

STRATEGIC PLAN 2024 - 2025

AKO
WE LEARN TOGETHER
WE LEARN FROM EACH OTHER

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

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

INTEGRITY
I HAVE INTEGRITY
I AM HONEST, RESPECTFUL AND
TRUSTWORTHY

RIWAKA SCHOOL
TE KURA O RIUWAKA
Riuwaka te puna wai,
whakatipu ngā tamariki
The flowing waters nurture
our future generations

The whakapapa of this strategic plan is our new Learner Attributes and school whakatauki that has been gifted by Mana Whenua to Riwaka School. Our AWHI attributes of AKO, WHANAUNGATANGA, HAUORA & INTEGRITY came about after extensive consultation with the community, students and staff throughout 2023 in various ways - online, hui, focus groups, classroom discussions and student council.

Whānau contributed to this plan via a community hui where information was gathered about aspirations, opportunities and outcomes they wanted for their tamariki and moko. During this process, consultation with iwi was facilitated through established points of contact. Ka Hikatia and Ngā Kawatau me ngā Tūmanakotanga o Te Taihoro together with Te Mātaiaho guided our discussions with all stakeholders and prioritising our strategic goals for Riwaka School.

GOALS	INITIATIVES	NATIONAL EDUCATION LEARNING PRIORITIES (NELPS)	OUTCOMES	ACTIONS	MEASURES
1. RANGATIRATANGA - SCHOOL IDENTITY & CULTURE	<p>Developing our School Identity to reflect 'Our Place' while ensuring we have a caring and inclusive learning culture that is focused on ākonga</p> <ul style="list-style-type: none"> - Continue to develop our localised curriculum based on Our Place and the refreshed curriculum Te Mātaiaho - The school identity 	<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,</p>	<ul style="list-style-type: none"> • Our local Riwaka School curriculum design actively reflects Te Mātaiaho • EOTC experiences are part of our 'Business as Usual' • We 'get out' more • School camps happen every year for Year 4-8 	<ul style="list-style-type: none"> • We will build awareness and grow understanding of Te Mātaiaho with kaiako and our school community and engage in professional development to enable this • Create a progression across the school of how we deliver EOTC 	<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

	<p>(branding) is the foundation for our local curriculum</p> <ul style="list-style-type: none"> - Our vision and learner attributes are alive and visible - There is a culture of learning 	<p>and sustains their identities, languages and cultures</p> <p>Priority Three Reduce barriers to education for all, including for Māori and Pacific learners/ākongā and those with learning support needs</p> <p>Priority Seven Collaborate with industries and employers to ensure learners/ākongā have the skills, knowledge and pathways to succeed in work</p>		<p>@ RS</p> <ul style="list-style-type: none"> • Integrated, purposeful and authentic learning plans to include EOTC • Creating strategic partnerships that are purposeful and sustainable 	
			<ul style="list-style-type: none"> • Students and staff reflect through their actions and words, the values of the school 	<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 	<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
			<ul style="list-style-type: none"> • Our school branding reflects our environment, vision and values and connection to tangata whenua 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Proud to be seen in the Riwaka branded gear • Whānau will know our brand • Identify and explain the meaning of our branding
			<ul style="list-style-type: none"> • School identity is visible and embedded across all areas of school 	<ul style="list-style-type: none"> • Design symbols or artworks that depict our school values • Display these across the school and community 	<ul style="list-style-type: none"> • These will be displayed • Our school whānau and students will know what they are and what they mean
			<ul style="list-style-type: none"> • Seen as the school of choice 	<ul style="list-style-type: none"> • Positively communicate the learning opportunities for our tamariki • Speak positively about our school in all settings • Communicate with all stakeholders on a regular basis about the great things that are happening • Provide more opportunities for the community to come in to school and be involved • Get involved and create partnerships with external agencies so we are known in 	<ul style="list-style-type: none"> • Steady enrolments • Greater attendance at family/whānau events • Annual events for family/whānau in our school calendar such as picnics, goal setting, celebration assemblies, end of year celebration

