



# Riverton/Aparima Tuatahi te Kura

Tiaki - Hapori/Aroha/Aumangea/Hiwa

**CARE - Community/Aroha/Resilience/Engagement**



## 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"> <li>- Data collection and analysis about learning &amp; the whole curriculum</li> <li>- Whanau specified survey about - Learning, Barriers, quality teaching and leadership, and future learning</li> <li>- Whanau voice collation of what is important to them and the whole family in a variety of ways</li> </ul> | <ul style="list-style-type: none"> <li>- Meeting with specific targeted groups (Gifted and learning needs)</li> <li>- Meetings with runaka representatives</li> <li>- Meeting with outside agencies</li> <li>- Teacher self-review processes</li> <li>- Board self-review processes</li> </ul> |
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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 the highest possible standard of educational achievement		✓
The school: <ul style="list-style-type: none"> <li>• It is a physically and emotionally safe place for all students and staff</li> <li>• gives effect to relevant student rights</li> <li>• takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school</li> </ul>	✓	
The school is inclusive of and caters to students with differing needs	✓	✓
The school gives effect to Te Tiriti o Waitangi, including: <ul style="list-style-type: none"> <li>• working to ensure its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori</li> <li>• Taking all reasonable steps to make instructions available in tikanga Māori and te reo Māori</li> <li>• achieving equitable outcomes for Māori students.</li> </ul>	✓	

### Strategic Goal Alignment

# National Education Learning Priorities

		Hapori/Aroha	Aumangea/Hiwa
<b>1</b>	<b>LEARNERS AT THE CENTRE</b> - Learners with their whānau are at the center 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	✓	✓
<b>2</b>	<b>BARRIER-FREE ACCESS</b> - 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 gains sound foundation skills, including verbal & visual language, literacy, and numeracy		✓
<b>3</b>	<b>QUALITY TEACHING AND LEADERSHIP</b> - 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	✓	✓
<b>4</b>	<b>FUTURE OF LEARNING AND WORK</b> - 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	✓	✓

<b>STRATEGIC GOAL 1:</b>				
<b>Hapori/Community</b> - We value community because we work together to make things great. A community involves everyone and provides us with opportunities. <b>Aroha</b> allows us to work together and learn with positive relationships. It makes everyone around you feel valued.		<b>Te Tiriti o Waitangi</b>		
		Art 1	Art 2	Art 3
<b>2024</b>	- 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	✓	✓	✓
<b>2025</b>	- Implementation of strategies for effective integration and support of the holistic well-being of whanau		✓	✓
	- Extend better connections with ECE & College	✓	✓	✓

<b>STRATEGIC GOAL 2:</b>				
<b>Aumangea/Resilience/Hiwa/Engagement</b> - 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.		<b>Te Tiriti o Waitangi</b>		
		Art 1	Art 2	Art 3
<b>2022</b>	- Development of increasing strategies for the Akonga agency		✓	✓
	- Review and refine teaching strategies for foundational Maths using vocab, patterns, place value, and rules. Use Numicon & PRIME		✓	✓
<b>2024</b>	- Work with Active South on our Health & PE curriculum		✓	✓
	- Te Mataiaho (NZ Curriculum refresh) alignment with school expectations and teaching models	✓	✓	✓
<b>2025</b>	- Review our science and tech programme and delivery	✓	✓	✓
	- Reshape our Maths curriculum	✓	✓	
	- Review writing across the school	✓	✓	
	- Review the whole staff PD in Maori	✓	✓	✓
	- Analysis and expansion of akonga competencies	✓	✓	✓

# Annual Plan 2025

**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.

**Hiwa/Engagement** - 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.

<b>Strategy</b> - Implementation of strategies for effective integration and support of the holistic well-being of whanau	
<b>Outcomes Expected</b>	
<i>Kaiako will</i>	
<ul style="list-style-type: none"> <li>Teachers will have a large role in communicating well with families and showing the whanau their tamariki are coping well at school.</li> <li>Whanau is involved in akonga progress and school life, so they can be part of the end result.</li> <li>Whanau supported with well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine reporting systems on SMS.</li> <li>Construct and follow a plan for whanau sessions with identified outcomes (IEP).</li> <li>Communicate with whanau regularly using email/text/calls/class blogs</li> <li>Support whanau with practical strategies to help with any concerns - use (MITEY) to help our pupils with signs and stresses.</li> <li>Identify supports needed to enhance well-being</li> <li>Include whanau in-house activities and school building developments.</li> </ul>

