



RIVERDALE SCHOOL

At the heart of the strategic planning is our desire for all our students to be empowered 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 embodies Nga Matapono



Strategic Aim: Barrier Free Learning

All students including Maori and Pasifika 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 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 teaching and learning; actioning government priorities (NELP), MOE Guidelines and localised values and beliefs.

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

Strives to make strong links with our unique community

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 student 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, wondering, 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 teachers 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

2023 ANNUAL TARGETS

Student Achievement Target 1: Literacy

Baseline Data: All ākonga will have newly established baseline spelling data using the iDeal approach to Literacy (A structured Literacy tool) by the end of Term 1

Target: All students Year 1-6 - Cluster Groups closely monitored for impact.

Goals	Responsibility	Timeframe	Monitoring
<ul style="list-style-type: none"> Collect all baseline data for ākonga by the end of week 6, Term 1, using ideal spelling tests. Teach to fill knowledge gaps and use the ongoing PLD with the ideal Expert to increase staff capability. Release Teachers in charge of curriculum refresh and Ideal approach through additional classroom teacher time. Developing all kaiako knowledge to effectively lead change within teacher's capability to impact on student outcomes. Planned focused specialist teaching (perky pace using the iDeal platform) that is whole team/grouped levels) and spelling double dip using learning support assistants Focused 'Think tank' conversations to strengthen teacher PLD enabling action including curriculum refresh Deliberately construct/ use direct teaching every day to improve student outcomes and levels of competence. Evaluate the effect size on all students, report to BOT and determine the use going forward. (AOV Sarah B and Christina) 	<ul style="list-style-type: none"> All teachers - Kahui to oversee All teachers - Mel Hagan (Ideal Learning) - Professional Development Kahui/Ariki Kahui/Ariki Kahui in collaboration with learning assistants Sarah B and Selina All teachers Sarah B - BOT Reporting Variance Sarah B and Christina - Analysis of 	<ul style="list-style-type: none"> Term 1 - Baseline Data Term 1 and Term 2 Term 1 - 4 Term 1 and Term 2 Term 1 - 4 Term 3 and 4 Term 1-4 Term 2 and 4 	<ul style="list-style-type: none"> Selina (DP) and Sarah B (TL) Selina (DP) Selina (DP) Kahui and Principal Kahui and Principal Selina (DP) and Sarah B (TL) Kahui and Principal Selina (DP) and Sarah B (TL)

Student Achievement Target 2: Te Reo

Baseline Data: Data collected by Lead Teacher Te Ao Maori at the end of 2022 via survey.

Target: Selected students in Years 4-6 who display the potential to increase their level of Te Reo from basic to curriculum level 2/3
All staff- to demonstrate both progress and achievement level by year-end, with some recognised provider.

Goals	Responsibility	Timeframe	Monitoring
<ul style="list-style-type: none"> Investigate the barriers for Kaiako through Principal conversations Use the survey review from the end of 2022 and provide recommendations to improve personal competence and classroom delivery Investigate and initiate PLD for all Staff. Term 1 - ongoing support for identified staff through extra release to attend hui related to enrolment in Te Wanaga Te Reo courses. Level 2 and Level 5 All staff are to attend weekly on-site sessions in conversational Te Reo currently being offered through UCOL To investigate an alternative in Term 2 if UCOL is unavailable, beginning in Term 3 for all staff. For the lead in Te Ao Maori to work directly with a selected group of students in Years 4-6 who have shown potential to learn more Te Reo up to level 3/4 AOV and collection of staff achievement via survey 	<ul style="list-style-type: none"> Principal/Tash Tash with Pa Jack Principal/Tash All Staff not enrolled in Reo PD Principal Tash Tash 	<ul style="list-style-type: none"> Term 1 Term 1 - 4 Term 1 - 4 Term 3 Term 2 Confirm Term 2-3 Term 4 	<ul style="list-style-type: none"> Principal/Tash Principal/Tash Principal Jared/DP Jared/DP Tash (Te Ao Maori Lead) Principal

Student Achievement Target 3: Maths Year 3

Baseline Data: The end of year Maths data for Year 2 students 2022, 2023 Year 3 cohort

Target: All students Year 3.

Goals	Responsibility	Timeframe	Monitoring
<ul style="list-style-type: none"> To initiate a pilot programme within the collaboration of Pae Ake that has two groups of ākonga working with experienced teachers of Maths and one teacher exploring the structure of direct teaching. To record the trial via the Teacher's individual inquiry Deliberately construct Math workshop opportunities to trial and research Eureka Maths giving fidelity to the programme The expert Maths lead is also the Team Leader with permission to explore this initiative with the view to raising student achievement, analysing results, and trends of the year 3 cohort over time and forming recommendations for 2024 Developing a format to effectively lead teachers capability to impact student outcomes Focused and deliberate 'Think tank' conversations to strengthen teacher PLD enabling action To record the lessons learned to be shared with all staff Evaluate/Report on the impact of structured maths lessons. AOV 	<ul style="list-style-type: none"> Kerry (Maths Lead) ,Travis Travis Travis Kerry (Maths Lead) Kerry (Maths Lead) Kerry (Maths Lead) Kerry (Maths Lead), Travis 	<ul style="list-style-type: none"> Term 3-4 All Year All Year Term 3-4 Term 3-4 Term 4 Term 4 Term 4 	<ul style="list-style-type: none"> Kerry/Ariki Kerry/Selina Kerry/Selina Ariki Kerry/Ariki Kerry/Ariki Kerry/Ariki Kerry