

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 whānau. 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 whānau 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 (FLE) with different sized Flexible Learning Environments (FLE's), which students and teachers collaborate in. In addition a strong relationship has been fostered since 2004 with Rangitāne Iwi represented through Te Rangimarie Marae. As a result the school is supported in its commitment to the principles of Te Tiriti o 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 tihi.

PROCEDURAL STATEMENT

- Riverdale School will lodge a copy of the annually updated Charter to the Ministry of Education by 1 March of each year. This Charter will include the school's updated target/s for improvement.
- Riverdale School will consult the community, including Māori, 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 whānau, including Rangitāne o Manawatū 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.
- Priority Nine. The Riverdale Board of Trustees:

Has developed and implements personnel and industrial policies, within policy and procedural frameworks set by the government, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students.

Is a good employer as defined in the **State Sector Act 1988** and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

Tikanga and Te Reo Maori

Our commitment to Māori: At Riverdale School, we honour Te Tiriti o Waitangi and acknowledge and value Aotearoa/New Zealand's cultural diversity. We also acknowledge the unique position of Māori as tangata whenua and Rangitāne as mana whenua of our school. Our school embraces the vision of Kahikatia of "Māori enjoying and achieving educational success as Māori". Tikanga, Waiata, and Te Reo Māori is integrated across the school, with all akomanga planning and leading components of Te Ao Māori.

Whanaungatanga - Community/School Partnership

Riverdale School is committed to ensuring the values, aspirations, and voice of the community and whānau form the basis of decision making and strategic direction. Every year we engage our whānau in a number of forums: kanohi ki te kanohi, online surveys, focus groups (both digital and onsite meetings), parent information sessions, data and reporting via Hero with opportunity for individual discussion at any time.

Our Community will;

Encourage; self responsibility, ownership and accountability of both child and adult interactions.

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.

Understand; 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.

National Education Learning Priorities

The New Zealand Government is committed to continually building and developing a world class education. The national education learning priorities (NELPs) set out the priorities and objectives of achieving change across our system, reflective of a culturally rich and diverse Aotearoa.

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

To ensure our ORS children achieve equity and excellence, all our ORS students have individual Education plans, which identifies their core goals and areas of learning. Through their IEPs, ORS children have access to specialist service providers.

Ratified by the Riverdale School Board of Trustees

Date: Thursday 23 February 2023



VISION

Empowering successful inquiring learners.

Piki ake te tihi.

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 self and others, as demonstrated through our daily interactions

Ngā Mātāpono (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;
Leadership, Excellence, Self Manager, Creative

Supporting Documents

- Riverdale School Curriculum Delivery (Te Ako Ritenga)
- Inclusion Statement
- Māori and Pasifika Achievement plans
- 2023 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 app and website

Strategic Plan 2022-2024

Annual Plan 2023

Outcome

Monitoring + Responsibility

Future Orientated

Action + Target

Mel Hagen MOE, All to implement, **Ariki** to monitor delivery and outcomes.

Tash: Plan and timetable for staff access to Pā Jack. Liaise with the Māori focus group.

All staff responsible, Ariki to monitor impact Ariki Team: interrogate student achievement data, monitor progress and achievement, report to BOT. **Kerry/Ariki:** evaluate effectiveness/improvement **Term 3/4 Think Tank group** of staff to explore curriculum update. **Jo/Kerry:** update school curriculum hub. **SENCO/DP:** full review of what inclusion means at Riverdale. **Lynette:** remove barriers; use Massey interpreters, support ELL families with understanding, cultural events, inclusion. **Ariki Team:** evaluate effectiveness of distributed leadership and LSA trial initiative. **Principal and DP:** survey staff and students, implement support remediation if/where required.

Pincipal /Ariki: Share future plans with BOT and report outcomes **Ariki:** Collect evidence, ascertain the feedback, and collate for future consideration.

Sarah: Literacy analysis of variance - spelling. **Christina:** development of Curriculum refresh. **Jo:** change the Curriculum hub.**DP Selina:** to support/guide.

Principal/DP: release funding/achievement budget and report to BOT. **Ariki /Tash:** curriculum oversight - Te Ao Māori **Tash:** delivery through staff of Te Ao Māori in school and Level 2 student group. **Principal/Tash:** te reo target Analysis of Variance.

Board member/Ariki: Focus Group meetings.

Ariki/Kahui: plan and organise the components of all T/O Days and PLD with input of Lead Teachers. **Mel Hagen: MOE PLD** Term 1, MOE PLD all schools Term 2, 24 April. **Jill:** iDeal in school facilitator. (Budget 20k). **Principal:** Budget implications for PLD and in school release.

Selina Monitoring/updating. **Full BOT to review Nadia (edlead)** to support **BOT** through the process Full Board participation.

Principal Tash/Principal/Jack: Māori Action Plan. Māori Achievement reports to BOT.

Selina/Christina/Sarah B: Analysis of Variance Literacy target. **Kerry:** Maths. **Ariki/Jared:** Effect of dedicated release time for extra teacher to work with ELL families.

Principal /Jared: Analysis of Variance te reo target.

Principal/BOT

Selina: Action plans, coaching and mentoring training and actions with staff, PLD - **Carol (edlead)**

He waka eke noa
We are all in this together Understanding and sharing our NZ Histories Aotearoa.

Weaving the wonder and awe through everyday teaching and learning. Improving questioning, curiosity experimenting.