				the wider community	
			<ul style="list-style-type: none"> Te reo Māori continues to become normalised in our school 	<ul style="list-style-type: none"> Staff are expected to continue their learning and use of Te reo Māori 	<ul style="list-style-type: none"> Te reo Māori will be interspersed in our everyday conversations
2. WHAKAWHANAUNGATANGA - COMMUNITY COLLABORATION	<p>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.</p> <ul style="list-style-type: none"> The school is a hub for the community A sense of belonging through inclusive, culturally responsive and authentic culture Riwaka School is seen as a vibrant, progressive and positive place - the school of choice 	<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, including for Māori and Pacific learners/ākonga and those with learning support needs</p> <p>Priority Five Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<ul style="list-style-type: none"> Parents and whānau supporting the learning 	<ul style="list-style-type: none"> Volunteering for day to day tasks Transport Camps 	
			<ul style="list-style-type: none"> Create opportunities for the community to be involved 	<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 	<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
			<ul style="list-style-type: none"> Children engaged with external providers who have established relationships eg DOC, Project Janzoon, Whenua iti, EnviroSchool, RSA 	<ul style="list-style-type: none"> Purposeful pathways linked to student learning Reciprocal relationships Growing relationships with our wider community 	<ul style="list-style-type: none"> More organisations are involved in our school Sharing of learning
			<ul style="list-style-type: none"> Fruitful and sustainable FORS 	<ul style="list-style-type: none"> Make it 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 for the FORS Feedback/review after events with various stakeholders (staff/students/whānau/community) 	<ul style="list-style-type: none"> 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)
			<ul style="list-style-type: none"> Purposeful and regular learning focus and information posts on social media, emails, newsletters (Facebook/Website) 	<ul style="list-style-type: none"> Streamline our communications Review and consult in regards to best way to communicate with our learning community 	<ul style="list-style-type: none"> A communications strategy is developed
3. AKO - TEACHING &	'Our Place' is represented	Priority One	<ul style="list-style-type: none"> Responsive to contexts and 	<ul style="list-style-type: none"> Environment informs our T & L 	<ul style="list-style-type: none"> Our classrooms represent our our

<p>LEARNING</p>	<p>throughout our Riwaka School localised curriculum and environment with sound assessment practices, ensuring that teachers 'know their impact' on ākonga.</p> <ul style="list-style-type: none"> - Quality teaching and leadership make the difference for learners and their whānau - Teachers know thy impact - Learning Culture for Learning Impact - Assessment for Learning pedagogy & practice - students know what they are learning and why - Our Riwaka School local curriculum including our Learner Attributes, Riwaka Way, branding, School Houses is designed, implemented and embedded - A Conceptual Curriculum is introduced to align with the NZ Curriculum and curriculum refresh to ensure deep learning and inquiry opportunities for ākonga - The school environment (grounds, teaching spaces) reflect our local identity, our curriculum, Vision & Learner Attributes 	<p>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 Four Ensure every learner/ākonga gains sound foundation skills including language, literacy and numeracy</p> <p>Priority Five Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Priority Six Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>environment</p> <ul style="list-style-type: none"> • Our environment reflects our learning culture and AWHI attributes 	<ul style="list-style-type: none"> • PLD to deliver EOTC in an authentic and purposeful way • Learning is visible throughout our environment and incorporates our AWHI attributes in all that we do 	<p>local area</p> <ul style="list-style-type: none"> • Pūrakau for each class is delivered • An EOTC Camp overview for all year levels from Years 4-8 •
			<ul style="list-style-type: none"> • A waharoa or pou that represents our partnership with mana whenua that is at the front of our school 	<ul style="list-style-type: none"> • Fundraising • Realistic timeframe • Engage with mana whenua • Children part of the design process 	<ul style="list-style-type: none"> • They will be in place at the front of our school
			<ul style="list-style-type: none"> • Our school is an attractive and inviting place to be 	<ul style="list-style-type: none"> • Plan for what needs doing • Students art • Gardens upgraded • Pride • Caretaker programme • Annual Working Bee • Spend some \$\$\$ • Signage is clearly branded, welcoming, vibrant 	<ul style="list-style-type: none"> • The community have pride in our school • Great place to be • Hauora improved • Teach art explicitly
			<ul style="list-style-type: none"> • Equitable access for all - physical/environment spaces 	<ul style="list-style-type: none"> • Assessment of what we need • Stocktake • Identify priorities • Implement the spaces 	<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

				<ul style="list-style-type: none"> • Upskill our personnel within the school • Upskill/inform the community • Apply for funding or services to help meet this 	<ul style="list-style-type: none"> • Safe spaces for all learners
			<ul style="list-style-type: none"> • The refreshed curriculum implemented through our local curriculum design 	<ul style="list-style-type: none"> • Work with external agency through MoE PLD to design our LC • MoE funding applied for • Attend any opportunities that will upskill/inform teacher pedagogy 	<ul style="list-style-type: none"> • Curriculum knowledge growing within our school
			<ul style="list-style-type: none"> • Relevant, accurate and authentic assessment taking place across the school 	<ul style="list-style-type: none"> • Assessment schedule • Moderation • Upskilling - Assessment for Learning • Student increasing 	<ul style="list-style-type: none"> • Student agency increasing • Student knowledge of where and how they are at/achieving/progress
			<ul style="list-style-type: none"> • Reports have personal voice from students 	<ul style="list-style-type: none"> • Teachers agree on a way to support students to express their successes and next steps in the 'student voice' section 	<ul style="list-style-type: none"> • Reports reflect student agency in their own words • Students will show continual improvement
			<ul style="list-style-type: none"> • 90% or more student attendance every day 	<ul style="list-style-type: none"> • Make attendance visible • Celebrate full attendance • Engage with attendance officers/programmes • Whānau engagement and upskilling • Breakfast club at school 	<ul style="list-style-type: none"> • More children at school every day • Certificates given at end of term assemblies recognising 100% attendance