

**Inspiring Excellence**

**Today’s Learners, Tomorrow’s Leaders**

**Responsible Respectful Resilient**

**School Charter**

**Strategic Plan and 2020 Annual Plan for**

**Riversdale School**

**2020 - 2023**

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| Principals’ endorsement: Kay Stevens. |
| Board of Trustees’ endorsement: Sonia Dillon |
| Submission Date to Ministry of Education: 28 February 2020. |

**Riversdale School**

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| **Vision**  **Mission** | **Inspiring Excellence**  **Today’s Learners, Tomorrow’s Leaders** |
| **Values** | **At Riversdale School the following values are encouraged, modelled and explored:**   * We are respectful * We are responsible * We are resilient |
| Beliefs | a. Literacy and numeracy provide a solid base for learning.  b. Developing strategies for learning will encourage children to be lifelong learners.  c. Positive interpersonal relationships are essential for a healthy school community.  d. Committed and highly skilled teachers are a schools most valuable resource.  e. The partnership between school and home will enhance children’s education.  f. A safe physical and emotional environment enhances student learning.  g. A fully resourced school is essential to provide a balanced education. |
| **Principles** | The Principles put children at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand’s unique identity. They underpin all of Riversdale School’s decision making:  High Expectations, Treaty of Waitangi, Community Engagement, Coherence, Future Focus Cultural Diversity, Inclusion and Learning to Learn. |
| **National Objectives** | * Helping each child and young person attain educational achievement to the best of their potential * Promoting the development of * Resilience, determination, confidence and creative and critical thinking * Good social skills and the ability to form good relationships * Participation in community life and fulfilment of civic and social responsibilities * Preparedness for work * Instilling an appreciation of the importance of * The inclusion within society of different groups and persons with different personal characteristics * The diversity of society * Cultural knowledge, identity and the different official languages * The Treaty of Waitangi and te reo Maori |
| **Māori dimensions and Cultural Diversity** | At the start of 2020 approximately 20% of the total school roll identify as Maori. Our procedures and practices reflect New Zealand’s cultural diversity and values the histories and traditions of all its people. |
| **Special Character Māori Medium status** | In order to honour the Treaty of Waitangi at Riversdale School, we will:   * Ensure all teachers equip children with at least elementary Te Reo Maori. * Ensure the teachers are encouraged and fully supported with professional development to extend their current abilities with Te Reo Maori. * Ensure that components of Tikanga and Te Reo are integrated into all aspects of the curriculum. * Hui with Maori families at least once a year formally, and on very regular occasions informally, to provide support and encouragement and identify needs. This will lead to the development of programmes that best meet their learning needs within the New Zealand Curriculum. * Develop positive relationships with the Hokonui Runanga. * Observe and reflect on national days of importance such as Waitangi Day, ANZAC Day and Matariki. * Ensure teachers are familiar with Ka Hikitia and Ta Taitako and implement the relevant aspects of these.   The Board of Trustees will provide resources if requested to teach students in Te Reo Maori medium. This will be achieved by:   * Referring to the Resource Teacher: Maori for advice and assistance. * Supporting an application for dual enrolment at the Correspondence School for the children. * Liaise with Maori representatives of the Hokonui Runanga for support and guidance. * Utilise the language skills of our whanau who are fluent in Te Reo. * At the first opportunity endeavour to employ an experienced teacher fluent in Te Reo Maori.   Quality teaching is the most influential factor in raising Maori achievement.  There are a number of critical influences on Maori student achievement which we are mindful of:   * Relationships between the student and the teacher. * Quality teaching interaction using a variety of strategies. * Having high expectations of the students. * Provision of feedback and feedforward. |
| **Future Direction** | Providing high quality education in a community Year 0-8 rural school, that inspires excellence, is underpinned by strong values, and is driven by effective self-review processes. |

