



**Riverview School**  
**Annual Plan 2024**

*Growing • Discovering • Learning For*

## TE WHĀINGA TĀHUHU

### VISION

#### **Growing, discovering, learning for life**

Riverview School grows confident, successful individuals who are:

- Hooked on HEARTWISE values
- Co-operative and community-minded
- Creative thinkers and problem solvers
- Motivated, lifelong learners
- Passionate eco-warriors
- Proud to celebrate achievements
- Competent in literacy and numeracy
- Discoverers of personal talents

#### **NGĀ WHANONGA PONO**

### VALUES

We are: HEARTWISE

Our tamariki show Honesty, Excellence, Aroha, Respect, Tolerance, Whānau, Inquiry, Sustainability, and Effort.

*Growing • Discovering • Learning For*

# Te Tiriti O Waitangi / Te Ao Māori

## We are guided by the following Principles:

1. Increased participation and success by Māori through the advancement of Māori education initiatives, including in Te Reo Māori consistent with the principles of the Te Tiriti o Waitangi / Treaty of Waitangi and Ka Hikitia – Accelerating Success.
2. Respect for the diverse ethnic and cultural heritage of NZ people, with acknowledgement of the unique place of Māori, and New Zealand's role in the Pacific, and as a member of the international community of nations .

## Cultural Diversity

- All cultures within the school will be valued, accepted, and celebrated through active encouragement of an inclusive school culture and values
- Staff members will ensure that students from all cultures are treated with respect and dignity, and will actively work towards high standards of achievement from all children, irrespective of cultural background.

Riverview School has strong links with Ngāti Rēhia, who support and guide our kura in evolving and supporting the needs of all tamariki, and developing programmes which incorporate the essence of Te Tiriti o Waitangi, Te Mātaiaho, and the rich cultural heritage of Te Tai Tokerau.

The cultural narrative slideshow, 'Ā TĀTOU KŌRERO' / 'OUR STORY' was developed to tell 'Our Story' and to link the past to the present and future of Riverview School, its people, and tamariki.

# STRATEGIC PLAN 2024 - 2026

**Vision: Growing, discovering, learning for life**

## OUR VALUES (HEARTWISE)

Honesty  
Excellence  
Aroha  
Respect  
Tolerance  
Whanau  
Inquiry  
Sustainability  
Effort

- Goal 1: To raise ākonga/student achievement
- Goal 2: To maintain a positive and Inclusive school culture
- Goal 3: To ensure that Te Tiriti and hauora are at the centre of all that we do



Strategic Initiatives: <b>Mātaitipu hei papa whenua kura: Grow and nourish a thriving community.</b>	So that ...	2024	2025	2026
<b>Goal 1. To raise student achievement (Objectives 1 &amp; 2, National Education Learning Priorities 1-6)</b>				
Address the 'basics' through the PR1ME Maths and 'Writer's Toolbox' programmes.	<b>1. There is an improvement in progress and achievement outcomes for all ākonga/students, particularly in Reading, Writing, and Mathematics, through high expectations and access to consistently equitable, rigorous, and meaningful learning opportunities.</b>	X		
Provide a rich, localised curriculum, aligning it with <i>Te Mātaiaho</i> , integrating Enviro Studies, Health & PE, Science, Social Sciences (including <i>Aotearoa New Zealand's Histories</i> [ANZH]), the Arts, and te reo me ōna tikanga Māori.				
Implement and embed the Structured Literacy approach (Years 1-3 – BSLA; Years 4-6 iDeal).		X		
<b>Goal 2. To maintain a positive and inclusive school culture (Objective 1, National Education Learning Priorities 1-6)</b>				
Ensure that the HEARTWISE values are known, articulated, and modelled by the Riverview School community.	<b>2. There is an inclusive learning climate that is both positive and culturally responsive, in which respectful relationships and restorative practices are well established and ākonga/students consistently demonstrate a strong sense of connection and belonging to the school.</b>			
Implement and use restorative practices to build and maintain positive and respectful relationships.		X		
Maintain a school culture where people's strengths are recognised and encouraged to grow.				
<b>Goal 3. To place Te Tiriti o Waitangi and hauora at the centre (Objectives 1 &amp; 3, National Education Learning Priorities 1-6)</b>				
Grow teachers' capabilities in te reo me ōna tikanga Māori.	<b>3. There is increased staff capability in using culturally-responsive teaching, learning, and assessment practices, empowering Māori ākonga/students to have success as Māori, and meaningful connections are made with Māori whānau, hapū (Ngāti Rēhia), and iwi.</b>	X		
Ensure that Te Tiriti and the curriculum principles of <i>Te Mātaiaho</i> are integral to both the localised curriculum and outcomes for all ākonga.				
Align the localised curriculum with the local hapū's (Ngāti Rēhia) Education Plan, including clear progressions for te reo me ōna matauranga Māori and integrating the ANZH curriculum.		X		

