




ANNUAL IMPLEMENTATION PLAN 2025

 <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, and the refreshed curriculum Te Mātaiaho	<ul style="list-style-type: none"> We will build capability and capacity in our teachers to effectively deliver Te Mātaiaho, by prioritising PLD both within and from outside of the school (Kahui ako, MoE) A 'special project' unit holder to develop local resourcing for Our Place 	Senior Leadership Tina - unit holder Tess - Cultural leader Vicki - Within School Teacher All teaching staff Board trustees	Kahui ako WST Kahui ako Across School Leads Ministry of Education Nikki Keys Te Awhina Marae	2025 - 2026	<ul style="list-style-type: none"> Local Curriculum is woven through our yearly planning Explicit links in teaching and learning to the two new curriculums (English and Maths) Students and staff are able to talk about Our Place and the things that make it unique A 'Local Resource' folder on our drive containing Our stories,

	<ul style="list-style-type: none"> • Create a progression across the school of how we deliver EOTC @ RS • The school vision is reviewed • Learner attributes are visible in every area of the school • Students work reflects the vision and values • Upskilling/PLD about the values and their meaning 				<p>information, links to history and future</p> <ul style="list-style-type: none"> • There is a clear progression pathway for students which delivers EOTC in an age appropriate way, that enhances understanding of our local environment and curriculum • Staff students and whānau are able to articulate the AWHI Learner attributes and what they mean • PC4L check in
1.2 <i>There is a Culture of Learning as defined by Joan Dalton's work</i>	<ul style="list-style-type: none"> • Continue to unpack our learning culture using Joan Daltons "Learning Culture for Learning Impact" 	Senior Leadership Team	Learning Culture for Learning Impact	Term 4 2025	<ul style="list-style-type: none"> • There are clearly defined Job Descriptions to ensure everyone knows what they are doing and why • There is high trust and high accountability throughout the staff
1.3 <i>Creating an Emotional Culture - how we want to feel at Our Place</i>	<ul style="list-style-type: none"> • Work with Tui Fleming to decide what the components of our Emotional Culture are • Emotional Culture checkin's every month together with prompting questions (from Tui) to measure EC 	Senior Leadership Team All staff Tui Fleming	Tui Fleming - Teacher only sessions (\$10k) 9 month inquiry pack Monthly checkins Bespoke coaching for some staff	Throughout 2025	<ul style="list-style-type: none"> • There will be an improvement in our EC wellbeing surveys • Our Emotional Culture will be visible and part of what we do • Staff will know their 5 talents and be able to discuss these, noticing when they are leaning in to aim them, or overplaying

STRATEGIC GOAL TWO: WHAKAWHANAUNGATANGA - COMMUNITY COLLABORATION

Our school is a community hub through increased opportunities to develop strong partnerships with our whānau, mana whenua, iwi, marae and extended community, to best support outcomes for all ākonga
NELP's 1, 2, 3, 5

ANNUAL TARGETS	ACTIONS	ASSIGNED TO:	RESOURCES	TIMEFRAME	EVIDENCE/MEASURES
2.1 <i>The school is a hub for the community</i>	<ul style="list-style-type: none"> • Advertise our PAC as a hub for community learning and events • Library relocated into Awaroa space and computers, research material, printer available to whānau 	Jane - Office Admin FORS Senior Leadership Team	Social Media Newsletters	Ongoing development	<ul style="list-style-type: none"> • The school has regular bookings and groups using the PAC • Our community utilise this resource
2.2 <i>A sense of belonging</i>	<ul style="list-style-type: none"> • Build relationships with 	Senior Leadership	Kahui ako WST	Throughout 2025	<ul style="list-style-type: none"> • Whānau hui regularly held at

