

The background is a vibrant, stylized illustration. At the top, a bright sun sets over a body of water. In the middle ground, a group of diverse students is gathered around a laptop, appearing to be in a collaborative learning session. To the right, a group of students in blue school uniforms with yellow accents are smiling. The scene is set outdoors with green foliage and a fence in the background. The overall tone is positive and educational.

# Riverview School

**Te Kura o Te Awakitea**

**“Growing, discovering, learning for life”**

**Strategic Plan**

**2025 - 2027**

## TE WHĀINGA TĀHUHU

### VISION

**“Growing, Discovering, Learning for Life”**

## TE KAUPAPA MĀTĀMUA

### MISSION

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

In all we do, we show:



# Te Horopaki

## Context

Riverview School is a U5 school with starting roll of 385 learners, covering Years 1 to 6. In 2025, we estimate that our roll will grow to approximately 460 children.

Riverview School has a stable, professional and experienced team. We continue to review the educational success, direction, identity and culture of the school. Our Vision, Mission and Values have are aimed at ensuring quality Teaching and Learning programmes are delivered, whilst promoting inclusive education, change, and growth for each individual.

Riverview School is committed to giving effect to Te Tiriti o Waitangi and are on a journey to better reflect local tikanga Māori, mātauranga Māori and te ao Māori in our plans, policies and curriculum. We have will always seek to ensure that our tamariki Māori experience educational success alongside all other students. We work closely with Ngāti Rēhia, our local hapu to develop a culturally inclusive and incorporating our local history in- to our learning programmes; through the Te Pūherenga cluster.

There is strong community support, and our School Board and PTA remain a strong feature of our school. We work in a collaborative manner to enhance and support teaching and learning. Our community maintain high expectations and aspirations for their children and assist the achievement of these by actively supporting the school in our endeavours. The students are a very special group; friendly, confident, competitive and strongly motivated to learn and be HEARTWISE.

Riverview School is very proud of its rural heritage as well as its reputation for producing well educated, confident individuals with strong values; and who know how to laugh and enjoy life. Our children are truly **HEARTWISE Heroes.**

All we do at our kura reinforces the HEARTWISE Values and core goals of Connections, Culture and Curriculum, for educational and personal success. This is the culture where we recognise and celebrate success of all. Three core components within the HEARTWISE culture revolve on Curriculum, Culture and Connections. Each of these promote, teach and reinforce our core values.

We look at our tamariki, their uniqueness and behaviours as stepping stones in learning. We aim to support all children, their educational, social and emotional well-being.

# Statement of Governance

## School Board

- The School Board's core focus is student progress and achievement.
- The School Board will work closely with the community and school, to review the vision for the school, adopt clear strategic priorities, and support the Principal in implementing the Annual Plan.
- The School Board will align its agenda to the goals set in the Strategic Plan. The School Board will review its policies and locate them on School Docs; referring to policies in its discussions and decisions. Governance policies will include delegations to the Principal to enable effective, professional management and decision-making in support of strategic priorities.
- The Principal's Reports form an essential part of the partnership between the Board and the Principal.

## Management Statement:

- The Board delegates to the Principal the day-to-day management of the school.
- The Principal ensures that operational procedures align with the Board's policies and the law of New Zealand.

## Strategic Plan 2025 -2027

The Strategic Plan is the mechanism through which we make sense of the Education and Training Act 2020, Board Primary Objectives and the National Education and Learning Priorities (NELPs) in the context of Riverview School. The strategic plan reflects this legislative framework as well as the priorities for Riverview School. During 2025, Riverview School are undertaking research and review to further develop the 2025 - 2027 Strategic Plan.

# 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 Treaty of Waitangi and Ka Hikitia – Accelerating Success 2013 – 2017
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 kete of Bi-cultural success*

	<b><u>MANAAKITANGA - Caring</u></b> Safe Learning Kura / Relationships with akonga / Powhiri / Waiata to show respect. Strong relationships with students / Whānau / Team and Community
	<b><u>Ako - Learning / Pedagogy</u></b> Up-skilling through Ka Hikitia and Tataiako, Inquiry based Professional Growth Cycles on Teaching and Learning, Staff encouraged to use Te reo
	<b><u>Whānaunatanga - Relationships:</u></b> Regular Hui / Korero, knowing students backgrounds, Strong learning community, High/Clear/Caring expectations.
	<b><u>Kotahitanga - Ethic of Bonding</u></b> Engagement through inclusive and differentiated learning. Shared success and celebration of personal and educational success.

