



STRATEGIC PLAN 2024 - 2025




WE LEARN TOGETHER
WE LEARN FROM EACH OTHER

A AKO WE LEARN TOGETHER **W** WHANAUNGATANGA WE BELONG **H** HAUORA WELLNESS OF LIFE **I** INTEGRITY I HAVE INTEGRITY




WE BELONG
WE CARE FOR EACH OTHER,
WE ARE PART OF A WHĀNAU
AND OUR COMMUNITY

A AKO WE LEARN TOGETHER **W** WHANAUNGATANGA WE BELONG **H** HAUORA WELLNESS OF LIFE **I** INTEGRITY I HAVE INTEGRITY




WELLNESS FOR LIFE
WE ARE WELL, HEALTHY
AND CONNECTED TO THE
WHENUA

A AKO WE LEARN TOGETHER **W** WHANAUNGATANGA WE BELONG **H** HAUORA WELLNESS OF LIFE **I** INTEGRITY I HAVE INTEGRITY



I HAVE INTEGRITY
I AM HONEST, RESPECTFUL AND
TRUSTWORTHY

A AKO WE LEARN TOGETHER **W** WHANAUNGATANGA WE BELONG **H** HAUORA WELLNESS OF LIFE **I** INTEGRITY I HAVE INTEGRITY



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.”

GOALS	INITIATIVES	OUTCOMES	ACTIONS	MEASURES
<p>1. RANGATIRATANGA - SCHOOL IDENTITY & CULTURE</p> <p>NATIONAL EDUCATION LEARNING PRIORITIES (NELPS)</p> <p>Priority One Ensuring places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>Priority Two Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p>Priority Three Reduce barriers to education for all,</p>	<p>Developing our School Identity to reflect ‘Our Place’ while ensuring we have a caring and inclusive learning culture that is focused on ākonga by:</p> <ul style="list-style-type: none">- Continue to develop our localised curriculum based on Our Place and the refreshed curriculum Te Mātaiaho- There is a culture of learning as defined by Joan Dalton's work	<ul style="list-style-type: none">• Our local Riwaka School curriculum design actively reflects Te Mātaiaho across all curriculum areas• Our students, staff and whānau are able to describe aspects of what makes Our Place unique, including local stories, names and landmarks (Riuwaka/Riwaka)• Everyone understands their own and the roles of others	<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• Continue to unpack our learning culture using Joan Daltons “Learning Culture for Learning Impact”	<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, information, links to history and future• 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

<div>including for Māori and Pacific learners/ākonga and those with learning support needs</div> <div>Priority Seven</div> <div>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</div>	<div>- Creating an Emotional Culture with support from Tui Fleming</div>	<div>• Staff feel valued and capable of doing their job to the best of their ability</div> <div>• EOTC experiences are part of our 'Business as Usual'</div> <div>• Students and staff reflect through their actions and words, the attributes of the school</div>	<div>• Work with Tui Fleming to decide what the components of our Emotional Culture are</div> <div>• Emotional Culture checkin's every month together with prompting questions (from Tui) to measure EC</div> <div>• Create a progression across the school of how we deliver EOTC @ RS</div> <div>• The school vision is reviewed</div> <div>• Learner attributes are visible in every area of the school</div> <div>• Students work reflects the vision and values</div> <div>• Upskilling/PLD about the values and their meaning</div>	<div>• There will be an improvement in our EC wellbeing surveys</div> <div>• Our Emotional Culture will be visible and part of what we do</div> <div>• Staff will know their 5 talents and be able to discuss these, noticing when they are leaning in to aim them, or overplaying</div> <div>• 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</div> <div>• Staff students and whānau are able to articulate the AWHI Learner attributes and what they mean</div> <div>• PC4L check in</div>
GOALS	INITIATIVES	OUTCOMES	ACTIONS	MEASURES
<div>2. WHAKAWHANAUNGATANGA - COMMUNITY COLLABORATION</div> <div>NATIONAL EDUCATION LEARNING PRIORITIES (NELPS)</div> <div>Priority One</div> <div>Ensuring places of learning are safe, inclusive and free from racism, discrimination and bullying</div> <div>Priority Two</div> <div>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</div> <div>Priority Three</div> <div>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga and those with learning support needs</div> <div>Priority Five</div>	<div>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;</div> <div>- The school is a hub for the community</div> <div>- A sense of belonging through inclusive, culturally responsive and authentic culture</div>	<div>• Our school is utilised for community events e.g. PAC for events etc</div> <div>• Our Library is accessible to the community as an information centre and for preschoolers</div> <div>• We have a strong relationship with the local Marae and iwi which supports our building knowledge and understanding of Our Place</div>	<div>• Advertise our PAC as a hub for community learning and events</div> <div>• Library relocated into Awaroa space and computers, research material, printer available to whānau</div> <div>• Build relationships with local marae and kaumatua</div> <div>• Visit marae</div> <div>• Leadership unit holders initiate and develop this kaupapa</div> <div>• Whānau hui is established and well attended</div> <div>• Strategic social media posts</div>	<div>• The school has regular bookings and groups using the PAC</div> <div>• Our community utilise this resource</div> <div>• Whānau hui regularly held at school with good attendance</div> <div>• Students, staff and whānau</div> <div>• Riwaka School has a good reputation -</div>

