



Te Awa Hou (New River) was a merger of four schools. The large rolling line of the Mangō-pare (Hammerhead Shark) shows the nurturing of those schools and the flow on as the four schools became one

In the continuation of the rolling line it shows how whānau, akōnga and staff's wealth of knowledge and Life Long Learning continues to be nurtured within the flowing effect of a river during their time at Te Awa Hou.

The kōwhaiwhai pattern represents the ongoing whakapapa of our kura, whānau, akōnga and staff and how it evolves during their journey at Te Awa Hou.

When one person's journey ends there is always another beginning.

Strategic Plan 2024 - 2025

School Vision

'Empowering for Life'

At New River Primary, we will empower our students to become confident, connected lifelong learners in an environment that promotes manaakitānga.

- **Manaakitānga** – (respecting and caring for each other) encompasses ideas such as reciprocal relationships, accepting differences, kindness, inclusion and collaboration.

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 / curriculum - Data collection and analysis of attendance - Rongohia Te Hau - staff / akōnga/ whānau surveys - Teacher Self review processes - Board Self review processes - Whānau voice - hui and anecdotal | <ul style="list-style-type: none"> - Alignment with the goals set for the Invercargill Kahui Ako - developed in collaboration with Middle School, Tisbury School, Aurora College and New River Primary. -ERO Evaluation for Improvement Focus in collaboration with staff, BOT and ERO |
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The same processes will be used to measure progress in 2024 and 2025.

Strategic Goal Alignment Education and Training Act 2020

	Goal 1	Goal 2
s127 - Objectives of boards in governing schools		
Every student at the school is able to attain their highest possible standard in 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

		Goal 1	Goal 2
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 gains sound foundation skills, including 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:				
To support akōnga to achieve their potential, understanding that success looks different for all akōnga		Te Tiriti o Waitangi		
		Art 1	Art 2	Art 3
2024	Refine mathematics teaching and learning, strengthening assessment practices, alongside the refreshed Maths Curriculum, in preparation for implementation from the start of 2025.		✓	✓
	Review existing literacy practices and programmes, alongside the refreshed English Curriculum, in preparation for implementation from the start of 2025.		✓	✓
2025	Build awareness and grow understanding of Te Mātaiaho with kaiako and whānau.		✓	✓
	Align Te Mātaiaho with school systems and processes in Literacy and Maths	✓		

STRATEGIC GOAL 2:				
To focus on akōnga overall wellbeing, to improve attendance and engagement		Te Tiriti o Waitangi		
		Art 1	Art 2	Art 3
2024	Acknowledge, promote and celebrate the cultural diversity within New River Primary, using akōnga / whānau to help lead learning.	✓	✓	✓
	Review of attendance processes to meet the 2024 MOE Attendance Goal of 70% of akōnga attending school regularly by the end of 2024	✓		
2025	Provide increased opportunities for akōnga decision making in their own learning		✓	✓
	Review of attendance processes and work more with whānau to reduce the number of akōnga in the moderately absent / chronically absent categories	✓		✓

Te Tiriti o Waitangi

Annual Plan 2024

STRATEGIC GOAL 1: To support akōnga to achieve their potential, understanding that success looks different for all akōnga

Strategy – Refine mathematics teaching and learning, strengthening assessment practices, alongside the refreshed Maths Curriculum, in preparation for implementation from the start of 2025.	
Outcomes Expected	
<i>Ākonga will</i>	<i>Kaiako will</i>
<ul style="list-style-type: none"> demonstrate active participation in mathematics learning opportunities achieve at levels appropriate to their age / (curriculum) expectations (or better) 	<ul style="list-style-type: none"> fully commit to and participate in the implementation of teaching/ learning strategies most appropriate to students' identified needs Develop confidence in the use of the Learning Progression framework in mathematics Analyse, evaluate and act on data trends (class / year/ school levels accordingly)

Strategy – Review existing literacy practices and programmes, alongside the refreshed English Curriculum, in preparation for implementation from the start of 2025.	
Outcomes Expected	
<i>Ākonga will</i>	<i>Kaiako will</i>
<ul style="list-style-type: none"> demonstrate active participation in literacy learning opportunities Identify next learning steps in reading and writing 	<ul style="list-style-type: none"> review literacy processes and practices regularly monitor and review student progress in writing and reading, adjusting practice to meet akōnga needs Discuss and share best practice

Targets are highlighted

Actions	
<ul style="list-style-type: none"> Use of school documentation Sharing of practice Feedback on practice Data analysis Ongoing tracking of progress 	<ul style="list-style-type: none"> Teacher professional development PGC Specialist Maths Teacher Support ALIM Maths Withdrawal Groups

STRATEGIC GOAL 2: To focus on akōnga overall wellbeing, to improve attendance and engagement

Strategy – Acknowledge, promote and celebrate the cultural diversity within New River Primary, using akōnga / whānau to help lead learning.	
Outcomes Expected	
<i>Ākonga will</i>	<i>Kaiako will</i>
<ul style="list-style-type: none"> experience and benefit from tuakana teina opportunities be encouraged to share their cultural knowledge within the classroom and wider school community 	<ul style="list-style-type: none"> co-construct teaching and learning opportunities using akōnga / whānau expertise, where possible promote language weeks with more fidelity

Strategy – Review of attendance processes to meet the 2024 MOE Attendance Goal of 70% of akōnga attending school regularly by the end of 2024	
Outcomes Expected	
<i>Ākonga will</i>	<i>Kaiako will</i>
<ul style="list-style-type: none"> understand the importance of attending school regularly Identify barriers affecting attendance 	<ul style="list-style-type: none"> Follow attendance processes and procedures Monitor closely class attendance , make contact with whānau after 3 days and alert management of regular absence concerns Analyse, evaluate and act on attendance data trends (whole school/ year level / individual)

Targets are highlighted

Actions	
<ul style="list-style-type: none"> Culture Club - Pacifica / Kapa Haka/ Ukelele Group Language Weeks Polyfest Analysis of attendance data 	<ul style="list-style-type: none"> Teacher meetings for development, reviewing and planning Waihōpaitaka Programme Kahui Ako Attendance Initiatives Liaison with whānau / community leaders

Timelines -all actions will run all year

Resourcing - budget, staffing and M unit allocation prioritised to meet actions above

Priority given to akōnga whose needs have not yet been met within the actions and resourcing above.

Annual Targets 2024

Strategic Goal	STRATEGIC GOAL 1: To support akōnga to achieve their potential, understanding that success looks different for all akōnga
Strategy	Refine mathematics teaching and learning, strengthening assessment practices, alongside the refreshed Maths Curriculum, in preparation for implementation from the start of 2025.
Outcomes Expected	<p><i>Ākonga will</i></p> <ul style="list-style-type: none"> achieve at levels appropriate to their age / (curriculum) expectations (or better) <p><i>Kaiako will</i></p> <ul style="list-style-type: none"> Analyse, evaluate and act on data trends (class / year/ school levels accordingly)

Strategic Goal	STRATEGIC GOAL 2: To focus on akōnga overall wellbeing, to improve attendance and engagement
Strategy	Review of attendance processes to meet the 2024 MOE Attendance Goal of 70% of akōnga attending school regularly by the end of 2024.
Outcomes Expected	<p><i>Ākonga will</i></p> <ul style="list-style-type: none"> understand the importance of attending school regularly Identify barriers affecting attendance <p><i>Kaiako will</i></p> <ul style="list-style-type: none"> Analyse, evaluate and act on attendance data trends (whole school/ year level / individual)

Baseline Data	Achievement Target
<p>At the end of 2023, 63% of New River students were achieving at or above their expected level in mathematics..</p> <p>Cohort Achievement At or Above</p> <p>Year One - 91%</p> <p>Year Two - 59%</p> <p>Year Three - 53%</p> <p>Year Four - 49%</p> <p>Year Five - 40%</p>	<p>That all students will progress within their expected phase of learning.</p>

Baseline Data	Achievement Target
<p>In Term One 2023 , 49.2% of all students attended regularly (more than 90%of the time)</p> <p>In Term Two, 33.1% of all students attended regularly.</p> <p>In Term Three, 40.7% of all students attended regularly.</p> <p>In Term Four, 41.7 % of all students attended regularly.</p>	<p>Meet the MOE Attendance Goal of 70% of akōnga attending school regularly by the end of 2024.</p>