




ANNUAL IMPLEMENTATION PLAN 2024

 <p>WE LEARN TOGETHER WE LEARN FROM EACH OTHER</p>	 <p>WE BELONG WE CARE FOR EACH OTHER, WE ARE PART OF A WHĀNAU AND OUR COMMUNITY</p>	 <p>WELLNESS FOR LIFE WE ARE WELL, HEALTHY AND CONNECTED TO THE WHENUA</p>	 <p>I HAVE INTEGRITY I AM HONEST, RESPECTFUL AND TRUSTWORTHY</p>	 <p>Riuwaka te puna wai, whakatipu ngā tamariki</p> <p>The flowing waters nurture our future generations</p>
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Riuwaka te puna wai, whakatipu ngā tamariki - The flowing waters nurture our future generations

"Working together to create an inclusive, respectful learning culture that nurtures tangata whenuatanga, enabling our ākonga to thrive and soar in their life and learning."

STRATEGIC GOAL ONE: RANGATIRATANGA - SCHOOL IDENTITY & CULTURE

Developing our School Identity to reflect 'Our Place' while ensuring we have a caring and inclusive learning culture that is focused on ākonga
NELPs 1, 2, 3, 7

ANNUAL TARGETS	ACTIONS	ASSIGNED TO:	RESOURCES	TIMEFRAME	EVIDENCE/MEASURES
1.1 Continue to develop our localised curriculum based on Our Place, the refreshed curriculum Te Mātaiaho	<ul style="list-style-type: none"> Build awareness and grow understanding of Te Mātaiaho with kaiako and our school community Engage in professional development Create a progression across the school of how we deliver EOTC @ RS 	Senior Leadership PLD - consultant	Principal Consultant - Nikki Keys Mana Whenua Kahui Ako Ministry of Education PLD	2024 - 2025	<ul style="list-style-type: none"> Feedback and reviews from whānau, students and staff Community perception - what are we known for Community consultation Staff have increased confidence in planning for and participating in EOTC EOTC experiences are part of our 'Business as Usual'

	<ul style="list-style-type: none"> that links to Our Place Plans for Integrated, purposeful and authentic learning to include EOTC Create strategic partnerships that are purposeful and sustainable 				<ul style="list-style-type: none"> We 'get out' more School camps happen every year for Year 4-8
1.2 The school identity (branding) is the foundation for our local curriculum	<ul style="list-style-type: none"> Design symbols or artworks that depict our school learner attributes and house groups Display these across the school and community School logo is rolled out to the community Uniforms updated (sports teams/optional day wear, leaver's hoodies etc) Visible from the road (artwork, sculptures, signs) Website refreshed 	Principal Mana Whenua SLT Kaiako	Budget allocation	Term 1-Term 4 2024	<ul style="list-style-type: none"> School identity is visible and embedded across all areas of school Proud to be seen in the Riwaka branded gear Whānau will know our brand Identify and explain the meaning of our branding Our school branding reflects our environment, vision and values and connection to tangata whenua Signage is clearly branded, welcoming, vibrant
1.3 Our Riwaka School local curriculum including our Learner Attributes, Riwaka Way, branding, School Houses are designed, implemented and embedded	<ul style="list-style-type: none"> The school vision and values are visible in every area of the school Students work reflects the vision and values Upskilling/PLD about the values and their meaning Update our PB4L matrix and make living - aligned to the values 	Principal SLT Consultant Graphic Artist	Budget allocation	Term 1 - Term 4 2024	<ul style="list-style-type: none"> Students share successes at assemblies linked to the values Report on values in our reports to parents Data would show that the values are embedded Learning culture reflects the values and is audible between staff/students/whānau These will be displayed Our school whānau and students will know what they are and what they mean The Riwaka Way is embedded Our School Houses are refreshed and alive in our school
1.4 There is a culture of learning	<ul style="list-style-type: none"> Continue to build a learning-focused, collaborative culture through further developing the Professional Growth Cycle model Whole staff inquiry into 	Senior Leadership		2024 - 2025	<ul style="list-style-type: none"> Students and staff reflect through their actions and words, the vision and values of the school Annual events for family/whānau in our school calendar such as picnics, goal setting, celebration assemblies, end of year celebration

	assessment and assessment practices <ul style="list-style-type: none"> • Build relational trust to achieve learning impact for students • Positively communicate the learning opportunities for our tamariki • Speak positively about our school in all settings 				
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STRATEGIC GOAL TWO: WHAKAWHANAUNGATANGA - COMMUNITY COLLABORATION

Our school is a community hub through increased opportunities to develop strong partnerships with our learning community, to support best outcomes for all ākonga; parents, whānau and the wider community.
NELP's 1, 2, 3, 5

ANNUAL TARGETS	ACTIONS	ASSIGNED TO:	RESOURCES	TIMEFRAME	EVIDENCE/MEASURES
2.1 The school is a hub for the community	<ul style="list-style-type: none"> • Create opportunities for the community to be involved such as <ul style="list-style-type: none"> - Library - Kai hub - Open days - More events to include whānau - picnics, swimming opening, art exhibition (organised by FORS or another group) - Advertise our PAC as a hub for community learning • Get involved and create partnerships with external agencies so we are known in the wider community • Purposeful pathways linked to student learning • Reciprocal relationships • Growing relationships with our wider community • Children engaged with external providers who have established relationships eg DOC, Project Janzoon, Whenua iti, EnviroSchool, RSA 	School Board Senior Leadership Kaiako		Ongoing	<ul style="list-style-type: none"> • There is up to date documentation for hiring the PAC • PAC is used on a regular basis to provide community events • Take what you want, give what you can - Kai Hub • Annual Timetable includes ritual events like picnics, swimming opening, school BBQ's etc • More organisations are involved in our school • Sharing of learning events • Fruitful and sustainable FORS • Teacher workload is reduced around fundraising activities • Everybody knows what is going on - transparency • Funds are raised to support the school's identified target • FORS are well supported (plenty of people involved)
2.2 A sense of belonging through inclusive, culturally responsive and authentic	<ul style="list-style-type: none"> • Communicate with all stakeholders on a regular basis about the great 	Senior Leadership Team Kaiako School Board		2024 - 2025	<ul style="list-style-type: none"> • Parents and whānau supporting the learning • Volunteering for day to day tasks