Expand the curriculum lenses actively finding authentic connections. **Application** of core learning. Review effectiveness of distributed leadership.

Exploring external experts to lead - A Look Outside

Find authentic and purposeful ways to reconnect with our community that enables an insight into delivery practices. Change the narrative.

Working with and in our community, ensuring our lens is from both a bi cultural and a growth mindset perspective.

Term 1 - Twilight Community Night ,Duathlon, ELL morning tea
Term 2 - Matariki open day (Ariki/Kahui)
Term 3 - Marae visit
Term 4 - Charter direction 2024 onwards

Use of creative resourcing to solve problems and extend thinking and doing. Budget implications.

Capitalise on expertise from both within and outside the school to drive initiatives.

- Unpack, understand and teach the Social Sciences curriculum, embedding the critical histories perspective from Tamsin Hanely and the NZ Histories work in 2021/22.
- Ongoing development of the localised curriculum with support from Pā Jack and the Māori focus group, checking with Rangitāne.
- Explicit unpacking and understanding of Ngā Mātāpono to create the Riverdale way of being. Weaving through Te Whiringa Wha. Upskilling and building capacity in new staff and learning support staff with Pā Jack
- To trial a pilot programme in Mathematics in Pae Ake, exploring core concepts, bridging the gap learning, resources and the refreshed Mathematics curriculum document.
- Inclusion: a revision of the way ORS students are included and a pilot change to the distribution of LSA, and their autonomy.
- Flexibility and PLD for LSA in their intervention role. MOE specialists to guide specific programmes. Tiered intervention programmes.
- Wellbeing /safety of staff and students.

- Ariki plan and follow through with visits to a range of different schools to identify external experts, looking in particular at deep inquiry and creativity.

- Structured literacy PLD with iDeal platform Y1-6 spelling, Y1&2 early reading.

- All staff to demonstrate a lift in personal competency in the teaching of te reo. Funding and release time for those staff working with either Te Wānanga, or Te Mahau and the teaching of a Level 2 Explorers group.

- Development of extra teacher to lower ratios and work with ELL and their families to plan deliberate community connection events and consultation sessions.

- The board to participate in the ongoing review cycle via School Docs and to participate in focus groups.
- Appointment of a new Principal.
- Te reo Māori PLD. Funding for release days 5 staff off site.
- Te Ao Māori Action Plan. Provide a release component to complete this work.
- Dedicated time and expertise and cost for lead teacher to focus on Literacy/Numeracy strategy and curriculum update.
- Development of extra teacher to lower ratios and work with ELL and their families.
- Release for staff for te reo development including those attending Te Wānanga T1-4, Te Mahau T1&2 and onsite provider for all staff Term 3/4.
- New 10YPP, implementation of plan. Infrastructure remediation and Pounamu Atawhai refurbishment.
- Complete signage.Budget for these expenses.
- Coaching training for Selina to work with selected staff in Coaching and mentoring role.

He Akonga

Partnership

Tuakana Teina

Strategic Goal 1: To ensure all learners are supported to strive towards their personal excellence through quality teaching and learning To prioritise and grow excellence in learning, teaching, leadership governance. NELP Objective 1 & 2: Learners at the centre, Barrier free access. Priority 1 through 4

How: Ensure Riverdale School is safe inclusive and free from racism and bullying. Have high aspirations for every learner/ākonga and support these by partnering with their whanau and community. Reduce the barriers to education for all including Pacifika ākonga, disabled ākonga and those needing learning support. Ensure every learner gains sound foundation skills including language, literacy and numeracy.

2022
Embed and consolidate best practice. PLD Science and the NZ Curriculum. Embed updated curriculum, digital technology and Aotearoa New Zealand Histories.

2023
Rewrite of the full charter capitalising on community feedback ensuring compliance with latest Ministry of Education guidelines. (Not completed).

2024
Learners, staff and the community reassess core values, beliefs - wellbeing survey and consultation for Charter review.

He Tangata

Participation

Whanaungatanga

Strategic Goal 2: To honour Te Titiriti O Waitangi and respect the diverse ethnic and cultural heritage of our community. NELP Objective 3 Quality Teaching and Learning. Priority 5 & 6

How: Meaningfully incorporate te reo and tikanga Māori into the everyday life of the place of learning. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

2022
Community consultation for an updated Charter and reconnection following COVID19. Continue to increase the stakeholders focus groups to support localised curriculum.

2023
Re- educate/update the Riverdale School community; curriculum delivery practices, flexible, agentic and personal learning.

2024
Implementation of community recommendations/input via focus groups and surveys. Review effectiveness of distributed leadership; continue to strengthen the kahui (middle leadership team).

He Kaitiaki

Protection

Taiao

Strategic Goal 3: To manage and prioritise resources to achieve our ongoing vision of a flexible, creative, safe, well resourced environment. Collaborate with industries and employers to ensure learners/ ākonga have the skills of Learning and Work NELP Objective 4: Future of Learning and Work. Priority 7

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. Be advised of the skills and dispositions required for life long learning and work.

2022
Continue to deliberately identify areas for updating in the physical environment (signage, murals, information boards, courts, playground).

2023
Succession planning for change of key staff. Revisit future skills required by employers.

2024
Confirmation of flexibility within spaces to best meet the needs of both students and future work skill requirement. Complete and execute new 10YPP.

