



Aparima Tuatahi te Kura

Tiaki - Hapori/Aroha/Aumangea/Hiwa



Riverton Primary School

Ko Takitimu te Maunga
 Ko Aparima te Awa
 Ko Te Ara a Kewa te moana
 Ko Takatimu te waka
 Ko Aparima te whenua
 Ko Takutai o te Titi te Marae
 Ko Oraka Aparima te Mana Whenua
 Ko Tahu Potiki te Tangata
 Ko Ngai Te Ruahikihiki te Hapu
 Ko Waitaha, Ngati Mamoe, Ngai Tahu nga Iwi
 Ko Aparima/Riverton Tuatahi te kura

Strategic Plan 2024 - 2025

School Vision

Tiaki - Hapori/Aroha/Aumangea/Hiwa
CARE - Community/Aroha/Resilience/Engagement

Hapori/Community - We value community because we work together to make things great. A community involves everyone and provides us with opportunities.

Aroha - We value Aroha because it allows us to work together and learn with positive relationships. It makes everyone around you, feel valued.

Aumangea/Resilience - We value resilience because it makes us strong-minded to fight above our weaknesses to be greater. It helps us to challenge ourselves and learn.

Hiwa/Engagement - We value engagement because it allows us to give everything a go and have fun. It helps us to show our strengths and make new friends.

Background Information

Goals are as a result of the following over the 2023 year:

- | | |
|---|--|
| <ul style="list-style-type: none"> - Data collection and analysis about learning & the whole curriculum - Whanau specified survey about - Learning, Barriers, quality teaching and leadership, and future learning - Whanau voice collation of what is important to them and the whole family in a variety of ways | <ul style="list-style-type: none"> - Meeting with specific targeted groups (Gifted and learning needs) - Meetings with runaka representatives - Meeting with outside agencies - Teacher self-review processes - Board self-review processes |
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The school goals are based on our school vision TIAKI - CARE

The same processes will be used to measure progress in 2024 and 2025.

Strategic Goal Alignment Education and Training Act 2020

Objectives of boards in governing schools	Hapori/Aroha	Aumangea/Hiwa
Every student at the school is able to attain their highest possible standard of education achievement		✓
The school: <ul style="list-style-type: none"> • is a physically and emotionally safe place for all students and staff • gives effect to relevant student rights • takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school 	✓	
The school is inclusive of and caters for students with differing needs	✓	✓
The school gives effect to Te Tiriti o Waitangi including by: <ul style="list-style-type: none"> • working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori • taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori • achieving equitable outcomes for Māori students. 	✓	

Strategic Goal Alignment

National Education Learning Priorities

		Hapori/Aroha	Aumangea/Hiwa
1	LEARNERS AT THE CENTRE - Learners with their whānau are at the centre of education		
1	Ensure places of learning are safe, inclusive, and free from racism, discrimination, and bullying	✓	
2	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	✓	✓
2	BARRIER FREE ACCESS - Great education opportunities and outcomes are within reach for every learner		
3	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga, and those with learning support needs	✓	✓
4	Ensure every learner/ākonga gain sound foundation skills, including verbal & visual language, literacy, and numeracy		✓
3	QUALITY TEACHING AND LEADERSHIP - Quality teaching and leadership make the difference for learners and their whānau		
5	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	✓	
6	Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce	✓	✓
4	FUTURE OF LEARNING AND WORK - Learning that is relevant to the lives of New Zealanders today and throughout their lives		
7	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge, and pathways to succeed in work	✓	✓

STRATEGIC GOAL 1:				
Hapori/Community - We value community because we work together to make things great. A community involves everyone and provides us with opportunities. Aroha - allows us to work together and learn with positive relationships. It makes everyone around you, feel valued.		Te Tiriti o Waitangi		
		Art 1	Art 2	Art 3
2024	- Strategically increase hapori/whanau involvement and engagement in learning and the school environment (consultation, surveys, visits & meetings/interviews)	✓	✓	✓
	- Develop and grow Te Reo within learning and teaching programmes	✓	✓	✓
2025	- Implementation of strategies for effective integration and support of holistic well-being of whanau		✓	✓
	- Extend better connections with ECE & College	✓	✓	✓

