

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 relationships 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 400 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, digital 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.

Riverdale School follows a Universal Design for Learning (UDL) approach well known for its commitment to excellence - *Piki ake te tahi.*

Procedural Statement

- Riverdale School will lodge a copy of its 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/ICS and ELL funded students.
- The Analysis of Variance Report will be lodged with the Ministry of Education each year after the Board of Trustees Meeting to demonstrate how 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

The New Zealand Government is committed to continually building and developing a world class education. The national education leaning priorities (NELPs) set out the priorities and objectives of achieving change across our system, reflective of a culturally rich and diverse Aoteroa. At the heart of the NELPs, sit 3 core components: wellbeing, equity and inclusion.

The NELPs outline 5 key objectives to achieve change across our systems. which embody well being, equity and inclusion.

Ratified by the Riverdale School Board of Trustees

Date: Thursday 25 February 2021



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
- 2021 Student Achievement Targets and RAP
- 10 Year and 5 Year Property Plan
- BOT and School Self Review Cycle
- underpinned by NELPs, NEGs and NAGs
- Budget
- Policy and Procedures through Schooldocs
- Parent information and website

Strategic Plan 2021-2023

Annual Plan 2021

He Akonga	Partnership	Tuakana Teina
<p>Learning Goal 1: <i>To maximise individual capability through quality teaching and learning</i></p>		
<p>How: All students including priority students can access the NZC as evidenced by achievement in relation to recognised benchmarks through differentiated or personalised learning programmes. Target groups identified, planned for, IEP Goals for ORS, CaAPs for Tier 1 Students. Learning achievement and efficacy in Key Competencies, progressions captured and reflected through blogs, Evidence Hubs, other lenses and reflections.</p>		
<p>2021 - 2023 Learners, staff and the community reassess core values, beliefs - preparation for full Charter/Curriculum review. Flexible learning/ Agentic learning/ Personal learning. Next learning.</p>		
<p>Rewrite of the full Charter capitalising on community feedback ensuring compliance with latest Ministry of Education guidelines. Roll out of updated Curriculum, Digital technology, Science, Aotearoa New Zealand Histories.</p>		
<p>Embed and consolidate best practice.</p>		

Future Orientated	Action + Target	Outcome Monitoring + Responsibility
<p>Aio ki te nuku "Find the joy", recognising those moments for children or staff where the joy of working together rises to the surface. Spontaneity and passion</p>	<p>Teams to review the delivery of curriculum, being mindful of structure locking down flexibility (Kahui)</p> <p>Planned PLD around Personalised Learning (Carol/Deb)</p> <p>Unpacking the (NELP) for Ariki/BOT (Deb) Focus Group consultation (Special Needs, BOT visioning, ELL, Te Ao Maori, Reporting to Parents, (Progress, Learning, and achievement) Term 3/4</p> <p>Planned inquiry topics with a deliberate thinking focus and a strengthened ACT, through the lens of flexibility. Open up our thinking (Kahui)</p> <p>Manage the implications for teaching and learning in Literacy and Numeracy created by the roll over to HERO</p> <p>Delivery of learning that is inclusive (Kelly) Research and TAI - Boys and Learning (Nic)</p>	<p>All staff - Deliberately focus planning on greater opportunity for self directed learning as opposed to teacher directed learning.</p> <p>Ariki BOT receive 2x Data Reports mid and end of year, "Look Inside Teams" BOT minutes to reflect PD for BOT in NELP</p> <p>Focus Group meetings - Term 3 - Board member, Ariki, Tash, Nic</p> <p>Janine - Complete Review of Science Practice and Action Plan and report to BOT Jared - Hero - Reporting to Parents Kelly - Review Barrier Free Access to learning Nic - Boys and Learning report to BOT</p>