<p><b>Goal 1:</b> To raise student achievement (Objectives 1 &amp; 2, National Education Learning Priorities 1-6)</p>	<p>Address the 'basics' through the PR1ME Maths and 'Writer's Toolbox' programmes, and Implement and embed the Structured Literacy approach (Years 1 – 3 BSLA and Years 4 – 6 iDeal)</p>
	<p>There is an improvement in progress and achievement outcomes for all ākonga/students, particularly in Reading, Writing, and Mathematics, through high expectations and access to consistently equitable, rigorous, and meaningful learning opportunities.</p>
<p><b>What do -expect to see by the end of the year?</b></p>	
<ol style="list-style-type: none"> <li>1. Kaiako have developed in-depth knowledge of the refreshed learning areas of English and Maths &amp; Statistics within Te Mātaiaho.</li> <li>2. In implementing Te Mātaiaho, kaiako will effectively use the PR1ME / PINE Maths resource (all year levels) and the "Writer's Toolbox" to raise student achievement in these core curriculum areas.</li> <li>3. Kaiako will continue training in, and implementing, the Structured Literacy approach relevant to their class age level.</li> </ol>	

<b>Actions</b>	<b>Who Is Respon- sible</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will you measure success?</b>
<ol style="list-style-type: none"> <li>1. Upgrade the PR1ME Maths re- sources across the school and use in all classes.</li> <li>2. Embed effective use of Writers Toolbox in all classes.</li> <li>3. Grow the BSLA programme through to the end of Year 3.</li> <li>4. Year 4-6 teachers implement iDeal Literacy programme.</li> </ol>	<p>Exec and curricu- lum leaders in Maths and Literacy</p>	<p>Leadership Unit Allocation PLD Budget Te Mātaiaho Curriculum Document Common Practice Model Curric. Budget for New PR1ME Maths course books.</p>	<p>Term 1 - Term 4</p>	<ul style="list-style-type: none"> <li>• Curriculum Leaders to gather teacher feedback (surveys, interviews, observations) and do report summaries each term (to principal and Board).</li> <li>• Monitor student achievement data and compare against implementation strategy.</li> <li>• Discuss the effect of these strategies as part of the teacher professional growth cycle to gain insight into their effectiveness (or not).</li> </ul>

<b>Goal 2:</b>	
<b>To maintain a positive and inclusive school culture (Objective 1, National Education Learning Priorities 1-6)</b>	Implement and use restorative practices to build and maintain positive and respectful relationships.
	There is an inclusive learning climate that is both positive and culturally responsive, in which respectful relationships and restorative practices are well established and ākongā/students consistently demonstrate a strong sense of connection and belonging to the school.

**What do -expect to see by the end of the year?**

Building on the previous three years' work implementing the Positive Behaviour for Learning (PB4L), and the introductory workshops in restorative practices completed in 2023, grow our staff capability in regularly using restorative conversations in the class and school settings.

We expect to see teachers and other staff capably using the restorative practices to effectively reduce tensions and conflicts between students; this, should contribute to a calmer school climate reflecting our HEARTWISE values.

<b>Actions</b>	<b>Who Is Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will you measure success?</b>
1. In association with the University of Waikato and the MOE's PB4L Team, plan a PLD programme of training in Restorative Practices throughout the year.	The Deputy Principal and the PB4L Lead Team.	Training provider. PLD facilities and associated costs (food, hireage, etc.).	Term 1 - Term 4	<ul style="list-style-type: none"> <li>Gathering feedback from teachers about the training and their experiences in using the practices being taught.</li> <li>Feedback from the trainer.</li> </ul>