**Strategic Intentions**

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| **2020 School Context** | |
| **Students’ Learning** | Refer to mid year and end of year reporting data 2019. Also refer to school based curriculum reports to the Board of Trustees, and all student achievement information kept at school. |
| **Student Engagement** | 2019 attendance was monitored each term and followed up on if required. Parents are advised about what constitutes unjustified absence.  Acknowledging the diversity and a variety of cultures within our school community supports high levels of student and parent engagement. A continuing focus will be on Maori learners achieving success as Maori in 2020. The data shows limited improvements in our Maori student achievement data across the year. Work in 2020 in reading, writing and mathematics will be on ensuring that children are taught at just the right instructional level for challenge, to ensure progress and lift levels of achievement. Learning width will be developed through teaching in Science, Social Studies, Technology and Health. Emotional well-being will continue to be a focus through learning in daily pause, breathe and smile (mindfulness) programmes, as the positive impact of this is evident for most children.  A focus in 2020 is on school improvement through on-going analysis of the work done by teachers in classrooms and the impact on student progress, engagement and well-being. Extensive professional development will support this. |
| **School Organisation and Structures** | **Health and Safety:** The school has a focus on student well-being and the Pause, Breathe and Smile programme data shows that this has been enhanced**.** The programme will be continued in 2020.The school’s physical environment is very attractive and the extensive playing areas are a feature of the school. The Board of Trustees and Staff are responsive to health and safety needs by ensuring it has up to date practices associated with legislation.  **Personnel:** There is a flat management structure with the DP and AP having similar levels of responsibility for curriculum leadership and development. The aim of this is to improve children’s achievement through strengthening teaching and learning across the school. The teaching staff is more experienced and there is continuity across classes and the school. There has been a change in teachers and a focus will be on mentoring those new to the school and new to roles within the school.  **Property:** The maintenance of the attractive grounds is one of the Board’s priorities in 2020. |
| **Review of Charter and Consultation** | At the 2019 December meeting, the Board of Trustees gave their input to the Charter, Strategic Plan and school programmes. Feedback that was sought from the school community is reflected in the strategic goals. Areas for development are considered by the Board of Trustees from the 2019 Analysis of Variance and reporting commentary, and community feedback about areas for development. |

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| 2020 - 2023 Strategic Plan | | | | |
| **Strategic Goals** | **Core Strategies for Achieving Strategic Goals**  **2020 - 2023** | | | |
| **2020** | **2021** | **2022** | **2023** |
| **Student Learning.**  Beliefs – a, b, c, d, e, f, g.  All students will engage and achieve success in learning across all areas of the NZC, giving priority to Literacy and Numeracy. | Ensure writing, reading and topic contexts link across the curriculum so that all children are motivated to read and write for real purposes. Update the Directions for Learning Curriculum Plan.  High expectation teaching will ensure all children make progress.  Professional development is valued, and all teachers will undertake this annually, linked to performance management systems. Extensive PD in Maths with PLD Journal hours. | Ensure writing, reading and topic contexts link across the curriculum so that all children are motivated to read and write for real purposes. Review our topic inquiry approach.  High expectation teaching will ensure all children make progress.  Professional development is valued, and all teachers will undertake this annually, linked to performance management systems. | Ensure writing, reading and topic contexts link across the curriculum so that all children are motivated to read and write for real purposes.  High expectation teaching will ensure all children make progress.  Professional development is valued, and all teachers will undertake this annually, linked to performance management systems. | Ensure writing, reading and topic contexts link across the curriculum so that all children are motivated to read and write for real purposes.  High expectation teaching will ensure all children make progress.  Professional development is valued, and all teachers will undertake this annually, linked to performance management systems. |
| **Priority Learners.**  Beliefs – a, b, c, d, e, f, g.  All students who are not meeting Riversdale School expectations will be engaged and make progress. | Ensure that all children are making the expected progress by providing support for their learning.  Extend depth of analysis and evaluative summary in student achievement reports to better track those learners not meeting expectations and identify actions to improve their achievement.  Update the Learning Support Register. | Ensure that all children are making the expected progress by providing support for their learning.  Improve outcomes for learners on the LSR. (Learning Support Register). | Ensure that all children are making the expected progress by providing support for their learning. | Ensure that all children are making the expected progress by providing support for their learning. |
| **Community**  Beliefs e.  The school community holds high expectations for children - *we encourage and support each child to be the best they can be.*  Riversdale is a community school which models kindness and compassion. Community events foster this. | The school values will be taught and children and teachers will model these.  Kindness is our 2020 focus.  Utilize resources within the community to contribute to enriched teaching and learning programmes.  Good social skills and the ability to form good relationships will be taught and parents will support these.  Instilling an appreciation of the importance of the inclusion within society of different groups and persons with different personal characteristics. Positive Behaviour for Learning (PB4L) Tier 2, will support this strategy. | The school values will be taught and children and teachers will model these.  Utilize resources within the community to contribute to enriched teaching and learning programmes.  Good social skills and the ability to form good relationships will be taught and parents will support these.  Instilling an appreciation of the importance of the inclusion within society of different groups and persons with different personal characteristics. Positive Behaviour for Learning (PB4L) Tier 3, will support this strategy. | The school values will be taught and children and teachers will model these.  Utilize resources within the community to contribute to enriched teaching and learning programmes.  Good social skills and the ability to form good relationships will be taught and parents will support these.  Instilling an appreciation of the importance of the inclusion within society of different groups and persons with different personal characteristics. Positive Behaviour for Learning (PB4L) will support this strategy. | The school values will be taught and children and teachers will model these.  Utilize resources within the community to contribute to enriched teaching and learning programmes.  Good social skills and the ability to form good relationships will be taught and parents will support these.  Instilling an appreciation of the importance of the inclusion within society of different groups and persons with different personal characteristics. Positive Behaviour for Learning (PB4L) will support this strategy. |

