

## 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 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 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/HLN and ESOL funded students.
- The Annual Report will be lodged with the Ministry of Education each year after the Board of Trustees Meeting. The annual report will include the analysis of variance 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

**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: Thursday 20 February 2020**



## 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
- 2019 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 2020-2022

# Annual Plan 2020

He Akonga	Partnership	Tuakana Teina
<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 Tier 1 Students. Learning achievement and efficacy in Key Competencies, progressions captured and reflected through blogs, Evidence Hubs, other lenses and reflections		
<b>2020</b> Internal focus on curriculum up-skilling. Implement Digital technology - review Science Curriculum, Consolidate best practice		
<b>2021</b> Learners, staff and the community reassess core values, beliefs - preparation for full Charter/Curriculum review. Flexible learning/Agentic learning. Next learning		
<b>2022</b> Rewrite of the full Charter capitalising on community feedback ensuring compliance with latest Ministry of Education guidelines		

Future Orientated	Action + Target	Outcome Monitoring + Responsibility
<b>Aio ki te nuku</b> "Find the joy", recognising those moments for children or staff where the joy of working together rises to the surface. Spontaneity and passion	All Teams to review the delivery of curriculum, being mindful of structure locking down flexibility  Achievement is reported to the Board Term 2 and 4 using accepted benchmarks Termly BOT updates re progress toward Board Goals	<b>All staff</b> - Deliberately challenging current structure to enable staff to pursue moments of joy/toiora. Take the teachable moment. Consider how to allow that degree of flexibility. Deliberately focus planning on greater opportunity for self directed learning as opposed to teacher directed learning
Expand the lens "seeing looks like in curriculum delivery"	Planned inquiry topics with a deliberate thinking focus and a strengthened ACT, through the lens of flexibility. Open up our thinking	<b>Leadership team</b> BOT receive 2x Data Reports mid and end of year, "Look Inside Teams". Investigate how to report on the "Self directed learning and flexibility aspects of our curriculum within our reporting framework - <b>DPs</b>
<b>Application</b> of core learning across the curriculum. Refresh and review habits and practices	Review of the delivery of core learning, in a <b>connected curriculum</b>	<b>Science Lead: Janine</b> - 1. Complete Review of Science Practice 2. Focus on meeting needs of gifted learners and lead a school wide focus on the "Nature of Science"
	Restructure of DP roles, to enable impact teaching	<b>Nikki</b> - Inquiry/Literacy <b>Jared</b> - Sport/ Digital Technology <b>Kelly</b> - Decoding/Encoding/Maths

He Tangata	Participation	Whanaungatanga
<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> 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>2020</b> Review and check of flexible spaces and places. Re-educate delivery with a deliberate bi-cultural lens. Provide PLD in The Critical Histories of Aotearoa		
<b>2021</b> Full Review teacher Cultural Competency matrix. <b>Action Plan changes</b>		
<b>2022</b> Educating the Riverdale School Community; curriculum delivery practices and agentic learning		

Capitalising on the internal strengths within Riverdale School Team to lead passion projects	<b>Year 4 - Kotahitanga Cluster</b> Working together to share good practice. Mentoring of PCTs To capitalise on the strength within the Kotahitanga cluster to plan and implement the PLD for Digital technology	<b>Principal:</b> Part of the Lead Team that develops the actions and PLD. Cluster co-ordinators; <b>Jared</b> - Digital Technology <b>Kelly</b> - PCT/Mentors <b>Nikki</b> - Cross School Moderation Literacy
The ability to think critically gives students a means to effectively process and manage information to allow increased community contribution, which that makes a real difference	TO Day 1 - Professional Development - <b>Tamsin Hanley</b> ; Critical Histories of Aotearoa TO Day 2 - Core curriculum - Literacy; TO Day 3 - How flexible are we really? Aio ki te nuku. Gather learner voice and teacher voice	<b>Collate evidence of change in practice</b> 1. Critical Histories of Aotearoa - <b>Kelly</b> 2. Literacy - <b>Nikki</b> 3. Flexible learning/agency - <b>Jared</b>

He Kaitiaki	Protection	Taiao
<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> Implement the remaining 5YP Plans. 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		
<b>2020</b> Update the physical external environment to ensure outside learning spaces in particular a structure in the Outdoor Learning Environment		
<b>2021</b> Full Internal review of fit for purpose resourcing and staffing		
<b>2022</b> Succession planning for change of key staff		

PLD for BOT; how to contribute as an effective Board Member. A Maori Lens on achievement	Criterial Histories of Aoteroa - Identify and co-opt a Maori representative for the BOT	<b>Board Of Trustees</b> - Board Chair/Principal ensure PLD occurs and Maori Representative co-opted
Use of Creative Resources to solve problems and extend thinking and doing	Inventory/purchase of support resources in the core subjects	<b>Sport/Technology - Jared DP</b> <b>Maths - Kelly DP</b> <b>Literacy - Nikki DP</b> <b>Science/ Environment - Janine</b>
Completion of 5YP upgrade of the physical environment developed from learning based needs not property	5YP work on Block 4 completed	<b>Principal:</b> with Board and Project Manager Executing the build and the new concrete driveway.
Capitalise on passion and expertise within the school to drive initiatives	Action plan Term 1 for outcomes	<b>Enviro Lead: Janine</b> Environmental Education/Green Team established Oversee, monitor and record the journey
		All unit holders - report to Ariki Piringatahi Summary of all passion projects - <b>Principal</b>