STRATEGIC GOAL 2:				
Aumangea/Resilience/Hiwa/Engagement - We value resilience and engagement because it makes us strong-minded to fight above our weaknesses to be greater. It helps us to challenge ourselves and learn. It allows us to give everything a go and have fun. It helps us to show our strengths.		Te Tiriti o Waitangi		
		Art 1	Art 2	Art 3
2022	- Development of increasing strategies for Akonga agency		✓	✓
	- Review and refine teaching strategies for foundational Maths using vocab, patterns, place value, and rules. Use Numicon & PRIME		✓	✓
2024	- Work with Active South on our Health & PE curriculum			
	- Te Mataiaho (NZ Curriculum refresh) alignment with school expectations and teaching models	✓	✓	✓
2025	- Review our science and tech programme and delivery	✓	✓	✓
	- Reshape our Maths curriculum	✓	✓	
	- Review writing across the school	✓	✓	
	- Review whole staff PD in Maori	✓	✓	✓
	- Analysis and expansion of akonga competencies	✓	✓	✓

Annual Plan 2024

STRATEGIC GOAL 1: Hapori/Community - We value community because we work together to make things great. A community involves everyone and provides us with opportunities.

Aroha - We value Aroha because it allows us to work together and learn with positive relationships. It makes everyone around you, feel valued.

Strategy – Developing closer links between whanau and teachers by keeping families informed on the progress of all akonga	
Outcomes Expected	
<i>Ākonga will</i>	<i>Kaiako will</i>
<ul style="list-style-type: none"> Teachers will have a large role in reporting and showing learning to whanau Whanau involved in akonga progress and school life so they can be part of the end result Whanau supported with well-being 	<ul style="list-style-type: none"> Review and refine reporting systems on SMS Construct and follow a plan for whanau sessions with identified outcomes (IEP) Support whanau with practical strategies to help with learning Identify supports needed to enhance well-being

Strategy – Develop and grow learning and teaching programmes for Te Reo	
Outcomes Expected	
<i>Ākonga will</i>	<i>Kaiako will</i>
<ul style="list-style-type: none"> Experience and benefit from tuakana teina opportunities Increase confidence in Te Reo Maori Understand all aspects of learning Maori language taught using progressions and tikanga 	<ul style="list-style-type: none"> Increase teaching of, and in Te Reo Maori including Tikanga Develop curriculum around school and runaka priorities for localised understandings Develop and deliver clear guidelines and resources Review own practices against school shared beliefs

STRATEGIC GOAL 2: Amangea/Resilience/Hiwa/Engagement - We value resilience and engagement because it makes us strong-minded to fight above our weaknesses to be greater. It helps us to challenge ourselves and learn. It allows us to give everything a go and have fun. It helps us to show our strengths.

Strategy – Development of increasing strategies for akonga agency	
Outcomes Expected	
<i>Ākonga will</i>	<i>Kaiako will</i>
<ul style="list-style-type: none"> Identify next learning steps Reflect regularly on their learning and progress Use conceptual thinking skills across the curriculum Talk to, and show whanau their learning Have input into learning programmes Engage in regular akonga surveys 	<ul style="list-style-type: none"> Follow school systems put in place Provide akonga-specific feedback about learning progress and next steps Support akonga in presenting learning to whanau Discuss and share best practices Provide opportunities across the school day for akonga agency Utilise results of akonga surveying

Strategy – Review and refine teaching strategies for foundational Maths using vocab, patterns, place value, and rules. Use Numicon & PRIME	
Outcomes Expected	
<i>Ākonga will</i>	<i>Kaiako will</i>
<ul style="list-style-type: none"> Develop improved basic skills for basic facts & place value to improve achievement Participate in increasingly challenging maths knowledge and experiences across the school day 	<ul style="list-style-type: none"> Teach using the support material – Teacher coursebook and PLD provided Use the correct Level & book for each year group Provide a range of materials and experiences

Annual Targets 2024

Strategy – Work with Active South on our Health & PE curriculum	
Outcomes Expected	
<i>Ākonga will</i>	<i>Kaiako will</i>
<ul style="list-style-type: none"> Review current curriculum Design LTP from survey discussions Develop a curriculum that is inclusive and not always competitive Reflect on and improve teaching practice 	<ul style="list-style-type: none"> Make it fit in with the 'Move Well', and 'Building Skills for Athletics' resources Make learning fun and increase kaiako ability PLD supplied to PALs and staff