He Tangata	Participation	Whanaungatanga
<p>Learning Goal 2: <i>To honour the Treaty of Waitangi and respect the diverse ethnic and cultural heritage of our community</i></p>		
<p>How: 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.</p>		
<p>2021 - 2023 Community Consultation and reconnection following COVID19.</p>		
<p>Educating the Riverdale School Community; curriculum delivery practices, flexible, agentic and personal learning.</p>		
<p>Barrier Free Access - Implementation of a localised curriculum, developed with the input from the stakeholders (ELL, Maori, Pasifika, Asian, ORS, Learning and /or health priorities) through focus groups.</p>		

<p>Exploring external experts to lead - A Look Outside</p> <p>Find authentic and purposeful ways to reconnect with our community that enables an insight into delivery practices. Change the narrative</p> <p>Working with and in our community, ensuring our lens is from both a bi cultural and a growth mindset perspective</p>	<p>Ariki plan and follow through with visits to a range of different schools to identify external experts</p> <p>To plan deliberate community connection events Term 1 - Twilight Community Night (Lynette) Term 2 - Matariki open day (Ariki/Kahui) Term 3 - Marae/Camp Term 4 - Hangi and Te Puawai concert (Tash) Invite external speakers to community information events</p> <p>Full Review teacher Cultural Competency matrix. Action Plan changes (Kelly) All staff to demonstrate a lift in personal competency in Te Reo Maori as outlined in NELP (Tash)</p> <p>TO Day 1 - Personalised Learning TO Day 2 - HERO/Literacy and Numeracy TO Day 3 - Te Ao Maori</p>	<p>Principal - Report outcome and share future plans with BOT</p> <p>Ariki - Collect evidence, ascertain the feedback, and collate for future consideration</p> <p>Kelly - Curriculum oversight - Te Ao Maori Tash - Delivery of Te Ao Maori in school</p> <p>Ariki - Plan and organise the components of all TO Days with input of Lead Teacher (Kerry, Tash)</p>
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He Kaitiaki	Protection	Taiao
<p>Learning Goal 3: <i>To manage and prioritise our human and physical resources to achieve our ongoing vision of a creative, safe, well resourced environment</i></p>		
<p>How: Legislation reviewed and updated through School docs. Celebrate success through community events. Participate in sporting, cultural and academic opportunities. Plan and budget accordingly for priority areas, asset renewal and maintenance.</p>		
<p>2021 - 2023 Update the physical external environment. Explore the notion of and cost of an outdoor learning structure. Changing roles; Learning Support Assistants, Patiki, Distributed Leadership; Team Leaders/Lead Teachers Internal review of spaces being fit for purpose.</p>		
<p>Succession planning for change of key staff Continue to identify areas for updating in the physical environment (signage, murals, information boards, courts, playground).</p>		
<p>Establish a new 5YP - Spaces are fit for purpose, (Pounamu Atawhai upgrade).</p>		

<p>Use of Creative Resourcing to solve problems and extend thinking and doing</p> <p>Capitalise on expertise from both within and outside the school to drive initiatives</p>	<p>Board The board to participate in the ongoing review cycle via School Docs and to participate in focus groups</p> <p>Maths - inventory update, purchase plan (Kerry) Sports - Personnel (Jared) Te Reo Maori PLD (Pa Jack Paki) Te Ao Maori Action Plan, to include NZ Histories, MOE available resources (Tash/Kelly)</p> <p>Coaching and Mentoring of new Team Leaders and Lead Teachers Appointment of an experienced classroom practitioner, highly desirable to have a passion or skill to enhance Riverdale School.</p> <p>Action plan Term 1 for outcomes. All unit holders, in consultation with the Principal</p>	<p>Board Chair/Principal - Kelly Monitoring/updating</p> <p>Jared - Physical Well-being = analysis of variance Kelly - Te Ao Maori - analysis of variance Kerry - Maths - analysis of variance (Kelly)</p> <p>Coaching and Mentoring - (Deb) Management and Recruitment/ Retention units</p>
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