



2019- 2021 STRATEGIC PLAN



RIWAKA SCHOOL PROFILE 2019

Riwaka School was founded in 1848. It is one of the ten oldest schools in New Zealand.

We are approximately 5 km from the town of Motueka and 55 km from the city of Nelson.

Currently the school has a roll of 220 students. Some students travel to Riwaka School via one of the three bus routes. A large number of our Year 8 leavers go to Motueka High School with several others choosing from the range of co-ed and single-sex options in the Richmond and Nelson area. The school has experienced stable roll growth over the previous two years. An enrolment scheme has been implemented by the Riwaka School Board of Trustees from 2018 to manage this growth.

Community facilities include a hall, tennis courts, scout den, hotel, churches, and sports clubs with the usual facilities and recreation grounds.

Students access learning opportunities in their local environment which foster a sense of *kaitiakitanga* (guardianship) over the land, waterways and sea. These include Experiencing Marine Reserves (EMR), the Whitebait Connection (WBC) working with NZ Forest and Bird to restore the vegetation at Tapu Bay as well as camps in the local and wider area.

Riwaka School has excellent facilities and is well resourced. The facilities include a 25m x 8m swimming pool complex, a Visual and Performing Arts Centre, a well-stocked library and classrooms which are equipped to provide students with access to digital technologies. Recent property projects in 2016 and 2017 have seen the upgrading of a junior toilet block, senior girls toilet block and refurbishments to four classrooms in the senior area of the school. These refurbishments include the addition of shared break-out spaces between both classroom blocks. The school is well-positioned to continue these developments with plans in place for library and junior block upgrades through 2019.

The school prides itself on our high levels of achievement, where the majority of our students have been achieving at or above the National Standard in Reading, Writing and Mathematics. From 2018, in line with the Education Amendment Bill, we no longer report on progress and achievement against the National Standard.

Our students who identify as Māori achieve to a high level. From 2015-2017, these students performed better as a group than those identifying as NZ European/ Pakeha.

Hautūtanga (Leadership), and *Whanaungatanga* (Relationships) are important at Riwaka School. A number of opportunities are available to students which help foster and develop these:

- Literacy Quiz
- STEAMs
- Technology Challenge
- Otago Problem Solving
- Nelsomathix
- Kiwi Competition Exams
- EOTC
- Outside school sport
- Ki'o'rahi
- Te Awhina marae
- Police Challenge for Y7/8
- Whenua Iti Leadership for Y8
- Itinerant music programme
- School bands
- choir
- Rock da House
- MASSIVE dance production for Y7/8
- Jump Jam
- Jump Jam leaders Y7/8
- Leadership opportunities for seniors
- Media Mob
- Student Council

We are committed to providing a safe learning environment where the learner is at the centre of all we do. This is reflected in the differentiation provided in programmes and the engagement with local agencies and services to support student well-being. There is a strong commitment from the Board of Trustees and staff in providing a positive, safe learning environment.

After two years of self-funding the PB4L (Positive Behaviour for Learning) model for improving systems and outcomes for students, we have been granted Ministry of Education funding to continue this into the future.

We continue to undertake extensive Self-Review each year and are currently on the 3-year cycle with the Education Review Office. Our latest ERO report from 2018 can be viewed online from April at www.ero.govt.nz

Our current curriculum review puts an emphasis on the Key Competencies from the New Zealand Curriculum, placing the learner at the centre of all we do.

Our School Details

School Road Riwaka Motueka, 7198 (03)5289376	
office@riwaka.school.nz	
Decile: 4	School number: 3217
Staffing: 12.72	Grading Roll: 239
Principal: Fraser Campbell	BOT Chairperson: Raymond Goodall

Riwaka School will lodge a copy of the annually updated charter to the BOT by March 1st, 2019.

Reports on our annual targets will be lodged to the Ministry of Education by March 1st, 2019. Draft Annual Report to be submitted to the auditor by March 31st 2019.

RIWAKA SCHOOL VISION

Mission Statement

Our students will develop the skills to confidently and competently paddle their own waka.

