jared/PA Teacher	Kelly
TERM 1-4	Selina	Senior Management
TERM 1 or 2	Selina + Kelly	Principal

#### Student Achievement Target 3: Writing

**Focus Area:** Shift in practice from genre focus to iterative, authentic opportunities

**Baseline Data:** Year 3/4 2017 Board Report. 83% of students (52/63) after 3 Years at school are At or Above National Standard in Writing. 76% (50/66) of students in Year 4 are At or Above National Standard in Writing. Noticing: This is a contrast with entry to Year 3.

**Target:** Year 2-5

- Investigate fully current writing practices - Refer to Year End 2017 Year 3/4 Board Report for details
- Teacher Petite Inquiry - to shift practice from genre focus to writing fit for purpose
- Cross school and cross cluster writing moderation to gauge accuracy and quality of student output
- Review the Drivers Manual in line with our findings

Timeframe	Responsibility	Monitoring
TERM 2/3	DP Kelly	Senior Management
TERM 1/3	Team Leaders	Senior Management
TERM 3	Kelly/Nikki	Senior Management
TERM 3/4	Teams	Senior Management Community/BOT