<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<ul style="list-style-type: none">- Riwaka School is seen as a vibrant, progressive and positive place - the school of choice- Riwaka School contributes to and participates in our local community by forming partnerships with local agencies and supporting them- Learning partnerships are built, fostered and maintained	<ul style="list-style-type: none">• Local residents choose to enrol their tamariki at our school• Our school roll is stable• Excess food is distributed and available for our community• Our tamariki have healthy food at home and at school• Long term relationships with our school whānau are valued and maintained• Whānau feel part of what is going on at our school and contribute positively to initiatives and events• Parents and whānau support the learning• Whānau, student and teaching partnerships are established and maintained throughout a student's time at Riwaka School• A highly functioning and effective FORS group	<ul style="list-style-type: none">• Involved in the community• Above the line conversations about our school• Adopt welcome protocols for visitors• 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• Create opportunities that offer information, time to share, chat with teachers and/or leadership• Whānau hui• 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 events with various stakeholders (staff/students/whānau/community)	<p>information from feedback from outside the school</p> <ul style="list-style-type: none">• We have a 'Welcome' protocol for new people to our school• 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• We have increased attendance at events - aiming for 80%• Our school community includes past, present and future families from our school• Funds are raised to support the school's identified target• FORS are well supported (plenty of people involved)
GOALS	INITIATIVES	OUTCOMES	ACTIONS	MEASURES
<p>3. AKO - TEACHING & LEARNING</p> <p>Priority One Ensuring places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>Priority Two Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and</p>	<p>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.</p> <ul style="list-style-type: none">- Two new curriculums will be implemented in 2025, as directed by the Ministry of Education.	<ul style="list-style-type: none">• Te Mātaiaho documents will be the guiding documents for English and Maths teaching and learning at Riwaka School	<ul style="list-style-type: none">• Teachers will undertake Professional Learning and build capacity and capability in these two major curriculum areas - English & Maths	<ul style="list-style-type: none">• School achievement data will improve: - Maths: 80% of students working At or Above (up from 77%)

<p>communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p>Priority Four</p> <p>Ensure every learner/ākonga gains sound foundation skills including language, literacy and numeracy</p> <p>Priority Five</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Priority Six</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<ul style="list-style-type: none">- Assessment for Learning pedagogy & practice - students know what they are learning and why- Teaching and Learning is visible, explicit and follows a scope and sequence, building upon key concepts and understandings year upon year.- Attendance is monitored, discussed at Team level, and barriers to attendance identified (new role for Senco)	<ul style="list-style-type: none">• Students will be able to identify their next steps in learning• Students will know when they have been successful in their learning• 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• Learning is visible on walls - process not just product• Observations by Critical Friends• PGC buddies chosen for each staff member• Coaching twice per term• Increased attendance	<ul style="list-style-type: none">• There will be fidelity of practice across the school• 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	<ul style="list-style-type: none">- 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• Students voice will show that they understand their learning - what they are learning about and how they will know when they are successful• 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• Increased Attendance - 70% of students attending 90% of the time. (Currently 64%)
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