# NGĀ RAUTAKI

## STRATEGIC PRIORITIES - Our Core Three C's support and reinforce the National Education and Learning Priorities

Connections	Culture	Curriculum
<p><b>Mahi Tahī—Working Together</b></p> <p>Riverview School will have effective communication and community engagement. Positive home/school relationships will enable all parents and whānau to actively support learning.</p>	<p>We aim to develop clear expectations and programmes to support all children based on our HEARTWISE Values.</p> <p><b>The school culture around Te Ao Māori and Hauora will be reinforced and linked with the HEARTWISE Values</b></p> <p>At Riverview School Tikanga, Te Reo &amp; Te Āo Māori will be valued and interwoven in the bi-cultural / multi-cultural, inclusive life of the school. .</p>	<p><b>Akoranga - Learning</b></p> <p>The Riverview Learner will progress, accelerate and achieve to their highest possible educational potential through use of reliable achievement data, targeted planning and quality teaching and learning.</p>

**(NELP):**

1. Learners at the Centre
2. Barrier Free Access
3. Quality Teaching and Leadership
4. Future of Learning and Work
5. World Class Inclusive Public Education

1) Raising Student Achievement

3) Equitable Outcomes for all learners

2) Strengthening Cultural Understanding and partnerships with parents and community

4) Enhancing student competencies through localised curriculum design.

Assessment Data and the effective use to inform teaching and learning

Health and Well-being for teachers and learners

# 1. Connections—Mahi tahi / working together

**GOAL 1.** To foster collaboration within and between the staff and community towards Physical, Social, Emotional and Educational Wellbeing for all.

**What success looks like in 2027**

- Learning focused partnerships and community networks that benefit students well-being, learning and safety.
- Every child is developing educationally, socially and emotionally towards their own individual potential.
- Every child is valued and supported in their personal learning trajectory by students, staff and Whānau.
- We have equitable learning outcomes across student demographics (Māori Learners / Boys) **(Priority Groups)**
- Every child is enthusiastic towards their learning.
- Attendance rates have increased which positively impact learning outcomes.

**How will we know we are successful**

- Year-on-year progression in children with additional needs towards meeting the educational, social or emotional goals.
- Positive and proactive whānau engagement in Child Protection, Learning and well-being.
- Evaluation and communication cycle indicates improve outcomes for all learners, which is clearly reported to Whānau.
- Common understandings among students, their whānau, and teachers about learning progressions.
- Full enactment of the school values, vision and curriculum supporting trends toward equity and excellence.

# GOAL 1. Connections—Mahi tahī / Working together 2025:

NELP Objective 1 - Learners at the Centre✓ NELP Objective 2 - Barrier Free Access✓ NELP Objective 3 - Quality Teaching and Leadership✓

Initiatives	Key Actions	Responsibility / Time Frame	Resourcing
Whānau partnerships are established to support students to achieve their goals.	Consult with community and develop a plan for ongoing communication with the community in regard to:  Learning, attendance, EOTC, engagement and Child Protection	Principal  BOT  Initial community survey T1  Plan developed T2	BOT Meetings  SLT Meetings
	Celebrating success for all children regularly.: Newsletter, Waka Ccharts, Dojo, EOY Celebrations	Principal  SLT  Teaching Team	SLT Meetings Staff & Syndicate Meetings
	Review Reporting to Whānau:  <ul style="list-style-type: none"> <li>Continue curriculum review</li> <li>Ensure easy to read reporting</li> </ul>	Principal  SLT  Teaching Team	SLT Meetings Staff & Syndicate Meetings
Connect, engage, consult	Regular EOTC and H&PE communication	SLT	SLT Meetings Staff & Syndicate Meetings
	Consult and Reflect on community survey results and plan for engagement based on feedback from the community.	SLT  Teaching Team	SLT Meetings Staff & Syndicate Meetings
	Plan for community/whānau events to promote relationships and engagement e.g. meet the teacher	Principal  BOT  SLT  Teaching Team	SLT Meetings Staff & Syndicate Meetings



# GOAL 1. Connections 2025:

Areas to which may be considered within the review:

- Whānau Communications - Emergency, EOTC. Priorities.
- Whānau support for the HEARTWISE Culture
- **Student Voice**—The HEARTWISE Culture—what can the school / adults do better?