Vision

We strive for students to develop a lifelong love of learning. Our aim is for students to reach their full potential, have confidence in their own abilities, show caring and tolerance towards others and lead full lives in an ever-changing global and technological world.

Values

Through staff, community and student consultation, we have established the following values which underpin PB4L (Positive Behaviour for Learning).

We Self Manage
Actively Respect
Keep Engaged
Adjust to Change

Expectations are set across the school in what these look like in different settings and opportunities are given to allow students to develop a deeper understanding of these values.

FUTURE FOCUSED LEARNING PRINCIPLES

Our commitment to preparing students for the future

As a future-focused school, we believe that the following principles are key to ensuring needs are met for all of our learners.

- meeting our students current and future needs
- extending our existing best practice through innovation
- building and maintaining a strong partnership with our learning community
- becoming a 'research aware' and 'data-rich' school
- connecting and collaborating with others at all levels
- learning being central to all our decisions

As a team, we have worked in consultation with experts in the field of future-focused learning to examine the existing learning culture in the school. This work forms the basis for our ongoing self-review in this area and also contributes to decision making and resourcing which supports our learners at Riwaka School.

As a team, we recognise also that learning for students is dependent on their well-being and feeling of safety at school. A number of decisions which have a pastoral or organisational dimension to them are still driven by the key principle or outcome of better learning.



OPERATIONAL PLAN AND STRATEGIC GOALS

Our operational plan outlines what we will do to ensure the environment at Riwaka School supports all students to achieve success as learners. Each outlined action is designed to achieve this.

Our operational plan is also a working document, which needs to be responsive to needs as they arise and also how well we are tracking towards these outcomes. In light of this, our Strategic Aims are general. The action plans are reviewed annually and contain a number of targets we are focused on achieving in that particular year.

Summary of Strategic Aims

Aim 1:

To improve student learning and achievement by building our teaching and learning culture throughout our school.

Aim 2:

To develop our school curriculum based on the NZ curriculum, with our learners and learning at the centre.

Aim 3:

To strengthen our relationships with families, whanau and our local community by building learning partnerships.



RIWAKA SCHOOL STRATEGIC AIMS 2019- 2021

Aim 1: To improve student learning and achievement by building our teaching and learning culture throughout our school.	
Aim	Desired Outcomes and progress
1.1 Use best practise to focus on learning, learners and their progress in relation to the NZ Curriculum and Learning Progressions.	We will see accelerated progress for identified target students.
1.2 Build capability and understanding of RbL (Relationship-based Learning) to strengthen progress and achievement for all learners.	W@S data will reflect a sense of belonging for all students. Teachers will express confidence in using tools developed through RbL which will be evident in all classes.

Aim 2: To develop our school curriculum based on the NZ curriculum, with our learners and learning at the centre.	
Aim	Desired Outcomes and progress
2.1 To extend evaluative capability in the area of mathematics teaching across the school.	Deeper analysis of PAT Maths and other data and also the application of relevant teaching strategies from this will be evident at management and classroom level.
2.2 Continue developing a broad, responsive curriculum which reinforces learning in the Key Competencies.	Ongoing documentation of curriculum review and application of this will be evident.

Aim 3: To strengthen our relationships with families, whanau and our local community by building learning partnerships.	
Aim	Desired Outcomes and progress
3.1 As a Board of Trustees, seek annual feedback from the community on school direction and other matters for consultation.	The BOT will take an active part in guiding and seeking feedback on school direction and development. Progress on this to the community will be fed back through agreed channels.
3.2 Manage and maintain use of Riwaka School website as a source of information and communication tool for families and potential families.	News section will be used to keep parents informed of upcoming events, successes and opportunities. There will be positive feedback from parents on the function of the website.