culture	<ul style="list-style-type: none"> things that are happening Provide more opportunities for the community to come in to school and be involved Te reo Māori continues to become normalised in our school Staff are expected to continue their learning and use of Te reo Māori 	All staff			<ul style="list-style-type: none"> Transport Camps Greater attendance at family/whānau events
2.3 Riwaka School is seen as a vibrant, progressive and positive place - the school of choice	<ul style="list-style-type: none"> Streamline our communications A communications strategy is developed Review and consult in regards to best way to communicate with our learning community 	Senior Leadership Team School Board		Term 1 - Term 4	<ul style="list-style-type: none"> Purposeful and regular learning focus and information posts on social media, emails, newsletters (Facebook/Website) Steady enrolments and a stable roll

STRATEGIC GOAL THREE: AKO - TEACHING & LEARNING

'Our Place' is represented throughout our Riwaka School localised curriculum and environment with sound assessment practices, ensuring that teachers 'know their impact' on ākonga.
NELP's 1, 2, 4, 5, 6

ANNUAL TARGETS	ACTIONS	ASSIGNED TO:	RESOURCES	TIMEFRAME	EVIDENCE/MEASURES
3.1 Quality leadership and teaching make the difference for ākonga and their whānau	<ul style="list-style-type: none"> Leading to the North East through SLT Professional Growth Cycle Coaching through professional goals as part of PGC's Refreshing RbL profile Using North East to support student progress and target learners Staff and teams have consistency of practise across curriculum areas 	Senior Leadership Team Kahui Ako - AST's, WST Kaiako	PLD Budget	2024 - 2025	<ul style="list-style-type: none"> Kaiako are confident in delivering the learning that matters for their tamariki Increased consistency and reduced variability in curriculum delivery across our kura Using North East hui in teams PGC coaching part of what we do to support our PLGs
3.2 Assessment for Learning pedagogy & practice	<ul style="list-style-type: none"> Relevant, accurate and authentic assessment taking place across the school Systems and processes put in place to measure and report on individual and school-wide progress eTap development - upskill staff 	Senior Leadership Team	PLD Budget	2024 - 2025	<ul style="list-style-type: none"> Student agency increasing Student knowledge of where and how they are at/achieving/progress Reports reflect student agency in their own words Students will show continual improvement/progress Learning is visible throughout our environment and incorporates our

	<ul style="list-style-type: none"> Accountability on timeframes and targets Thinking and learning is visible 				<p>AWHI attributes in all that we do</p> <ul style="list-style-type: none"> Each student has formative and summative assessment that measures progress and achievement and identifies learning needs
3.3 An Integrated Conceptual Curriculum framework is introduced to align with the NZ Curriculum and Te Mataiaho to ensure deep learning and inquiry opportunities for ākonga	<ul style="list-style-type: none"> The refreshed curriculum implemented through our local curriculum design Work with Consultant to continue LC development - ICAL Attend PLD opportunities that will upskill/inform teacher pedagogy specific to our kaupapa Major curriculum area identified that all tamariki 'must do' - focus on inquiry, integration & EOTC 	Principal Consultant Senior Leadership Team MoE	PD Budget allocation	2024 - 2025	<ul style="list-style-type: none"> Curriculum knowledge growing within our school Collaborative planning happening within teams - sharing of resources across the school Explicit links made back to the Enduring Understanding for all ākonga
3.4 The school environment (grounds, teaching spaces) reflect our local identity, our curriculum, Vision & Learner Attributes	<ul style="list-style-type: none"> Create a plan that aligns with the school vision to reflect our local curriculum of Our Place Renaming of Classroom spaces together with Mana whenua Students art - Creatives in Schools project Gardens upgraded to reflect the pride we have in Our Place Caretaker programme to ensure grounds are maintained and something we can all be proud of Make our learning visible 	Principal School Board Creatives in Schools project - Mat Tait Graphic Artist Mana Whenua RToM - Maihi	PLD Budget Creatives In Schools funding Grant applications Budget allocation	2024 - 2025	<ul style="list-style-type: none"> Students and staff know where they can go within the school that meets their needs/diverse needs Student wellbeing improved Safe spaces for all learners Equitable access for all - physical/environment spaces Our school is an attractive and inviting place to be The community have pride in our school Great place to be Hauora improved
3.5 Attendance goal of 70% of ākonga attending 90%+	<ul style="list-style-type: none"> Make attendance visible to the community via social media and newsletter Celebrate full attendance Engage with attendance officers/programmes 	Senior Leadership Team Learning Assistants	Regional Response Fund Breakfast in Schools KidsCan	2024 Then ongoing	<ul style="list-style-type: none"> More children at school every day Certificates given at end of term assemblies recognising 100% attendance Attendance is visible to our whānau community - social media/newsletters

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| | <ul style="list-style-type: none">• Whānau engagement and upskilling• Breakfast club at school• Use RRF to engage with those tamariki that have 'irregular attendance' | | | | |
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