**Annual Plan Section**

**Mid and End of Term Progress Reports will be presented to the Board of Trustees**

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| 2020 Goals | Term 1 | | Term 2 | | Term 3 | | Term 4 | |
| Maths | Mid-term | End-term | Mid-Term | End-term | Mid-Term | End-Term | Mid-Term | End-Term |
| 1.Professional Learning and Development | Refer to PLD Delivery Plan Section 4, for key activities and milestone plan. |  |  |  | Completed responsive feedback. |  |  | Completed responsive feedback. |
| Visit schedule by facilitator Averil Lee  Otago Uni. CoE. | 18 Feb  Averil Visit and follow up PD. | 17 March  Averil Visit and follow up PD. | 5 May  Averil Visit and follow up PD. | 2 June  Averil Visit and follow up PD. | 21 July  11 August  Averil Visit and follow up PD. | 14 September  Averil Visit and follow up PD. | 10 November  Averil Visit and follow up PD. |  |
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| **2020 Goals** | **Term 1** | | **Term 2** | | **Term 3** | | **Term 4** | |
| **Literacy** | **Mid-term** | **End-term** | **Mid-Term** | **End-term** | **Mid-Term** | **End-Term** | **Mid-Term** | **End-Term** |
| 1.Improvement in achievement (reading and writing) for all children with a focus on those with learning differences. | Principal Sabbatical area of focus. | Principal Sabbatical area of focus. | Upskill teachers and teacher aide in Better Start Literacy Programme.  Teachers have priority group identified. | Programme implemented in all classes.  Monitoring progress. | Monitoring progress. | Monitoring progress. | Monitoring progress. | Review programme.  Final data collected and reviewed. |
| 2.Pilot Programme Project with Chris Cole Learning Differences. |  | Kay/Kimberley  attend Lift to Literacy course 23 March Otatara.  Feedback to teachers. | Commence Pilot programme in Room 5. | Monitoring progress. | Monitoring progress. | Monitoring progress. | Monitoring progress. | Review programme.  Final data collected and reviewed. |
| 3.ALL  Accelerated Learning in Literacy |  |  | Principal to  upskill teachers and teacher aide in Better Start Literacy Programme. | Teachers have identified a priority group to work with.  Monitoring meetings held fortnightly. | Monitoring meetings held fortnightly. | Monitoring meetings held fortnightly. | Monitoring meetings held fortnightly. | Final data from priority group collected and examined. |
| 4.Effective teaching practice in Literacy to improvement children’s  achievement in reading and writing. | Buddy meetings fortnightly.  Kids Speak LLP’s for each child.  Check WALT derivation.  Each child has a reading and writing goal. | Buddy meetings fortnightly.  Observation and feedback. | Buddy meetings fortnightly.  Observation and feedback. | Buddy meetings fortnightly.  Observation and feedback. | Buddy meetings fortnightly.  Observation and feedback. | Buddy meetings fortnightly.  Observation and feedback. | Observation and feedback. Observation and feedback. |  |