**NELP Review:**

## **OBJECTIVE 1: LEARNERS AT THE CENTRE**

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 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

## **OBJECTIVE 2: BARRIER-FREE ACCESS**

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

## **OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP**

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

## 2. Culture

### GOAL 2

1. To further develop, understand and advocate the HEARTWISE Culture and support the wellbeing of our school community
2. To deepen our connection with Te Reo / Te Ao Māori.

### What success looks like in 2026

- Consistency in Learning Focussed Partnerships that benefit tamariki.
- Tikanga and te reo Māori are prioritised and supported by the HEARTWISE Culture.
- Every child is developing educationally, socially and emotionally towards their own individual potential.
- Every child is valued and supported in their personal learning trajectory by students, staff and Whānau.
- We have equitable learning outcomes across student demographics (Māori Learners / Boys) **(Target Group)**
- Every child is enthusiastic towards their learning

### How will we know we are successful

- The bi-cultural nature of New Zealand is evident across Riverview School.
- Increasing the number of total tamariki who have shown accelerated learning.
- Increasing the number of target learners who have accelerated learning and achieving at their expected curriculum level.
- Year-on-year progression in children with additional needs towards meeting the educational, social or emotional goals.
- Full enactment of the school values, vision and curriculum supporting trends toward equity and excellence.

# GOAL 2. Culture 2025:

Develop a consistent and coherent language of learning across Riverview School based on The HEARTWISE Culture.

NELP Objective 1 - Learners at the Centre✓ NELP Objective 2 - Barrier Free Access✓ NELP Objective 3 - Quality Teaching and Leadership✓

Initiatives	Key Actions	Responsibility / Time Frame	Resourcing
Develop coherent, connected language of learning based on the HEARTWISE Culture and: <ul style="list-style-type: none"> <li>Te Ao Māori</li> <li>Teaching, Learning and behaviour</li> </ul>	Review HEARTWISE Culture using a strength based approach and put in place for all staff teams and learners	Principal BOT Plan developed T2	BOT Meetings SLT Meetings
	Review Student voice to develop the HEARTWISE Culture. - Review HEARTWISE Culture pathways throughout the school.	Principal SLT Teaching Team	SLT Meetings Staff & Syndicate Meetings
	Use the RIVERVIEW SCHOOL Language of learning in all school settings.	Principal SLT Teaching Team	NIL
	Whānau engagement in the HEARTWISE Culture and links to PB4L, Child Protection , Health and Wellbeing.	SLT Teaching Team	SLT Meetings Staff & Syndicate Meetings
	Reflect on community survey results and plan for engagement based on feedback from the community.	SLT Teaching Team	SLT Meetings Staff & Syndicate Meetings
	Gather stakeholder voice to further develop Te Ao Māori across the school.	SLT Teaching Team	SLT Meetings Staff & Syndicate Meetings

# GOAL 2. Culture 2023:

Areas to which may be considered within the review:

- A review of the teaching Te Reo Māori and local iwi history is reviewed to make it evident in planning and programmes
- Learning Progression Frameworks' reviewed with the Kahui Ako / Curriculum Leader
- Cultural Inclusiveness / Relational Pedagogy and Restorative Practice reviewed as a team.
- Are we clearly Identifying students' individual learning needs and using targeted planning to accelerate progress is a core focus
- Are we clearly Identifying students' individual behavioural, Social and emotional needs and using targeted planning to support all.
- Are students aware of and can articulate the HEARTWISE Culture?
- Are our students engaged and have student agency?
- What success do we have in Te Ao Māori, and areas we can improve / implement?
- How / what can we do to improve better use of local history / iwi understandings
- Is the Professional Growth Cycle manageable, providing reflection and supporting development towards effective teaching and learning?
- Is our School Culture Clear Around the School?
- Is there a clear understanding of:
  - The HEARTWISE Culture
  - Child Protection
  - Where / how can we improve?
  - The 3 Cs

# 3. Curriculum

**GOAL 3.** All Riverview tamariki will receive support to learn, progress and have success to their highest possible educational, social and emotional potential, through differentiated learning, use of reliable achievement data, targeted planning and quality teaching and learning.