Strategy – Te Mataiaho (NZ Curriculum refresh) alignment with school expectations and teaching models	
Outcomes Expected	
<i>Ākonga will</i>	<i>Kaiako will</i>
<ul style="list-style-type: none"> Experience learning and teaching programmes that align with Te Mataiaho expectations 	<ul style="list-style-type: none"> Review current Maths expectations and alignment with Te Mataiaho Implement any changes identified as required Review teaching sequences and planning to incorporate Understand, Know, Do as a teaching model

Actions	
<ul style="list-style-type: none"> Use school documentation Ākonga surveying Teacher meeting content prioritised Sharing of practice Data analysis Ongoing tracking of progress Action plan developed and implemented Teacher professional development Planning of integration of skills Timetabling for priorities 	<ul style="list-style-type: none"> Co-construction of plans Budgeting for support systems Staffing for meeting outcomes Runaka and outside agencies liaison regularly Teacher meetings for development, reviewing and planning Modelling of practice and supporting staffing Whanau sessions planned and set up
<p>Timelines – all actions will run all year</p> <p>Resourcing – budget, staffing, and M unit allocation prioritised to meet actions above</p> <p>Priority given to learners' whose needs have not yet been met within the actions and resourcing above.</p> <p>Targets are highlighted</p>	

Strategic Goal	STRATEGIC GOAL 1: Hapori/Community - We value community because we work together to make things great. A community involves everyone and provides us with opportunities. Aroha allows us to work together and learn with positive relationships. It makes everyone around you, feel valued.
Strategy	Strategically increase hapori/whanau involvement and engagement in learning and the school environment. Develop and grow learning and teaching programmes for Te Reo
Outcomes Expected	<ul style="list-style-type: none"> Review and refine reporting systems on SMS Construct and follow a plan for whanau sessions with identified outcomes (IEP) Support whanau with practical strategies to help with learning Identify supports needed to enhance well-being Increase teaching of, and in Te Reo Maori including Tikanga Develop curriculum around school and runaka priorities for localized understandings Develop and deliver clear guidelines and resources Review own practices against school shared beliefs

Baseline Data	Achievement Target
<ul style="list-style-type: none"> How to prevent and notice any form of bullying Everyone belongs - Inclusiveness 	<ul style="list-style-type: none"> Life Ed Bus CARE Values Kia Kaha Flags and celebrating cultural events Mix up singing in different languages
<ul style="list-style-type: none"> Support for children with learning needs Parental involvement in their child's learning 	<ul style="list-style-type: none"> Using the TAs and outside agencies Provide whanau with tools to help their children learn at home. Meet with the families so that they can have total buy-in

Strategic Goal	STRATEGIC GOAL 2: Aumangea/Resilience/Hiwa/Engagement - We value resilience and engagement because it makes us strong-minded to fight above our weaknesses to be greater. It helps us to challenge ourselves and learn. It allows us to give everything a go and have fun. It helps us to show our strengths.
Strategy	Development of increasing strategies for akonga agency. Review and refine teaching strategies for foundational Maths using vocab, patterns, place value, and rules. Use Numicon & PRIME. Work with Active South on our Health & PE curriculum. Te Mataiaho (NZ Curriculum refresh) alignment with school expectations and teaching models
Outcomes Expected	<ul style="list-style-type: none"> • Follow school systems put in place • Provide akonga-specific feedback about learning progress and next steps • Support akonga in presenting learning to whanau • Discuss and share best practices • Provide opportunities across the school day for akonga agency • Utilise results of akonga surveying • Teach using the support material - Teacher coursebook and PLD provided • Use the correct Level & book for each year group • Provide a range of materials and experiences • Make it fit in with the 'Move Well', 'Building Skills for Athletics' resource • Make learning fun and increase kaiako ability • PLD supplied to PAL's and staff • Review current Maths expectations and alignment with Te Mataiaho • Implement any changes identified as required • Review teaching sequences and planning to incorporate Understand, Know, Do as a teaching model

Baseline Data	Achievement Target
Reading - Yr 5 - 7 Children below Writing - Yr 5 - 7 Children below Maths - Yr 3 - 4 Children below - Yr 4 - 8 Children below - Yr 5 - 5 Children below	<ul style="list-style-type: none"> • Explicit teaching • Help from outside agencies • Parental support • TA's working in the classes • Programs tailored to children's learning
Target Children 2024	<ul style="list-style-type: none"> • Discussions each term with the whole staff • Group work and individual as needs arise