RIWAKA SCHOOL ANNUAL PLAN 2019

<p>Aim 1: To improve student learning and achievement by building our teaching and learning culture throughout our school.</p>
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<p>1.1 Use best practise to focus on learning, learners and their progress in relation to the NZ Curriculum and Learning Progressions.</p>	
<p>Actions for 2019</p>	<p>Desired outcomes and progress</p>
<p>Build shared understanding of what expected progress looks like in Mathematics.</p>	<p>All staff involved in professional learning conversations around what makes a difference for learners in maths, how to move students and what is and is not working for specific students.</p>
<p>Review and analyse resourcing and report to the BOT on its effectiveness.</p>	<p>A termly summary will be given to the Board of Trustees on how resourcing is being used and the impact this is having on target students. Learning Support will be allocated to area of greatest priority and reviewed each term. The Board of Trustees will look to fund additional learning support where necessary to maximise outcomes for all students.</p>

<p>1.2 Build capability and understanding of RbL (Relationship-based Learning) to strengthen progress and achievement for all learners.</p>	
<p>Actions for 2019</p>	<p>Desired outcomes and progress</p>
<p>Engage in regular PLD supported by the Kahui Ako and Cognition Education.</p>	<p>Staff will have an understanding of profile and foundation of RbL.</p>
<p>Build capacity of Impact Coaches in the school to support embedding RbL practises.</p>	<p>Two coaches will be trained up during 2019.</p>
<p>Leadership will be driven by Within School Teacher with support from Principal, Kahui Ako and Cognition Education.</p>	<p>Development of RbL within the school will be managed at a steady and sustainable pace.</p>

RIWAKA SCHOOL ANNUAL PLAN 2019 continued

Aim 2:
To develop our school curriculum based on the NZ curriculum, with our learners and learning at the centre.

2.1 Continue to develop PB4L with an emphasis on producing self-managing and confident learners.	
Actions for 2019	Desired outcomes and progress
Build focus on Tier 1 students to encourage pro-social behaviour, engagement and progress.	Reward systems will be developed to encourage pro-social behaviour.
Systems will be developed further to aid in analysing behaviours that have a potentially negative impact on learning and what opportunities there are for re-teaching of expectations.	All students will have a clear understanding of expectations and what steps are across the school when behaviour does not meet expectations.
Continue building on school understanding and practical application of Restorative Practises in the school environment.	Teachers will have an opportunity to engage in PLD for developing their capability in using Restorative Practises.

2.2 Continue developing a broad, responsive curriculum which reinforces learning in the Key Competencies.	
Actions for 2019	Desired outcomes and progress
Build curriculum statements which underpin teaching in all areas and provide a rationale for this.	Staff and Board of Trustees will have a voice in shaping this based on review of current curriculum content and delivery.
Review tracking of teaching in specific curriculum contexts as a means of monitoring curriculum coverage.	At the end of the year, we will have a picture of possible ways to structure curriculum overview.
Continue to utilise teacher strengths in shared planning to optimise opportunities for students.	Students will experience a rich and varied curriculum.

RIWAKA SCHOOL ANNUAL PLAN 2019 continued

Aim 3:

To strengthen our relationships with families, whanau and our local community by building learning partnerships.

3.1

Build opportunities for consultation with our school families with a focus on improving teaching and learning at Riwaka School.

Actions for 2019	Desired outcomes and progress
Hold a Board of Trustees guided parent forum and information session following Triennial elections (election of new board of trustees)	The Board will seek and gather guided feedback on identified areas for future school development. The Board will feedback collated information from this forum and progress on any identified outcomes.
Consult with families who identify as māori as a school.	Voice will be gathered from the community on how well we are providing opportunities for students to achieve success as māori.

3.2

Manage and maintain use of Riwaka School website as a source of information and communication tool for families and potential families.

Actions for 2019	Desired outcomes and progress
Identify information to feedback regularly to parents on via the News section of the website.	Parents will engage with the website as a way of getting information about what is happening in the school.
Maintain regular updates of content on website.	Parents will feel empowered and informed.
Seek feedback from whanau on content and function of the school website.	Any additional content can be added or changes can be made in response to this.

RIWAKA SCHOOL ACHIEVEMENT TARGETS 2019

Strategic Aim 1:

To improve student learning and achievement by building our teaching and learning culture throughout our school.