**What success looks like in 2026**

- Every child is developing educationally, socially and emotionally towards their own individual potential.
- Every child is valued and supported in their personal learning trajectory by students, staff and Whānau.
- We have equitable learning outcomes across student demographics (Māori Learners / Boys) **(Target Group)**
- Every child is enthusiastic towards their learning.

**How will we know we are successful**

- Increasing the number of total tamariki who have shown accelerated learning.
- All tamariki will be able to articulate What they are learning, Their level, Why they are learning this and next their steps.
- Increasing the number of target learners who have accelerated learning and achieving at their expected curriculum level.
- Student achievement that reflects equity and excellence for all learners
- Year-on-year progression in children with additional needs towards meeting the educational, social or emotional goals.
- Full enactment of the school values, vision and curriculum supporting trends toward equity and excellence.
- Increased teacher collective capacity to promote and strengthen the enactment of the local curriculum

# GOAL 3. Curriculum 2025:

All Riverview tamariki will receive support to learn, progress and have success to their highest possible educational, social and emotional potential, through differentiated learning, use of reliable achievement data, targeted planning and quality teaching and learning.

NELP Objective 1 - Learners at the Centre✓ NELP Objective 2 - Barrier Free Access✓ NELP Objective 3 - Quality Teaching and Leadership✓

Initiatives	Key Actions	Responsibility / Time Frame	Resourcing
<ul style="list-style-type: none"> <li>Review planning &amp; assessment tools for use with the Riverview tamariki and their learning pathways..</li> </ul>	Review HEARTWISE Culture Expectations with learners and link these to learning, Key Competencies and Ta-taiako.	Principal SLT Teaching Team	BOT Meetings SLT Meetings
	<p>Develop Inclusive and Differentiated programmes and supports based on needs of individual learners / groups / cohort needs.</p> <p>Identifying students' individual learning needs and using targeted planning to accelerate progress is a core focus</p>	Principal SLT Teaching Team Learners	SLT Meetings Staff & Syndicate Meetings
<ul style="list-style-type: none"> <li>Teacher PLD is focused on the effective use of data to inform and support better outcomes for learners through engagement and increased student agency.</li> </ul>	Professional Growth Cycle regularly discussed and reviewed to embed the importance of student 'success' and development within this.	Principal SLT Teaching Team	NIL
	Target Learners and identified, tracked and reported on.; with the goal to accelerate their learning.	SLT Teaching Team	SLT Meetings Staff & Syndicate Meetings BOT Meetings
<ul style="list-style-type: none"> <li>Gather further student voice to develop the HEARTWISE Culture and how we can further support needs.</li> </ul>	Gather Student Voice on the HEARTWISE Culture to assess the implementation and effectiveness of the HEART-	SLT Teaching Team	SLT Meetings Staff & Syndicate Meetings BOT Meetings

# GOAL 3. Curriculum 2025:

Areas to which may be considered within the review:

- A review of the teaching Te Reo Māori and local iwi history is reviewed to make it evident in planning and programmes
- Learning Progression Frameworks' reviewed with Curriculum Leader / Te Pūherenga
- Cultural Inclusiveness / Relational Pedagogy and Restorative Practice reviewed as a team.
- Local and History Curriculum is reviewed / Te Pūherenga
- Are we clearly Identifying students' individual learning needs and using targeted planning to accelerate progress is a core focus
- Are we clearly Identifying students' individual behavioural, Social and emotional needs and using targeted planning to support all.
- Do Students take ownership of their learning and can articulate current and next learning steps
- Are our students engaged and have student agency?
- Is Teacher PLD is focused on identifying students' individual learning needs and using targeted planning to accelerate progress
- Is the Professional Growth Cycle manageable, providing reflection and supporting development towards effective teaching and learning?

# 2025 Strategic Targets

## Identified Priority Learners

All 'identified' learners are those who are achieved 'below' the desired Riverview / NZC Expectation at the start of 2025.

## Years 1 - 6 Priority Learners

All 'Priority Group' children who were *below* the Standard in a curriculum area at the start of 2025 will have their learning accelerated i.e. Greater than one year learning progress. (PLEASE NOTE: The below numbers of Priority Learners will change due to transient nature within the Te Taitokerau Region).