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| **2020 Goals** | **Term 1** | | **Term 2** | | **Term 3** | | **Term 4** | |
| **NZC Development** | **Mid-term** | **End-term** | **Mid-Term** | **End-term** | **Mid-Term** | **End-Term** | **Mid-Term** | **End-Term** |
| 1.Update Directions for Learning Curriculum Plan. | Reviewed Curriculum Plan. Removed unnecessary pages. Moved Languages section into this Curriculum plan | Documentation for topic work is completed. | Review how the inquiry approach and documentation is working. | Check in with progress in teaching inquiry and assessment. |  |  |  | Check in with progress in teaching inquiry and assessment. |
| 2. Digital Technology implementation. | Staff development on digital technology.  View webinar online.  Use model on TKI. | Staff development on digital technology – 1 hour at two staff meetings. |  | Staff development on digital technology – 1 hour at two staff meetings.  Collaboratively plan technology unit (Olympics in Tokyo) | Review of technology unit including digital technology – how are we going? | Gather data -CR of Technology Curriculum.  Possible Parent Evening to show learning. |  |  |
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| **2020 Goals** | **Term 1** | | **Term 2** | | **Term 3** | | **Term 4** | |
| **Other Projects** | **Mid-term** | **End-term** | **Mid-Term** | **End-term** | **Mid-Term** | **End-Term** | **Mid-Term** | **End-Term** |
| 1.Further clarification of OTJ in reading, writing and maths. | Ensure all teachers have the documents and are tracking progress on these. | Discussion around reporting system – B, WT, At, Ab and student placement.  Leaders model OTJ process with data. | Teachers take turns at staff meetings making OTJ process with data. | Teachers take turns at staff meetings making OTJ process with data.  OTJ’s are made for reports. | Teachers take turns at staff meetings making OTJ process with data. | Teachers take turns at staff meetings making OTJ process with data. | Teachers take turns at staff meetings making OTJ process with data. | Teachers take turns at staff meetings making OTJ process with data.  OTJ’s are made for reports. |
| 2. Update our priority learners tracker into Learning Support Register MOE model. | Teachers identify priority learners in reading, writing and maths. | Monitoring progress is recorded. | Priority learners are transferred on to the LS register.  Monitoring progress is recorded. | Monitoring progress is recorded. | Monitoring progress is recorded. | Monitoring progress is recorded. | Monitoring progress is recorded. | Monitoring progress is recorded and reviewed. |
| 3.Use Edge programme for all student data, including behaviour and attendance. | PD from Solutions and Services. | Data is entered by teachers.  Attendance is kept electronically. |  | Data is entered by teachers. |  | Data is entered by teachers. |  | Data is entered by teachers. |
| 4. Maori Achievement  Collaborative  MAC project. |  | Attend first Hui. |  |  |  |  |  |  |

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| **2020 Student Achievement Target –**  **By the end of 2020 all Year 3-8 students will increase their achievement levels in their fraction strategies.** | | | |
| **Strategic Goals:**  All students will engage and achieve success in learning across all areas of the NZC, giving priority to Literacy and Numeracy.  All students who are not meeting Riversdale School expectations and National Standards, or who are working well beyond these, will be engaged and achieve educational success.  All Maori will be engaged in learning and achieve educational success.  The school community holds high expectations for children -   *Inspiring Excellence.*  Riversdale is a community school which models kindness and compassion as part of our value of respect for the well-being of all. | | | |
| **Baseline data:  *At the beginning of 2020, results from the fraction progression’s testing show each individual child’s understanding of strategy and knowledge at each fraction stage. These results are held by the classroom teachers.*** | | | |
| **Target One - Key Improvement Strategies:** | | | |
| **When:** | **What:** | **Who** | **Indicators of Progress** |
| Throughout the year | * All Year 3-8 children will be tested on their understanding of fraction strategies and knowledge in Terms 1 and 4, and results will be collated. * Teachers will use the information from these tests, GLOSS, JAM, IKAN and PAT results to inform teaching. * PD with Averil and Lead Teacher. * Professional staff meetings to monitor and track student achievement across the school. * Fractions will be maintained throughout the year. * Teachers will use a range of materials to enhance student understanding of fractions. | All Teachers | * Data from student’s books, modelling books, formative notes, GLOSS, IKAN and JAM throughout the year will show progress being made. * Teacher content knowledge of fractions will be increased through PD. * Explicit teaching of fractions will be evident in all classrooms. * Students maths books will show evidence of progress. |