Strategic Aim 2:

To develop our school curriculum based on the NZ curriculum, with our learners and learning at the centre.

Annual Achievement Target:

Our goal is to increase ability in mathematical reasoning for students at the Y5-8 level.

Baseline Data:

We have analysed data from the Adaptive Mathematics PAT Test. We looked at data for our students in years 5-8. We looked at the amount of progress shown by these students from one year (2017) to the next (2018) using data from end of year testing. We looked at the results as scale scores rather than stanines for 2017 and 2018. We only included data for students where there were 2017 and 2018 results available. This was to ensure that the data was clean so a valid comparison could be made. The scale score is aligned to levels in the NZC (New Zealand Curriculum). A higher level scale score indicates that a student is able to operate at a higher level in the NZC. The scale score gives a more detailed picture of student progress than the stanine result.

The table below indicates the scale score shifts from one year to the next which compares cohorts across 2017 to 2018.

Year Level for 2019	2017 Mean Scale Score Results	2018 Mean Scale Score Results	Mean Scale Score Shift	National reference Group Mean Scale Score Shift
Y9 (23)	58.3 (49.6)	56.4 (55.0)	-1.9	5.6
Y8 (16)	54.0 (45.1)	61.1 (49.6)	7.1	5.4
Y7 (28)	46.5 (38.9)	52.2 (45.1)	5.7	4.5
Y6 (23)	39.6 (30.6)	44.2 (38.9)	4.6	6.2
Y5 (19)	-	35.3 (30.6)	-	8.3

*Numbers in brackets provide statistics for all students in the national reference group

According to the data above, our 2018 Y8 students as a group showed a downward trajectory in progress based on the PAT test data. Even though their mean scale score as a group was above the National Reference Group mean, their rate of progress was well below what we expected. Our 2019 Y6 group as a cohort showed a lower trajectory of progress than what we expected. This is not as significant as the 2018 Y8 group, however it is still an area that requires attention and deeper investigation.

Action Plan

Improvement Strategy	Outcome/ Indicators of Progress
Seek outside expertise through NZCER to develop our evaluative capability as a leadership team in looking at NZCER data.	Team will be able to manipulate and analyse data to a deeper level in order to frame strands for inquiry.
Analyse specific item reports from NZCER Maths PAT data for students at different year levels to draw out specific foci for teaching.	Teachers will be able to deliver greater targeted teaching to address any specific weaknesses.
Analysing item report from W@S survey for identified Y6 cohort and Y8s.	Control for impact of emotional, developmental and other influences that may have a negative impact on progress in maths.
Trial NZCER Me and My School survey for identified cohorts to look for any direct voice that identifies reservations around risk-taking, confidence and anything else related to Key Competencies that may be having a detrimental impact on maths progress.	Specific areas of need from the survey can be identified for support and further learning.
Teachers will identify and use strategies that promote acceleration in mathematics learning.	There will be accelerated progress for students in identified groups as a result of targeted teaching interventions.

We will utilise ALiM (Accelerated Learning in Mathematics) as MOE funded intervention for 2019 for identified students within classes.	Teachers involved in the ALiM intervention will report an increase in confidence in creating conditions for accelerated progress for students in their classes.
Reflective practice will be evident through appraisal cycle with inquiries into what makes a difference for learners in maths.	Greater confidence and innovation will be evident in teaching and learning through differentiated teaching, trialling new ideas such as rich tasks, flexible or mixed ability grouping rather than an overall ability group focus.
Sharing of pedagogical content knowledge and best practice strategies will take place on an ongoing basis.	This will enable all teachers to be upskilled, so their practice reflects current effective maths pedagogy, with the view of ensuring sustainability of best practice school wide.
Student achievement measured, analysed with targets set and reviewed in relation to expectations.	Analysis of data will be shared at board level regularly to inform board of effectiveness of interventions and strategies.
Priority learners identified in every class and progressed tracked.	Responsive teaching evident. Accelerated progress evident.
Measure and gather student voice on the effectiveness of Mathletics as a tool for providing differentiation, 'rewindable learning' and opportunities for 'Mastery learning'.	Teachers will have an understanding of what does and does not motivate their students to utilise Mathletics.
Undergo professional development in utilising Mathletics as a tool for differentiation, mastery learning and an assessment tool.	All teachers feeling comfortable embedding the use of Mathletics into their classroom programme.
Data from July and Nov Maths PAT testing will be analysed for improvements in scale scores particularly for our Y6 and Y8 students.	Data will inform any ongoing work or areas of need for 2020.
Target students identified from the support register will be focussed on at the classroom level for progress on identified areas.	Evidence of formative assessment, gathering of student voice, feedback and feedforward.

