

# RIVERDALE SCHOOL

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'.

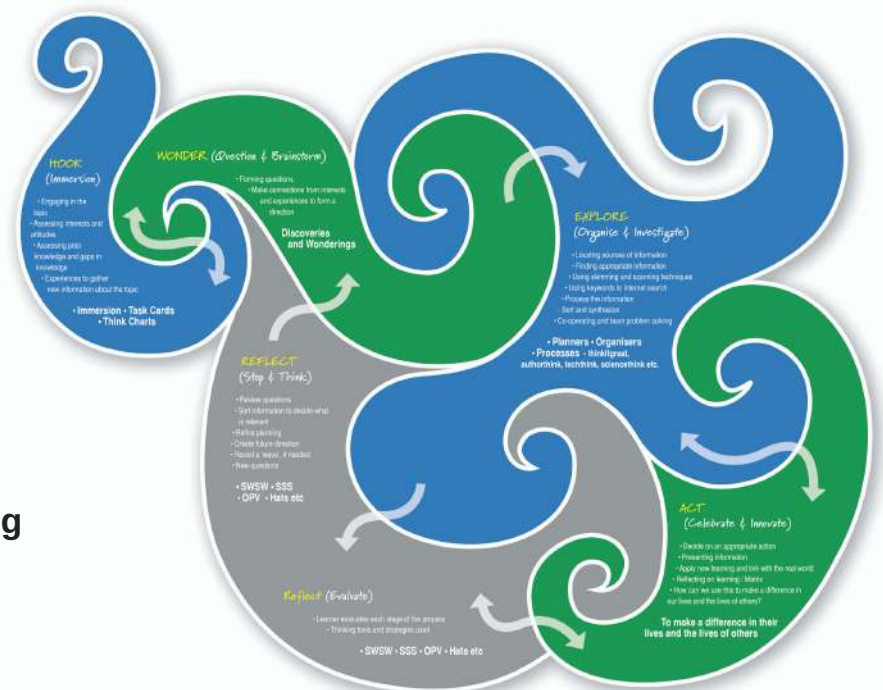
In order to develop, express and apply their understanding of the 'big ideas', students need to learn how to use the conventions and processes of communication.

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

### 2020 ANNUAL TARGETS

#### Student Achievement Target 1: Year 3-6 akonga who could make the shift to be elite athletes

Baseline Data: Actual targets to be confirmed

Target: 6-8 Akonga

- Identify behaviours that are already set, and those to be further developed
- Deliberate work on changing mindset; taking risk, endurance, resilience, sportsmanship
- Working with staff to support them to improve the delivery of PE skills
- PLD - working with staff members on identified needs basis

Timeframe	Responsibility	Monitoring
Term 1	DP Jared	Principal - Deb
Throughout year Term 2 & 3	Team Leaders Teachers	

#### Student Achievement Target 2: Writing: Poutama Writers (Year 4/5) and who could make the shift to at expectation by end of 2020

Baseline Data: 8 Male Akonga who were below in December 2019, working within early Level 2 Writing

Target: 8 Male Akonga - 1 x Year 4, 7x Year 5 (3x Akonga Maori, 5x NZ European akonga)

- Investigate what is the barrier for these akonga, with a focus on what engages boys in writing at this age and stage
- Determine the explicit deliberate teaching actions and assign the responsibility for this within Poutama Team
- Ongoing monitoring of progress towards the target
- PLD - in Year 3-5 around explicit teaching, use of matched resourcing, non-fiction text through connected learning

Timeframe	Responsibility	Monitoring
Term 1	DP - Nikki	Principal - Deb
Term 2&3	Team Leader/teachers Team	
Term 2	P Debra	

#### Student Achievement Target 3: Encoding and Decoding Group

Baseline Data: Below in Writing, Dec 2019. 4 akonga were Tier 2 SENCO monitoring in 2019, 4 were below in Writing and on Team Leader monitoring list

Target: 8 Akonga from Year 4-5, who are within Tier 2, and below in Writing. (2 in Pae Ake, 6 in Poutama) (4x Year 4 Akonga, 4x Year 5 akonga) (4x Akonga Maori, 4x NZ Euro Akonga)

- Impact teaching - decoding and encoding
- Regular, fixed, delivery of the phonemic code to akonga
- Upskilling of teachers in the delivery of decoding and encoding to akonga
- On-going monitoring of progress towards the target

Timeframe	Responsibility	Monitoring
All year	DP Kelly	Principal
	Team Leaders/teachers	