<p><b>Goal 3:</b></p> <p>To place Te Tiriti o Waitangi and hauora at the centre (Objectives 1 &amp; 3, National Education Learning Priorities 1-6)</p>	<ol style="list-style-type: none"> <li>1. Grow teachers' capabilities in te reo me ōna tikanga Māori.</li> <li>2. Align the localised curriculum with the local hapū's (Ngāti Rēhia) Education Plan, including clear progressions for te reo me ōna matauranga Māori and integrating the ANZH curriculum.</li> </ol>
	<p>There is increased staff capability in using culturally-responsive teaching, learning, and assessment practices, empowering Māori ākonga/students to have success as Māori, and meaningful connections are made with Māori whānau, hapū (Ngāti Rēhia), and iwi.</p>

**What do -expect to see by the end of the year?**

Over many years, Riverview School has been growing a positive practical relationship with our local hāpu, Ngāti Rēhia and, simultaneously, has been growing teacher and staff capability in te reo me ōna matauranga Māori. A significant contribution to this work has been PLD contracts with the University of Auckland in the areas of cultural capability and Aotearoa NZ's Histories.

Growing staff capability in these areas is a lengthy journey and takes years. We expect that, by the end of 2024:

- All teachers will have progressed their knowledge and use of te reo and tikanga in all school settings, and use this more regularly and proficiently.
- A combined schools' curriculum plan (*Te Pūherenga*) in conjunction with Ngāti Rēhia will be completed and available for use in classrooms, covering early local history.
- Ākonga who identify as Māori, will have a growing sense that this kura is equally theirs and is a place where their language, culture and beliefs are valued by all

Actions	Who Is Responsible	Resources Required	Timeframe	How will you measure success?
<ol style="list-style-type: none"> <li>1. Teachers and staff to undertake training in te reo me ōna matauranga, and include in all teaching.</li> <li>2. In association with local kura and Ngāti Rēhia, create a series of teaching resources that effectively present early local history in this area.</li> </ol>	<p>The senior management team. Samantha Roessler (Te Pūherenga team representative)</p>	<p>Offer / fund / promote various courses available to teachers.</p> <p>Release time for developing ANZ's Histories units</p>	<p>Term 1 - Term 4</p>	<ul style="list-style-type: none"> <li>• Gathering feedback from teachers about the training and their experiences in using the practices being taught.</li> <li>• Implement and review the History units as they are taught. Report this back to management and the Board.</li> </ul>

# 2024 Strategic Targets

Reading	Writing	Maths	Attendance
<p>With a focus on <b>consistency</b> of:</p> <p>Programmes, with a schoolwide structured literacy approach (BSLA, iDeal)</p> <p>Assessment, with PLD on assessing structured literacy and administering running records</p> <p><u>It is expected that, by the end of the year:</u></p> <p>36% (n19) of the <b>Year 1</b> students (n53) enrolled at the start of the 2024 school year will be at/above Level 1 (these students were Year 0 in 2023)</p> <p>At least 80% (n57) of <b>Year 2</b> students (n71) enrolled at the start of the 2024 school year will be at/above Level 1</p>	<p>With a focus on <b>consistency</b> of:</p> <p>Programmes that impact positively on spelling, word construction, and vocabulary (BSLA, iDeal)</p> <p>Timetabling and lesson formats</p> <p>Assessment, with PLD on using three Writing samples and the Writer’s Score Card and moderation within and between teams</p> <p><u>It is expected that, by the end of the year:</u></p> <p>At least 80% (n52) of the <b>Year 4</b> students (n65) enrolled at the start of the 2024 school year will be at/above Level 2</p> <p>At least 80% (n56) of <b>Year 5</b> students (n70) enrolled at the start of the 2024 school year will be either at Working towards Level 3 or above</p>	<p>With a focus on <b>consistency</b> of:</p> <p>Delivery of the PR1ME/PINE programme, including the use of concrete materials</p> <p>Timetabling and lesson formats</p> <p>Maths vocabulary (aligns with Reading and Writing)</p> <p><u>It is expected that, by the end of the year:</u></p> <p>At least 80% (n54) of the <b>Year 3</b> students (n68) enrolled at the start of the 2024 school year will be either at Working towards Level 2 or above</p> <p>At least 80% (n56) of <b>Year 5</b> students (n70) enrolled at the start of the 2024 school year will be either at Working towards Level 3 or above</p>	<p>In 2023, school-wide attendance averaged 90%; we aim to either maintain or increase that percentage in 2024.</p>