Strategic Aim 2:

To develop our school curriculum based on the NZ curriculum, with our learners and learning at the centre.

Annual Achievement Target:

To increase the level of pro-social behaviour shown between students at the Y5-8 level particularly around respecting each other and teachers, listening to, and including one another.

Baseline Data:

Data on student wellbeing was collected in July 2018 using the NZCER Wellbeing @ School survey. This is an initiative funded by the Ministry of Education. Data was gathered from all Y5-8 students in the school and a report provided by MOE data analyst as a deeper analysis. The survey was also completed by all teaching staff. Survey items where there was 25% or greater disagreement were flagged as areas for greater investigation. Strengths of the school identified by students were; positive relationships between the school, community, parents and whanau, positive relationships between teachers and students and positive cultural inclusion by both students and teachers. The area of focus identified by student responses was pro-social student culture and behaviour. There was also an identified need from both students and staff around the teaching and learning of specific strategies for students to manage their own emotions and also learn how to respond to bullying behaviour. The two identified cohorts with the greatest need from 2018 are our current Y6 and Y8 students.

Work over 2017 and 2018 has focused on a DIY model of PB4L to identify strengths and weaknesses in the systems of the school that reinforce positive behaviour for learning. On-going progress has been made in developing systems for recording and tracking behaviours, developing specific behaviour plans for more 'at-risk' students, utilising outside expertise and analysing playground behaviour. Through this

self-funded commitment, we have been approved ongoing funding from the Ministry of Education to continue this work.	
Action Plan	
Improvement Strategy	Outcome/ Indicators of Progress/ Notes
Analyse W@S survey data to identify specific items for attention.	Shared ownership and focus on goals across all levels of the school.
Develop shared understanding across the staff and students of what our expectations are around behaviour.	Increased consistency in the reporting, recording and follow-up of both minor and major behaviours.
Use RbL (Relationship-based Learning) work through Kāhui Ako to promote teaching and learning of pro-social behaviours.	All staff will increase their awareness of effective strategies used in RbL to improve student well-being, engagement and progress.
Develop leadership opportunities to gather voice from senior students in what leads to improvement in their learning environment.	Student leaders will feel empowered by taking on roles and responsibilities that have a positive impact for all.
Develop immediate reward system that reinforces pro-social student behaviour.	Class Dojo use will be refined and trialled for embedding as a positive reinforcement tool.
Decrease frequency of repeats of minor behaviour instances through coaching, reporting check-ins, referrals to senior management, discussion with whanau and individual management plans.	A decrease in repeated reported wrong-doing will be noticed over the duration of 2019.
Analyse patterns of behaviour and impact of interventions from playground behaviour.	The most effective solutions for working with different students and situations will be embedded.
Engage with whanau early to reinforce, monitor and reward positive pro-social behaviour.	Whanau will feel comfortable in working with school towards positive outcomes for their children.
Engage with whanau in educating and sharing policy and ways we work proactively with students to teach pro-social behaviour.	Whanau will be familiar with the 'Riwaka Way' of working with students in building relationships, high expectations and following up on learning opportunities to re-teach positive behaviour.
A comparison of 2018 and 2019 data from the W@S will be made in July to measure level of pro-social behaviour seen across the school. We will engage a data analyst from the Ministry of Education to help with summary of findings.	Through responses to the W@S survey, we will see an increase in the percentage of students at the Y5-8 level reporting positive experiences and perceptions around pro-social behaviour in the school environment.