

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



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



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 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, 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'.

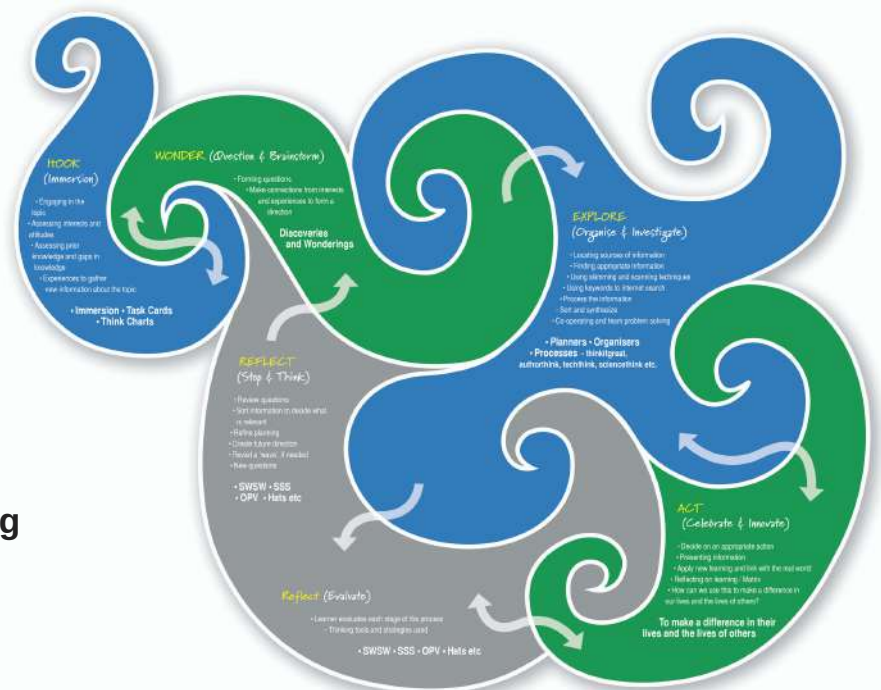
In order to develop, express and apply their understanding of the 'big ideas', students need to learn how to use the conventions and processes of communication.

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

2021 ANNUAL TARGETS

Student Achievement Target 1: Year 4-6 akonga who are above in maths

Baseline Data: 37/65 (57%) Year 6 akonga were above, 29/61 (48%) Year 5 akonga were above, Year 4 20/65 (31%) were above in Dec 2020.

Girls: In Year 4 14% of girls are above and 43% of the boys are above. In Year 5 30% of girls are above, 61% of boys are above.

Target: Maintain All Year 6 students who are above in Mathematics & lift 4 +4 girls in Year 4 and 4 +4 girls in Year 5 to above	Timeframe	Responsibility	Monitoring
<ul style="list-style-type: none">Identify from end of year data, girls in Year 4 and girls in Year 5 who could shift from at to above in 2021Teach to fill knowledge gaps, and use the recent PLD to extend the mathematical mindset within this groupFocused "Think tank" conversations to strengthen teacher PLD enabling actionDeliberately Construct Math workshop opportunities to engage girls - trial and research a range of strategies and share with other teachers	All year	Kerry Team Leaders Teachers	BOT Principal- Deb DP- Kelly

Student Achievement Target 2: Year 1-6 akonga who are within Level 2 of Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki

Baseline Data: Akonga identified by teachers who have proficiency at Level 1, and readiness for Level 2, as per the Riverdale Te Reo Maori Matrix

Target: 5-6 Akonga from Year 1-6	Timeframe	Responsibility	Monitoring
<ul style="list-style-type: none">Investigate what is the barrier for these akongaDetermine the explicit deliberate teaching actions and assign the responsibility for delivery within collaborationsOngoing monitoring of progress towards the targetPLD - increasing teacher capability for all staffPLD - for designated teacher within each collaboration to enable regular delivery of Te Reo Maori at Level 2	Term 1 Term 2&3 All year Term 1 and ongoing	Tash and Pa Jack All staff Designated Teacher	BOT Principal- Deb DP- Kelly

Student Achievement Target 3: Physical Well-Being

Baseline Data: Soft data via learner voice, teacher voice indicated improvement in well-being

Target: 20 akonga from Year 5/6	Timeframe	Responsibility	Monitoring
<ul style="list-style-type: none">Sustain success at the elite sport level across a number of codesIdentify, coach and develop sports leadership skills using a tuakana/teina modelIdentify within current staff another teacher to develop strength for support and succession planning	Term 1-4	DP Jared	BOT Principal - Deb DP - Jared
<ul style="list-style-type: none">Increase the deliberate and planned delivery of physical movement skills in the regular learning programmes	Term 1	All teachers	
<ul style="list-style-type: none">Review the Smart Moves core values - identify and target akonga to support barrier free access to other learning (UDL)	Term 1	Y1/2 teachers	