Reading	Writing	Maths	Attendance
<p><b>All:</b> The 30 identified learners will accelerate their learning to align closer to their aspirational learning trajectory.</p> <p><b>Year 4:</b> 15 Identified learners will accelerate their learning to align this closer to their aspirational learning trajectory.</p> <p><b>Year 6:</b> The 27 identified learners will accelerate their learning to align this closer to their aspirational learning trajectory.</p>	<p><b>All:</b> The 45 identified learners will accelerate their learning to align this closer to their aspirational learning trajectory.</p> <p><b>Year 2:</b> 22 Identified learners will accelerate their learning to align this closer to their aspirational learning trajectory. (10 Boys)</p> <p><b>Year 3:</b> 17 Identified learners will accelerate their learning to align this closer to their aspirational learning trajectory. (9 Boys)</p> <p><b>Year 6:</b> The 29 identified learners will accelerate their learning to align this closer to their aspirational learning trajectory. (19 Boys)</p>	<p><b>All:</b> The 26 identified learners will accelerate their learning to align this closer to their aspirational learning trajectory.</p> <p><b>Year 2:</b> 22 Identified learners will accelerate their learning to align this closer to their aspirational learning trajectory.</p> <p><b>Year 5 and 6:</b> The 18 identified learners will accelerate their learning to align this closer to their aspirational learning trajectory. (15 Boys)</p>	<p>We form connections with whānau to understand the purpose of absenteeism rather than unexplained.</p> <p>By the end of the Year, we have an average daily of 90% attendance or greater.</p> <p>Our Regular attendance is 75% or greater.</p>

NOTE: Acceleration is based on the the definition of Acceleration, which aligns with ERO's that acceleration and is greater than one years normal progress. This progress is based on the level of the learner, and a judgement of what their normal progress is without intervention. It is deemed that a child who improves 2 curriculum sub-levels in 12 months is accelerated.



# 2025 Strategic Targets

Reading	Writing	Maths	Attendance
<p><b>Māori:</b> The 23 identified Māori learners will accelerate their learning to align closer to their aspirational learning trajectory. (13 Boys / 10 Girls)</p>	<p><b>Māori (Boys)</b> The 29 identified Māori learners will accelerate their learning to align this closer to their aspirational learning trajectory. (15 Boys / 14 Girls)</p>	<p><b>Māori:</b> The 23 identified Māori learners will accelerate their learning to align this closer to their aspirational learning trajectory. 8 Boys / 15 Girls)</p>	

# 2025 Strategic Targets

## Actions to achieve targets

1. All stakeholder are embracing the **3Cs**, and living the **HEARTWISE Values** to improve outcomes for all learners.
2. Review **assessment data** with staff and determine the learning needs of students. Upskill teacher capability in using MOE directed to inform teaching and next learning steps.
3. Monthly meetings to discuss progress priority students (in Teams) and **evidence of accelerated learning**. (Review **progress vs attendance / engagement**)
4. Work with parents, families and Whānau to build **connections** and a **culture** around ways to support students' learning.
5. Processes implemented for teachers to reflect on and improve practice.
6. Professional readings and quality professional development put in place to support and guide teacher's professional practice.
7. Moderation and school-wide assessment developed so that there is consistency through-out the school.
8. Utilise **attendance information** to align **achievement** and **acceleration** with **attendance**.
9. Develop a clear understanding of the **Common Practice Model**.
10. Small group sessions with identified learners..(**Targeted Learning Interventions in Literacy and Maths**)
11. Team Leaders are **tracking the progress** made at the end of each term.
12. Whole Team reflection on data / progress and acceleration in Terms 2 and 4.
13. All staff delivering a Structured Literacy programme with fidelity.
14. All staff using the PR1ME math resource to deliver the refreshed maths curriculum.
15. All staff are familiar with and using the 'Common Practice Model'.

## Time Frame:

- February to November although constant reflection throughout the year by teachers, syndicate leaders and Principal.
- Target learners analysed each term by teachers and synd leaders and information passed to principal.
- Data to be shared with the BoT twice yearly. (**Mid Start of Term 3 / End—End of Term 4**)

# Resources for Robust Reflection and Development

## Education Review Office:

- Effective School Evaluation
- Effective Internal Evaluation
- School Statement of Intent.

## NELP Review:

### OBJECTIVE 1: LEARNERS AT THE CENTRE

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Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

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Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

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### OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP

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Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce