Riverdale School Strategic Plan 2023 ~ 2025

Strategic Plan - Structure

The strategic goals set out in this document are intended to be achieved across a two-year cycle. However, annual review of our progress towards and achievement of these goals and the targets outlined in the Annual Plan will take place.

Riverdale School is committed to engaging in consultation and collaboration with all stakeholders during the creation and review process of our Strategic Plan.

School Vision
Empowering successful inquiring learners

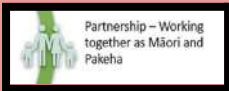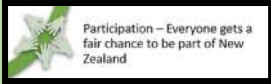| School Mission |
|---|
| ***Inspiring confident learners through a flexible, connected learning community*** |

Strategic Goals 2024 - 2025

ARIKI **To provide ongoing Staff Development**	**Tohunga - Achievement** To ensure all students progress in their learning to achieve at their full potential and staff receive robust and purposeful Professional Development.
	Aronui - Identity To understand and celebrate students for who they are, where they come from and the communities they are part of whilst Giving effect to Te Tiriti o Waitangi responsibilities and goals.
	Mangotoa - Physical Environment To provide high quality spaces fit for purpose that supports all ākonga and provide resourcing that effectively promotes learning and well-being.

Strategic Target Overview

	Te Tiriti o Waitangi
	Working to ensure that 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 Goals	Summary Points	2024 Strategic Targets	2025 Strategic Targets
Achievement *To ensure all students progress in their learning to achieve at their full potential and staff receive robust and purposeful Professional Development* **NELPS** ***Objectives 1, 2 & 3*** *Priorities 2i 2ii 2iii 2 iv 2v, Priorities 4i 4iiPriorities 6i 6ii 6iii* Partnership – Working together as Māori and Pakeha	● Staff continue to unpack the refreshed curriculum and align Riverdale practice with priority NELPS and curriculum progressions ● Targeted baseline data analysed and targets established in Maths and Literacy ● Staff receive ongoing Professional Development with both outside and internal leadership	● Literacy Targets - Ideal ● Lead teacher in structured Literacy consolidates learning from 2023 and supports kaiako directly in classrooms through monitoring, observations and assessment (Implement) ● Maths Target - Cognition Education consultancy in school 2024 ● Lead teacher in Maths work alongside PLD provider and staff implementing curriculum refresh and Riverdale learning model (Investigate - Implement) ● 2x ALIM Teacher specific development	● Maths Targets - Cognition Math ● Writing Target - PLD Consultancy ● Dedicated Writing support with PLD provider schoolwide (Investigate) ● Lead teacher in structured Maths consolidates learning from 2024 and supports kaiako directly in classrooms through monitoring, observations and assessment. (Implement) ● 2x ALIM Teacher specific development ● Literacy - (Embed Practise)
Identity *To understand and celebrate students for who they are, where they come from and the communities they are part of. Giving effect to Te Tiriti o Waitangi responsibilities and goals* **NELPS** *Objectives 1, 2 & 3* *Priorities 1i 1ii 1iii , Priorities 3i 3ii 3iii* *Priorities 5i 5ii 5iii* Participation – Everyone gets a fair chance to be part of New Zealand	● Connections established and strengthened with Rangitāne Iwi ● Tikanga updated and refreshed ● Te Whiringawhā transition with new lead in the school ● ESOL interventions and strategies improved to support our learners who speak another language ● Cultural events and Celebrations strengthened across the school ● Visible signage and language celebrating identity and belonging across the school	● Rangitāne Connections - Attend scheduled hui's across the year and update school tikanga as required ● Te Whiringawhā Strengthen - Transition new personal in the school and establish relationships ● ESOL Connections - Establish timeline and resources to support increasing number of ESOL students and invest in teacher/learning assistant training ● Update signage and displays across the school and in classrooms	● Rangitāne Connections - Update Rangitāne protocols. Create a Mihi Whakatau welcome, for all new students to be a regular part of school transition ● Te Whiringawhā - Replace school wide 'pin system' with model that incorporates Nga Matapono and Te Whiringawhā ● Allocate trained teachers/learning assistants to ESOL students to increase impact and outcomes ● Regular Culture days/celebrations

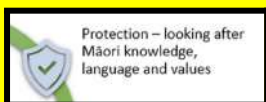|			
Physical Environment To provide high quality spaces fit for purpose that support all ākonga and provide resourcing that effectively promotes learning and well being **NELPS** *Objectives 4* *Priorities 7i 7ii 7iii* Protection – looking after Māori knowledge, language and values	• Continue to update classroom spaces for purpose across the school • Execute early stages of 5YPP • Update and improve existing playground spaces so they are safe and fit for purpose • Cyber Safety focus - Student and Community PD • Well being Focus schoolwide	• Roof and guttering replaced (whole School) • Junior concrete space replaced with safer and more modernised surface • Poutama upgrade including carpet, wall lining, lighting and remodel of Kitchen/Art space • Front Entrance improvement (Community Consultation trend of note) • Cyber Safety Expert in school with teachers and community information night	• Hall improvements including staging and carpet • Outdoor learning spaces improved for learning - Poutama garden Access • Pool Maintenance - Repaint/Repair and Pool Cover & improve access for at risk students • Year 4-6 Chromebook review

ARIKI Leadership	TOHUNGA Excellence	MANGOTOA Self Manager	ARONUI Creative
Effective Communicator	Numerate & Literate	Motivated	Inclusive
Interactive	Critical thinker	Determined	Caring
Active Listener	Knowledgeable	Structured	Risk taker
Collaborative	Digitally Capable	Resilient	Problem solver
Articulate	Environmentally Aware	Independent	Resourceful
Decisive	Kaitiakitanga	Confident	Flexible

Riverdale School
STRIVE FOR EXCELLENCE • Piki ake te tihi

Implementation Plan Overview

The table below identifies the initiatives for 2024 that we believe, if implemented, actively support the realisation of our strategic goals and school vision. While some implementation initiatives support the achievement of a wide range of our Strategic Goals, the specific goals that will be targeted through the implementation of the actions, have the respective boxes ticked. Actions implemented will be deliberate, specific and purposeful.

Initiatives for 2024		Relationship to the NELPS Budget Allocation	Achievement	Identity:	Physical Environment	Teacher Capability
1. Build teacher capability in Maths that align with the Refreshed Curriculum *Monitoring - Selina McCallum, Kerry Bradshaw & Travis Pike*		NELP Priorities 2,4,6				
<u>Resources:</u> ● External PLD for Maths (Cognition Maths) ● Release time for lead staff member for PLD ● PLD resources as required by / suggested by our external and internal lead ● WST Kahui Allocation ● ALiM (Accelerating Learning In Mathematics) x2 lead teachers	<u>Intended Outcomes</u> **1.1** Continue to improve teacher confidence and pedagogy in Maths **1.2** Increased rates of student achievement in Maths **1.3** Align Assessment and Reporting in teacher practice and within HERO **1.4** Accelerate progress in identified target group **1.5** Develop effective classroom practices to raise disposition in Mathematics	**Budget Implications** Cognition Maths PD Release component	✓		✓	✓
2. Build teacher capability in Reading (Structured Literacy and Spelling) that align with the Refreshed Curriculum *Monitoring - Sarah Best, Ebony Maaka*		NELP Priorities 2,4,6 Budget Implications Ideal Platform (2nd year)				
<u>Resources:</u> ● External PLD platform for Reading (Ideal) ● Release time for lead staff member for PLD ● PLD resources as required by / suggested by our external and internal lead ● WST Kahui Allocation	<u>Intended Outcomes</u> **2.1** Improved teacher confidence and pedagogy in structured Literacy (Junior School) **2.2** Improved teacher confidence and pedagogy in Spelling (Senior School) **2.3** Increased rates of student achievement in Literacy - Junior School **2.4** Align Assessment and Reporting in teacher practice and within HERO	**Budget Implications** iDeal Platform Release component	✓			✓

Goal / Resources / Intended Outcomes	NELP / Budget				

3. Update and implement learning progressions and indicators within HERO and improve usability & Data Monitoring
Monitoring - Jo Lunn

Resources / Intended Outcomes	NELP & Budget	Red	Green	Yellow	Blue
Resources: ● HERO Subscription ● PD Release days when required ● Off Site Training **Intended Outcomes** **3.1** Assessment aligned with curriculum outcomes on HERO **3.2** Clear steps and progressions available to our community **3.3** Online payment structure added to platform **3.4** Curriculum Hub Update	NELP Priorities 2,4 **Budget Implications** HERO Subscription Release component	✓			✓

4. Increase the use of Te Reo Māori across the school
Monitoring - Tash Whitta & Ebony Maaka

Resources / Intended Outcomes	NELP & Budget	Red	Green	Yellow	Blue
Resources: ● External PLD – TTKM ● Rangitāne PD - Riverdale Pou ● Internal PLD on implementing reo progressions ● Unit holder role for Māori Achievement & Equity ● Māori Explorers ● Matua Tahi Internal Reo PD - Term 2 **Intended Outcomes** **4.1** Increased use and understanding of te reo Māori in staff meetings, classrooms and whole school events **4.2** Increased signage and Reo throughout our Kura **4.3** Maori Explorers Implementation **4.4** Update and improve school Mihi Whakatau/Powhiri **4.5** Target group acceleration in Te Reo	NELP Priorities 1, 2, 3, 4, 5, 6 **Budget Implications** TKKM Release component	✓	✓	✓	✓

5. Build relationship with Rangitāne (Kahui Ako Goal)
Monitoring - Tash Whitta

Resources / Intended Outcomes	NELP & Budget	Red	Green	Yellow	Blue
Resources: ● Rangitāne PD - Riverdale Pou ● WST Allowance allocated **Intended Outcomes** **5.1** Noho Marae overnight established with Rangitāne **5.2** Rangitāne Māori matrix introduced **5.3** Increased teacher and student knowledge of local stories & histories **5.4** Te Whiringawha Development	NELP Priorities 1,2,3,5,6 **Budget Implications** Release component		✓		✓

6. Provide engaging, stimulating, well-resourced and interactive Learning Environments
Monitoring - Jared Bron & Janine McIntyre

Resources / Intended Outcomes	NELP & Budget	Red	Green	Yellow	Blue
Resources: ● New outdoor space in Junior area to enhance visuals and improve safety standards ● New upgrades in Poutama space (Carpet, walls, lighting and **Intended Outcomes** **6.1** Attractive and well maintained spaces for learning and safe play **6.2** Improved lighting and acoustics in Poutama to improve learning outcomes **6.3** Silver status as an Enviro School	NELP Priorities 1,2,3 **Budget Implications** Junior concrete area Poutama/Patiki 5YPP Enviro Release			✓	

modifications) ● 5YPP Updates						
7. Improve communication with our Community by improving online platforms and cyber safety *Monitoring - Jo Lunn & Jared Bron*		NELP Priorities 2 **Budget Implications** Website Cost			✓	
Resources: ● New website design and launch ● New newsletter design build for the 21st Century ● Improved HERO performance ● Cyber Safety Expert	Intended Outcomes **7.1** New Website and improved layout **7. 2** Newsletter Redesign. Greater 'numbers' reading our fortnightly newsletter **7.3** Cyber Safety update					
8. Transition *Monitoring - Lauren Pyle*		NELP Priorities 1,2 **Budget Implications** Release component Leadership Unit			✓	✓
Resources: ● New Transition Community Information ● Transition Plan	Intended Outcomes **8.1** Review transition procedures **8.2** Continue to build strong relationship with preschools in our zone **8.3** Update Assessment requirements at Year 0					
9. Strengthen leadership capabilities across the school *Monitoring - Jared Bron*		NELP Priorities 6 **Budget Implications** edLead Consultants Release component	✓			✓
Resources: ● Leadership one on ones and group sessions (Release) ● EdLead consultants ● Reading material provided to each Kahui member	Intended Outcomes **9.1** Kahui Professional Development (Leadership) **9.2** Ariki Professional Development **9.3** ALIM (Advanced leadership in Maths Training x 2 Teachers) **9.4** Writing Update & Investigate 2024/25					
10. EOTC (Education Outside The Classroom) *Monitoring - Janine McIntyre*		NELP Priorities 6 **Budget Implications** Release component	✓			✓
Resources: ● First Aid refresher course ● EOTC courses x 2 2024 ● Release component	Intended Outcomes **10.1** EOTC (Education outside the Classroom) Professional Development **10.2** Updated RAMS forms and procedures					

Annual Plan 2024

<table>
<tr><td colspan="6">Initiative 1: Build teacher capability in Maths that align with Refreshed Curriculum
Monitoring - Kerry Bradshaw and Selina McCallum</td></tr>
<tr><td colspan="3"><u>Resources:</u>
External PLD for Maths (Cognition Maths)
Release time for lead staff member for PLD
PLD resources as required by / suggested by our external and internal lead
WST Kahui Allocation
ALiM (Accelerating Learning In Mathematics) x2 lead teachers</td><td colspan="3"><u>Intended Outcomes</u>
1.1 Continue to improve teacher confidence and pedagogy in Maths
1.2 Increased rates of student achievement in Maths
1.3 Align Assessment and Reporting in teacher practice and within HERO
1.4 Accelerate progress in identified target group
1.5 Develop effective classroom practices to raise disposition in Mathematics</td></tr>
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Actions/Goals	Actions	Outcomes	Evidence	When	Lead Teacher/s
1.1 Continue to improve teacher confidence and pedagogy in Mathematics	Scheduled Professional Development sessions with Cognition Math and its alignment with the new refreshed curriculum (PLD Provider)	Teachers will show how they have developed their Mathematics planning and its alignment with the Riverdale mathematics framework	By the end of 2024, Riverdale School will align its Mathematics framework with the new refreshed curriculum	Week 7 Term 4	Kerry Bradshaw/Selina McCallum
1.2 Increased rates of student achievement in Mathematics	Targeted groups identified and data trends captured for clarity across teams	All students across the school make at least 1 year's progress in mathematics	Team data monitoring meetings twice a term to track progress and acceleration.	Twice Termly	Kahui Leads
1.3 Align Assessment and Reporting in teacher practice and within HERO	Updated assessment and reporting guidelines will be aligned and adjusted in the HERO reporting system	HERO tracking tool will be updated using the new assessment framework developed across the year	HERO Assessment and reporting will be unpacked with staff in Term 3. Teacher feedback gathered for next steps	Term 3	Jo Lunn
1.4 Accelerate progress in identified target group	Raise achievement within the Year 4 cohort in mathematics	Year 4 cohort target group (Boys). Specialist group set up to promote acceleration (ALIM PD)	Targets implemented across the Year 4 cohort. Lift achievement by 50% within the identified targeted group	Week 7 Term 4	Jo Lunn/Kerry Bradshaw
1.5 Develop effective classroom practices to raise disposition in Mathematics	Raise confidence and disposition in Mathematics across the school	Show a shift in classroom practices that improves confidence and disposition outcomes for teachers and students.	Gather teacher and student voice identifying their disposition in Mathematics at the start of the year and the end of the year	Term 1 and 3	Selina McCallum (Survey) All teachers/Year 4-6

Initiative 2: Build teacher capability in Reading (Structured Lit and Spelling) that align with Refreshed Curriculum
Monitoring - Sarah Best (Oversight DP - Ebony Maaka)

Resources:	Intended Outcomes
- External PLD platform for Reading (Ideal) - Release time for lead staff member for PLD - PLD resources as required by / suggested by our external and internal lead - WST Kahui Allocation	**2.1** Improved teacher confidence and pedagogy in structured Literacy (Junior School) **2.2** Improved teacher confidence and pedagogy in Spelling (Senior School) **2.3** Increased rates of student achievement in Literacy - - Junior School **2.4** Align Assessment and Reporting in teacher practice and within HERO

Actions/Goals	Actions	Outcomes	Evidence	When	Lead Teacher/s
2.1 Improved teacher confidence and pedagogy in structured Literacy (Junior School) *2022 Goal Continued*	Structured Lit platform set up across school and used effectively in regular classroom planning and practice.	Lead teacher both models and supports junior teachers throughout the year. Coaching and development occurs on a termly basis.	Teachers have effective knowledge and confidence when delivering structured literacy across the junior school. Practice embedded in class timetable and schoolwide assessment.	Ongoing 2024	Sarah Best
2.2 Improved teacher confidence and pedagogy in Spelling (Senior School) *2022 Goal Continued*	Spelling platform set up across school and used effectively in regular classroom planning and practice.	Lead teacher both models and supports Senior teachers throughout the year. Coaching and development occurs on a termly basis.	Teachers have effective knowledge and confidence when delivering structured Spelling across theSenior school. Practice embedded in class timetable and assessment.	Termly	Sarah Best
2.3 Increased rates of student achievement in Literacy - Junior School	Increased rates and acceleration of Literacy Achievement	Target group established with a focus on encoding and decoding. Establish an evidence based matrix in Junior school.	Junior matrix created with established teaching and assessment procedures that promotes acceleration.	Week 7 Term 4	Sarah Best/Ebony Maaka
2.4 Align Assessment and Reporting in teacher practice and within HERO	Updated assessment and reporting guidelines will be aligned and adjusted in the HERO reporting system	Updated progressions created across the school in structured Literacy/Spelling in the HERO system	Updated assessment and reporting will be unpacked with staff in Term 3. Teacher feedback gathered for next steps.	Term 3	Jo Lunn / Sarah Best

Initiative 3: Update and implement learning progressions and indicators within HERO & Data Monitoring and Assessment Update *Monitoring - Jo Lunn*					
Resources: ● HERO Subscription ● PD Release days when required ● Off Site Training			Intended Outcomes **3.1** Assessment aligned with curriculum outcomes on HERO **3.2** Clear steps and progressions available to our community **3.3** Online payment structure added to platform **3.4** Curriculum Hub Update		
Actions/Goals	**Actions**	**Outcomes**	**Evidence**	**When**	**Lead Teacher/s**
3.1 Assessment aligned with curriculum outcomes	HERO platform updated in alignment with Riverdale Framework and refreshed curriculum	For HERO to be an ongoing user friendly tool for effective teaching and assessment.	By the end of 2024, HERO will be updated in alignment with refreshed curriculum schedules	Week 7 Term 4	Jo Lunn/Ariki
3.2 Clear steps and progressions available to our community	HERO to be an effective tool to increase confidence and communication with the Riverdale community	More transparency and improved communication on the HERO platform with our community	Capture feedback from our community during Kanohi ki ti Kanohi	Term 1 and 3	All Staff
3.3 Online payment structure added to platform	Our community to pay for various school items online using a secure platform	Digital payment only. This is for both security and safety purposes.	Less money coming into school. Look at tracking documents termly.	Termly	Ariki/Admin
3.4 HERO aligned with Assessment timetable	Update Curriculum Hub	Design and update curriculum hub within the Kahui team (Think Tanks)	Updated Curriculum Hub co-constructed and unpacked with staff.	Week 7 Term 4	Jo Lunn / Ariki / Kahui

Initiative 4: Increase the use of te Reo Māori across the school
Monitoring - Tash Whitta & Ebony Maaka

Resources:	Intended Outcomes
- External PLD – TTKM - Rangitāne PD - Riverdale Pou - Internal PLD on implementing reo progressions - Unit holder role for Māori Achievement & Equity - Māori Explorers - Matua Tahi Internal Reo PD - Term 2	**4.1** Increased use and understanding of te Reo Māori in staff meetings, classrooms and whole school events **4.2** Increased signage and Reo throughout our Kura **4.3** Maori Explorers Implementation **4.4** Update and improve school Mihi Whakatau/Powhiri **4.5** Target group acceleration in Te Reo

Actions/Goals	Actions	Outcomes	Evidence	When	Lead Teacher/s
4.1 Increased use and understanding of te Reo Māori in staff meetings, classrooms and whole school	Increase rates of te reo being used consistently across the school	Enhance teacher understanding and capability when integrating te reo during daily instruction	Weekly staff meetings with Tahi and Moeroa to lift teacher understanding and capability. Increased instruction and integration of te reo in classrooms	Ongoing	All Staff
4.2 Increased signage and Reo throughout our Kura	Te Reo signage updated and seen consistently throughout our kura.	Everyday spaces named in both English and Te Reo	Front Entrance updated Wharepaku/Toilets updated Classroom common language updated to reflect Te Whiringawha	Week 7 Term 4	Ariki
4.3 Maori Explorers Implementation	Extend and empower Maori students in whakapapa and Rangitane Tikanga	Develop a Tuakana/Teina model with a focus on Mihimihi and whaikorero tikanga	Teacher and student led mihi whakatau/powhiri during school wide events	Termly	Tash
4.4 Update and improve school Mihi Whakatau/Powhiri	Mihi Whakatau/Powhiri to become normalised during the school year	Consistent use when welcoming new students/staff to the school each term. Establish Whai Korero (Teacher and student led)	Termly Mihi Whakatau/Powhiri for new students/staff to school occur	End of Term 2	Ebony/Tash
4.5 Target group acceleration in Te Reo	Accelerate learning and achievement in Te Reo with target group of Maori Explorers	Increase capability and use of Te Reo with a specific group of Year 5-6 students.	PAT results used as a resource and guide to lift achievement in this group	Week 7 Term 4	Tash

Initiative 5: Build relationship with Rangitāne (Kahui Goal)
Monitoring - Tash Whitta

Resources:	Intended Outcomes
● Rangitāne PD - Riverdale Pou ● WST Allowance allocated	**5.1** Noho Marae overnight established with Rangitāne **5.2** Rangitāne Māori matrix introduced **5.3** Increased teacher and student knowledge of local stories & histories **5.4** Te Whiringawha Development

Actions/Goals	Actions	Outcomes	Evidence	When	Lead Teacher/s
5.1 Noho Marae overnight established with Rangitāne	Re-establish Noho Marae visits and overnight stays with Rangitane	Establish a timeline and authentic use of tikanga/Reo learnt at school to use on experience	Timeline and learning intentions set and reflected upon after Noho at local marae	Week 7 Term 4	Tash Whitta/Ebony Maaka
5.2 Rangitāne Māori matrix introduced	Update Riverdale Tikanga in alignment with Rangitane protocol	Schoolwide Matrix developed. Staff Pou created to bring Tikanga knowledge back to our Kura	Riverdale Maori matrix updated and shared with staff that includes Rangitane tikanga	Week 7 Term 4	Tash Whitta
5.3 Increased teacher and student knowledge of local stories/histories.	Gather information and knowledge of our surrounding area	Increased teacher/student knowledge and understanding of local stories and places of significance around Manawatu	Teacher Only Day PD - Hikoi led by Moeroa around significant places in our local area. School wide Inquiry.	Term 2	Tash Whitta Amorangi - Moeroa

Initiative 6: Provide Engaging, Stimulating, Well-Resourced and Interactive Learning Environments
Monitoring - Jared Bron and Janine McIntyre

Resources:	Intended Outcomes
• New outdoor space in Junior area to enhance visuals and improve safety standards • New upgrades in Poutama space (Carpet, walls, lighting and modifications) • 5YPP Updates	6.1 Attractive and well maintained spaces for learning and safe play 6.2 Improved lighting and acoustics in Poutama to improve learning outcomes 6.3 Silver status as an Enviro School

Actions/Goals	Actions	Outcomes	Evidence	When	Lead Teacher/s
6.1 Attractive and well maintained spaces for learning and safe play	Use safety assurance reports to address the needs of the school based on safety, physical play and well being	Install new turf on junior playground, update playground on senior bark area and update hall space (Community feedback and data collection from health and safety reports)	Newly installed turf and senior bark area improvements. New flooring and seating will be improved in the hall.	Week 7 Term 4	Ariki
6.2 Improved lighting and acoustics in Poutama to improve learning outcomes	Update this space to improve learning conditions for both staff and students.	New carpet, lighting and update of spaces fit for purpose. Utilise outdoor learning space and accessibility for students.	Completed upgrade of space by the end of term 3.	End of Term 3	Ariki/Project Manager
6.3 Silver status as an Enviro School	Achieve Silver Status and improve our status as an Enviro School	Complete all criteria to meet Silver Status	Updated criteria checklist	Week 7 Term 4	Janine

Initiative 7. Improve Communication with our community by improving Online Platforms and Cyber Safety
Monitoring - Jo Lunn and Nic Carter

Resources:	Intended Outcomes
• New website design and launch • New newsletter design build for the 21st Century • Improved HERO performance • Cyber Safety Expert	7.1 New Website and improved layout 7. 2 Newsletter Redesign. Greater 'numbers' reading our fortnightly newsletter 7.3 Cyber Safety update

Actions/Goals	Actions	Outcomes	Evidence	When	Lead Teacher/s
7.1 New Website and improved layout	Launch new website for our community	Update content/images and improve 'user experience' for the community and prospective parents.	New Website online	End of Term 1	Jo/Jared