**EASTERN SOUTHLAND KAHUI AKO STRATEGIC AIM 2020**

**Improving Student Achievement across the Eastern Southland Kahui Ako (COL NUMBER 99055)**

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| **Target Area:**  **Achievement Challenges as per Learning framework** | | **Strategic Aim:** To raisethe achievement and well being of all students across our schools.  Having courage to hold each other and our selves accountable. | | | **2020 TARGET:** Develop a culture that is above the line and envelopes all our learners and so through collaboration we can raise achievement in Literacy so as to accelerate the rate of progress for students in Years 3, 5, 7 and 9 not accessing the curriuclum at the appropriate level.  At my school it is X number of āko at X year level | | |
| **Baseline Data from 2019**  Year 3 – student total 159  Āko working at or above the expected curriculum level 133  Year 5 student total 199.  Āko working at or above the expected curriculum level 148  Year 7 student total 186  Āko working at or above the expected curriculum level 158  Year 9 student total 161  Āko working at or above the expected curriculum level 109 | | | | **Target group:** all schools across the Kāhui Ako are implicated in this target – each school will be aware of their commitment to the Community, and the commitment levels of each of their staff members.  **Target:** to develop a Kāhui Ako wide mindset of “above the line” behaviour in order to provide a genuine collaborative approach for all our learners in order for us to *To reduce the number of ākonga working below the expected curriculum level in reading by 15%: from 126 students in Y3, 5, 7 and 9 to 107*  *To reduce the number of ākonga working below the expected curriculum level in writing by 15%: from 176 students in Y3, 5, 7 and 9 to 150*  This goal remain as is because it was set as a three year target to collect longitudinal data. In 2020 the target will relate to the same students as in 2018. In creating this document it is noted that our numbers differ to the Ministry roll numbers on Education Counts especially in Year 7. | | | |
| **Actions** | **Resources and PLD** | | **Time-frame and**  **Personnel** | | **Monitoring and Progress Indicators for teachers at every school** | | **Progress at our school** |
| CULTURE GOAL  Create opportunities for all teachers, support staff, leaders and Board members to meet face to face. | Leader, ASTs WSTs, LSCs  Teachers with identified strengths within the community  Learning support providers  Mental health team  Community support | | Ongoing in each interaction across and within schools. | | * Meetings are shared on facebook, emailed out and promoted by Senior Leadership Teams in school | |  |
| Prepare and deliver KA wide termly huis  Revisit values and vision, all voices heard and re-confirm buy-in | Lead and ASTs | | Termly for 2020  Experts across the community | | * Dates are set at the end of 2019 to ensure all schools have enough time to promote meetings | |  |
| Explore leadership and collaboration training and development for the principal group. | Lead principal and management group  PLD Journal | | Term 1, complete before March 6th, or term 3 once new leader(s) in place | | * Each principal receives opportunity to work with a leadership coach * Support is available for Lead, ASTs and WSTs as well as Senior Leadership Teams in larger schools * Good practice is shared across the schools | |  |
| ACHIEVEMENT GOAL – learning framework – based on data collected at end of academic year 2019 continue with this target focus | Teachers with identified strengths within the community  Learning support providers | | Term 1 share AoV in time for reporting, and share Kāhui Ako achievement goal – lead with principal support | | * Schools have a shared understanding of ‘accelerated learning’ and what it looks like at different levels * Schools review the tools they use to measure progress, record progress and share progress | |  |
| Identify ākonga that require further support community wide. Create Te Rito for Eastern Southland Kāhui Ako | Learning support coordinators with support from schools, SENCos and RTLB service. | | Term 1  Annie supported by principals and/or assessment leaders to create shared document for recording progress | | * School leadership teams use own information to identify students requiring intervention * Regular reportingin is completed on shared paperwork or on compatible existing programme | |  |
| Using shared experiences of 2019 leadership team to identify best practice or PLD required | Schools to work together sharing resources interventions | | Return to vision – expectations on all to share what works for their ākonga at all levels of the Community:  Principals  Teachers  Students | | * Schools partner up to share information, resources and successful internventions * Across School Teachers support networking for schools, identifying similar needs and successful interventions | |  |
| Use precise interventions appropriate to each school to make a difference for their ākonga  Include options like:  Y3 screening programme (COPS, LASS)  Student Voice Survey  Barriers to Potential trial across more schools | Time to share precise interventions  Purchasing costs of screening tests  Time for teachers to administer screening test (either in own school, or invite a teacher from another school to administer) | | Across School Teachers  SENCOs who have already been involved in networking across schools | | * Interventions are practiced across the schools, and practised up into into Y9 * SENCOs and WST work with ASTs to provide the best interventions for the most at risk students * Interventions for ākonga that are ‘coasting’ are also identfied in time for 2021 | |  |
| Use the capabilities identified as partners and access their resources to support learning, including the RTLB, RTLIt, Special Ed, Runanaga supports, health professionals and justice as appropriate | Time – to attend meetings and to build trust  Financial support to schools that require it (release of smaller school staff) | | Reps from Primary Schools are in Positive Start meetings  Hokonui Huanui meetings and involve more educators | | * Using resources and expertise that are already in existance across the schools teachers in any year group will be able to access support in a timely fashion * Positive Start is extended to other primary schools * The education ‘voice’ increases throughout the community by a greater involvement of prinicpals and appopriate staff at meetings | |  |
| Link precision teaching strategies to Learning Progression Framework, or school’s own progressions | PLD across the schools either through a support network or successful PLD journal | | School experts and assessment co-ordinators in schools | | * Progressions are shared across the schools in order to match expectations and support students and families * Support progress in the primary school to increase student engagment into secondary school | |  |
| **Actual Outcomes:** *What happened in 2020* | **Reasons for Variance:** | | | | | **Further Development:** | |

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