through inclusive, culturally responsive and authentic culture	<p>local marae and kaumatua</p> <ul style="list-style-type: none"> • Visit marae • Leadership unit holders initiate and develop this kaupapa • Whānau hui is established and well attended 	<p>Tina - unit holder Tess - Cultural leader Vicki - Within School Teacher All teaching staff</p>	<p>Kahui ako Across School Leads Te Awhina Marae Whānau</p>		<p>school with good attendance</p> <ul style="list-style-type: none"> • Students, staff and whānau • 80% of school community attend events
2.3 Riwaka School is seen as a vibrant, progressive and positive place - the school of choice	<ul style="list-style-type: none"> • Strategic social media posts • Involved in the community • Above the line conversations about our school • Adopt welcome protocols for visitors 	<p>Senior Leadership Sports Coordinator All staff Kapa haka kaiako Special unit holders</p>	<p>Local media Facebook Newsletters Our space - PAC, pool etc</p>	2025 -	<ul style="list-style-type: none"> • Riwaka School has a good reputation - information from feedback from outside the school • We have a 'Welcome' protocol for new people to our school
2.4 Riwaka School contributes to and participates in our local community by forming partnerships with local agencies and supporting them	<ul style="list-style-type: none"> • Garden group established • Garden to Table subscription • Let local growers know they can leave excess fruit/veggies to be distributed here at school • Build partnerships with local businesses and community food distributors 	<p>Special unit holders WST Teaching team</p>	<p>Local knowledge Garden to Table team Whānau Newsletter Social Media Subscriptions - \$500</p>	2025	<ul style="list-style-type: none"> • A Kai Cupboard built for the front of the school "Give what you can - Take what you need" • Gardening group growing produce on school grounds • Community are involved in every aspect • Our tamariki have healthy food at home and at school
2.5 Learning partnerships are built, fostered and maintained	<ul style="list-style-type: none"> • Create opportunities that offer information, time to share, chat with teachers and/or leadership • Whānau hui 	<p>All staff Cultural Leader</p>		2025 -	<ul style="list-style-type: none"> • We have increased attendance at events - aiming for 80% • Our school community includes past, present and future families from our school
2.6 A highly functioning and effective FORS group	<ul style="list-style-type: none"> • Fundraising goals are transparent • Clear goals each year for their purpose • Fundraising activities are identified by the school before the events and communicated clearly with the learning community in a timely fashion • Create a procedure and timetable for the FORS • Feedback/review after 	<p>Senior Leadership Team Friends of Riwaka School group Whānau Accounts Admin</p>	<p>Time</p>	Term 1-4	<ul style="list-style-type: none"> • Funds are raised to support the school's identified target • FORS are well supported (plenty of people involved) • A timeline of fundraising events is shared each year with the wider community

events with various stakeholders (staff/students/whānau/community)

STRATEGIC GOAL THREE: AKO - TEACHING & LEARNING

Teaching and Learning is our core business, with student outcomes at the centre of all we do. Our Place is represented through our Conceptual Curriculum which specifies key learning outcomes across an integrated approach to learning. Our staff are committed to reflective practice to ensure they 'know their impact' on ākonga.

NELP's 1, 2, 4, 5, 6

ANNUAL TARGETS	ACTIONS	ASSIGNED TO:	RESOURCES	TIMEFRAME	EVIDENCE/MEASURES
3.1 <i>Two new curriculums will be implemented in 2025, as directed by the Ministry of Education</i>	<ul style="list-style-type: none"> Teachers will undertake Professional Learning and build capacity and capability in these two major curriculum areas - English & Maths There will be fidelity of practice across the school 	Senior Leadership Teaching staff Kahiu ako within school and Across school leads	Senior Leadership Teaching staff Kahiu ako within school and Across school leads Maths - No problem! Ministry of Education curriculum leads	2025	<ul style="list-style-type: none"> School achievement data will improve: <ul style="list-style-type: none"> - Maths: 80% of students working At or Above (up from 77%) - Reading: 90% of students working At or Above (up from 87%) - Writing: 70% of students working At or Above (up from 66%) Learning will be visible throughout the school
3.2 <i>Assessment for Learning pedagogy and practice - students know what they are learning and why</i>	<ul style="list-style-type: none"> Student Learning portfolios are used to capture student learning and achievement - these are sent home with reports and form a discussion point for 3-way conferences 	AP's Teaching Staff Learning Assistant (prepare folders)	Learning Assistant (prepare folders) Teaching staff	Prepare and implement for 2026	<ul style="list-style-type: none"> Portfolios will be up to date with information belonging to each student Students will be able to share this information with their whānau
3.3 <i>Teaching and Learning is visible, explicit and follows a scope and sequence, building upon key concepts and understandings year upon year</i>	<ul style="list-style-type: none"> Teachers teach to the North East, with high expectations, explicit teaching and high relationship connections. Key concepts are taught in an integrated approach - Our Riwaka Local Curriculum Observations by Critical Friends PGC buddies chosen for each staff member Coaching twice per term 	Senior Leadership Teaching Staff WST	Kahui ako AST Nikki Keys	2025 -	<ul style="list-style-type: none"> Teachers will be able to explain their teaching impact on each student in their class Achievement will increase Differentiation between teachers is lessened - common language, use of programmes, resources, models etc Fidelity of practice across the school Integrated Curriculum Approach to Learning is evident Students are able to articulate the concept and enduring understanding and the links to their learning
3.4 <i>Attendance is monitored, discussed at team level, and barriers to attendance identified (new role for Senco)</i>	<ul style="list-style-type: none"> Learning hui focused on priority learners to include children not attending school regularly 	Senco Teaching Staff Learning Support Coordinator	Senco Learning Support Attendance Service	Ongoing	<ul style="list-style-type: none"> Improved Attendance - from 64% of students to 70% of students attending 90% of the time.

	<ul style="list-style-type: none">• Senco to report weekly attendance to teaching staff - keeping it visible• Work with attendance officer to increase attendance• Report to the Board on attendance at each meeting				
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