7.2 Newsletter Redesign.	Greater 'numbers' reading our fortnightly newsletter	Improved format to increase productivity and mobile viewing	New newsletter format	Term 1	Jared/Selina
7.3 Cyber Safety update	Upskill cyber safety procedures and content for students and involve our community in the process	New classroom Digital Safety sessions and content. Host a parent Cyber Safety meeting	Increased knowledge and understanding from both students and staff. Over 75% of our community attend our Cyber Safety parents night.	Term 3	Jared/Nic

Initiative 8 - Transition **_Monitoring - Lauren_**					

Resources: ● New Transition Community Information ● Transition Plan			Intended Outcomes **8.1** Review transition procedures **8.2** Continue to build strong relationship with preschools in our zone **8.3** Update Assessment requirements at Year 0		
Actions/Goals	**Actions**	**Outcomes**	**Evidence**	**When**	**Lead Teacher/s**
8.1 Review transition procedures	Create a new transition plan between Piako Tahi and Piako Rua	Create a transition that allows greater ratio control and stability across the junior school	New transition review and parent feedback	Termly Review/Update	Lauren
8.2 Continue to build strong relationship with preschools in our zone	Strengthen relationship and communication	Organise regular visits to identify and prepare in advance, students who will be attending Riverdale School	Greater opportunity for response and preparation. Information flyers to be updated and delivered.	Ongoing	Lauren/Ebony
8.3 Update reporting requirements at Year 0	Identify the balance needed when reporting progress and achievement in Paiko Tahi	Establish clear reporting guidelines during transition time in Piako Tahi	New reporting guidelines produced in consultation with Ariki, BOT and community.	Week 7 Term 4	Lauren

Initiative 9. Strengthen Leadership capabilities across the school
Monitoring - Jared Bron

Resources:	Intended Outcomes
- Leadership one on ones and group sessions (Release) - EdLead consultants - Reading material provided to each Kahui member	**9.1** Kahui Professional Development (Leadership) **9.2** Ariki Professional Development **9.3** ALIM (Advanced leadership in Maths Training x 2 Teachers) **9.4** Writing Update & Investigate 2024/25

Actions/Goals	Actions	Outcomes	Evidence	When	Lead Teacher/s
9.1 Kahui (Leadership Development)	Strengthen our school Kahui team across the school	Professional Reading - Leaders Eat Last. Unpack throughout the year with Edlead consultant, Carol Lynch. Meet twice per term.	Reflective notes and actions that each individual has made throughout the year. Presented at the end of the year.	Ongoing	Kahui Leadership
9.2 Ariki Professional Development	Strengthen leadership across the Ariki team	DP/AP group established for professional meetings and targeted growth. Principal involved in PGC group to complete professional growth cycle.	Reflective notes and actions that each individual has made throughout the year.	Ongoing	Ariki Leadership
9.3 ALIM (Advanced leadership in Maths Training x 2 Teachers)	Strengthen internal leadership in Mathematics across the school	2 x teachers embark on specific development to strengthen leadership and knowledge in Mathematics	Complete the ALIM professional development over two years.	Ongoing	Josie and Kerry
9.4 Writing Update & Investigate 2024/25	Review Writing procedures and guidelines at Riverdale School	Update and strengthen existing schoolwide Writing Delivery and assessment Documents	Align Riverdale Writing Documents with refreshed curriculum document and Professional Development/Research	Ongoing	Jo Lunn

Initiative 10. EOTC
Monitoring - Janine McIntyre

Resources:	Intended Outcomes
- First Aid refresher course - EOTC courses x 2 2024	**10.1** EOTC (Education outside the Classroom) Professional Development **10.2** Updated RAMS forms and procedures

Actions/Goals	Actions	Outcomes	Evidence	When	Lead Teacher/s
10.1 EOTC Professional Development	Upskill EOTC staff in the latest policies and procedures	Send EOTC staff member and Deputy Principal to EOTC course mid year and end of year (Prep and reflection)	Update EOTC policies and procedures and share updates with staff	Ongoing	Janine/Ebony

10.2 Updated RAMS forms and procedures	Review and update safety and management plans for EOTC activities for both staff and BOT	Update EOTC policies and procedures and share updates with staff	Staff Meeting pre EOTC Week	Term 4	Janine