<b>Strategy</b> - Extend better connections with ECE & College	
<b>Outcomes Expected</b>	
<i>Kaiako will</i>	
<ul style="list-style-type: none"> <li>Experience and benefit from tuakana teina opportunities</li> <li>Increase confidence in Te Reo Māori across all educational sectors</li> <li>Understand all aspects of learning from ECE and College expectations for our pupils</li> </ul>	<ul style="list-style-type: none"> <li>Develop a curriculum around what the ECE &amp; College expect of RPS and what Runaka’s priorities for localised understandings are</li> <li>Develop and deliver clear guidelines and resources</li> <li>Review own practices against school-shared beliefs</li> </ul>

**STRATEGIC GOAL 2: Aumangea/Resilience** - We value resilience and engagement because it makes us strong-minded to fight above our weaknesses to be greater.

<b>Strategy</b> - Review our science and tech programme and delivery!! 2026	
<b>Outcomes Expected</b>	
<i>Kaiako will</i>	
<ul style="list-style-type: none"> <li>Identify the next learning</li> <li>Reflect regularly on their teaching and progress</li> <li>Use the curriculum doc and create assessment rubrics</li> <li>Talk to, and show whanau the children’s learning</li> <li>Have input into learning programmes</li> <li>Engage in whanau / kaiako huis</li> </ul>	<ul style="list-style-type: none"> <li>Follow the school systems put in place</li> <li>Provide Akonga-specific feedback about learning progress and next steps</li> <li>Support kaiako in presenting learning to whanau</li> <li>Discuss and share best practices</li> <li>Provide opportunities across the school day for the akonga agency</li> <li>Utilise the discussion results of huis</li> </ul>

<b>Strategy</b> - Reshape our Maths curriculum	
<b>Outcomes Expected</b>	
<i>Kaiako will</i>	
<ul style="list-style-type: none"> <li>Develop improved basic skills for basic facts &amp; place value to improve achievement</li> <li>PLD in increasingly challenging maths knowledge across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Teach using the support material - The teacher coursebook and PLD provided</li> <li>Use the correct Level &amp; book for each year group</li> <li>Provide a range of materials and experiences</li> </ul>

<b>Strategy</b> – Review writing across the school	
<b>Outcomes Expected</b>	
<i>Kaiako will</i>	
<ul style="list-style-type: none"> <li>• Implement the new curriculum</li> <li>• Design LTP from review discussions</li> <li>• We have a student-centered approach to teaching writing</li> <li>• Reflect on and improve teaching practice</li> <li>• Use the assessment provided by the MOE</li> </ul>	<ul style="list-style-type: none"> <li>• We will review our rubric and align it with the NZC progress outcomes</li> <li>• Make learning fun</li> <li>• PLD supplied to staff to increase the kaiako's ability</li> <li>• Review teaching sequences and planning to incorporate Understand (I do), Know (We do), Do (You do) as a teaching model</li> </ul>

<b>Strategy</b> – Review the whole staff PD in Maori	
<b>Outcomes Expected</b>	
<i>Kaiako will</i>	
<ul style="list-style-type: none"> <li>• Scaffold the teacher's knowledge to continue to implement and improve the understanding of the LLPs</li> <li>• Increase confidence in Te Reo Māori across the staff</li> <li>• Learn the correct tikanga at different events</li> </ul>	<ul style="list-style-type: none"> <li>• The Maori language and culture in all classes</li> <li>• Develop progressions</li> <li>• Increase teaching of, and in Te Reo Māori, including Tikanga.</li> <li>• Develop plans around what the ECE &amp; College expect of RPS and runaka priorities for localised understandings</li> <li>• Develop and deliver clear guidelines and resources</li> <li>• Review own practices against school-shared beliefs</li> <li>• Implement any changes identified as required</li> </ul>

<b>Strategy</b> – Analysis and expansion of akonga competencies	
<b>Outcomes Expected</b>	
<i>Kaiako will</i>	<i>Kaiako will</i>
<ul style="list-style-type: none"> <li>• Develop learning and teaching programmes that align with NZC and the students' needs, and scaffold accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Review current expectations of our current competencies</li> <li>• Implement any changes identified as required</li> <li>• Review teaching sequences and plan to incorporate Understand, Know, Do as a teaching model</li> </ul>

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

## Annual Targets 2025

<b>Strategic Goal</b>	<p><b>STRATEGIC GOAL 1: Hapori/Community</b> - We value community because we work together to make things great. A community involves everyone and provides us with opportunities.</p> <p><b>Aroha</b> allows us to work together and learn with positive relationships. It makes everyone around you feel valued.</p>
<b>Strategy</b>	<p>Implementation of strategies for effective integration and support of the holistic well-being of whanau.</p> <p>Extend better connections with ECE &amp; College.</p>
<b>Outcomes Expected</b>	<ul style="list-style-type: none"> <li>• Review and refine reporting systems on SMS</li> <li>• Construct and follow a plan for whanau (IEP)</li> <li>• Support whanau with practical strategies to help with learning</li> <li>• Identify supports needed to enhance well-being</li> <li>• Develop and deliver clear guidelines for ECE and College to support the akonga from one kura to the next.</li> </ul>

<b>Baseline Data</b>	<b>Achievement Target</b>
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<ul style="list-style-type: none"> <li>• How to identify mental well-being concerns</li> <li>• Everyone belongs - Inclusiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Life Ed Bus</li> <li>• CARE Values</li> <li>• MITEY</li> <li>• Invite and include whanau where possible</li> <li>• Mix up singing in different languages</li> </ul>
<ul style="list-style-type: none"> <li>• Support for children with learning needs</li> <li>• Parental involvement in their child's learning</li> </ul>	<ul style="list-style-type: none"> <li>• Using the TAs and outside agencies</li> <li>• Provide whanau with tools to help their children learn at home.</li> <li>• Meet with the families so that they can have total buy-in</li> </ul>

	<ul style="list-style-type: none"> <li>• Review teaching sequences and plan to incorporate Understand, Know, Do as a teaching model</li> </ul>
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<b>Strategic Goal</b>	<b>STRATEGIC GOAL 2: Aumangea/Resilience/Hiwa/Engagement</b> - 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.
<b>Strategy</b>	Review our science and tech programme and delivery, as well as writing across the school. Reshape our Maths curriculum, and analysis and expansion of akonga competencies Review the whole staff PD in Maori.
<b>Outcomes Expected</b>	<ul style="list-style-type: none"> <li>• Follow the school systems put in place and NZC</li> <li>• Provide Akonga-specific feedback about learning progress and next steps</li> <li>• Support akonga in presenting learning to whanau</li> <li>• Discuss and share best practices in writing</li> <li>• Teach using the support material and PLD provided</li> <li>• Use the correct Level &amp; book for each year group</li> <li>• Provide a range of materials and experiences</li> <li>• Make learning fun and increase kaiako's ability</li> <li>• PLD supplied to staff and increased teaching of, and in Te Reo Māori, including Tikanga</li> <li>• Develop curriculum around school and runaka priorities for localized understandings</li> <li>• Review current Maths expectations and alignment</li> <li>• Implement any changes identified as required</li> <li>• Review Technology in the next round of Charter.</li> </ul>

<b>Baseline Data</b>	<b>Achievement Target</b>
Reading - Yr 3 - 8 Children below - Yr 4 - 3 Children below - Yr 5 - 2 Children below - Yr 6 - 6 Children below Writing - Yr 3 - 10 Children below - Yr 4 - 6 Children below - Yr 5 - 4 Children below - Yr 6 - 9 Children below Maths - Yr 3 - 9 Children below - Yr 4 - 9 Children below - Yr 5 - 3 Children below - Yr 6 - 6 Children below	<ul style="list-style-type: none"> <li>• Explicit teaching</li> <li>• Help from outside agencies</li> <li>• Parental support</li> <li>• TAs working in the classes</li> <li>• Programs tailored to children's learning</li> </ul>
Target Children 2025	<ul style="list-style-type: none"> <li>• Discussions each term in syndicates</li> <li>• Group work and individual work as needed</li> </ul>