



Mā te whiritahi, ka whakatataki ai ngā pūmanawa ā tāngata
Together weaving the realisation of potential

School Charter Updated for 2026

StrategicGoals and 2026 Annual Plan

Riverlands School Charter / Strategic Plan Overview

Founded in 1906, Riverlands School is located on the southern fringes of Blenheim, offering a rural outlook and feel. Riverlands School is a full primary that offers education from years 1-8.

From 2004-2023, the school has steadily grown, with a peak roll of approximately 240 students. More recently, in line with demographic data for Marlborough, we have experienced a decline in primary school aged children in our zone. While we operate within a designated home zone, we proudly welcome around 40% of our students from out of zone, reflecting the strong reputation and inclusive culture of our school.

Through our Positive Behaviours for Learning (PB4L) journey, and through close community consultation we have identified the important values we strive to live by and show as we go about our mahi and form educationally powerful relationships at Riverlands School. At Riverlands School, our core values—**Respect (Manaakitanga), Responsibility (Kaitiakitanga), Resilience (Manawaroa), and Relationships (Whanaungatanga)**—guide our learning environment, fostering a culture of excellence, wellbeing, and belonging.

Our mission statement, "**Mā te whiritahi, ka whakatutuki ai ngā pūmanawa ā tāngata**"—"Weaving together the realisation of potential"—reflects our commitment to nurturing every learner's strengths and aspirations through connection, collaboration, and high expectations.

We are fortunate to have an incredibly supportive school community, with our **Friends of the School (FoTS)** group playing a vital role in fundraising to provide enriching experiences and additional resources for our learners and staff.

Riverlands School recognises the unique position of **Māori culture** in Aotearoa and is committed to upholding the principles of **Te Tiriti o Waitangi**. We actively integrate **te reo Māori me ōna tikanga** into our curriculum and strive to create an environment where all learners feel valued, culturally connected, and empowered to succeed.

Our strategic focus areas

Strategic goal areas	Key outcomes	Success indicators
1- Achievement & Learning Focus on achievement, learning and progress to enable our tamariki to realise their potential by holding high expectations for all ākonga in all areas.	Ensure high expectations for all ākonga, fostering progress and engagement.	Students are present, engaged and challenged at Riverlands School.
2- Curriculum & Professional Growth Develop our local curriculum and our people in line with Te Mātaiaho to strengthen effective teaching and ensure learners are engaged and active in their learning.	Develop our local curriculum and empower teachers in line with Te Mātaiaho.	Staff actively engage in targeted professional development and learning, demonstrating growth and improved expertise.
3- Community & Connections Build learning focused connections within and across our learners, teachers, whānau and wider community.	Strengthen the partnerships between learners, teachers, whānau, and the wider community.	Learners have an opportunity to take action with their learning. The students are involved in the community and the community is involved in the school.

Riverlands School Annual Plan 2026

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Riverlands School 2026 Strategic Goal 1: Participation, Engagement and Achievement <i>Ensure high expectations for all akonga, fostering participation, progress and engagement.</i>	
Strategic Goals	How we are going to do it
1.1 Set equitable Achievement Targets: Set specific, measurable achievement targets for groups of students not yet achieving equitable outcomes. This includes addressing the gender achievement gap (boys' literacy) identified in 2025.	- Fortnightly Data team hui that focus on using data to drive pedagogical change. Numbers to names to needs. Set short term targets and Monitor these Targets. - Be brave-Look at 'out of the box' strategies to improve outcomes for boys. - Using our data so we can see how all students are achieving (IEP, ESOL). - Empower whānau to be actively involved in their child's learning.
1.2 Student Retention (Years 7-8): Investigate and implement strategies to retain students at the Year 7 and 8 level by optimizing school property and resourcing to provide a distinct, high-value "senior school" experience.	- Continue to develop a range of leadership opportunities for senior students that are not just additional jobs (Target Year 5/6 tamariki) - Annual student and parent survey that asks students what would encourage them to stay at Riverlands School in Years 7 and 8. - Providing the senior students with a physical environment that encourages responsibility- eg a student Kitchen. Special 'common room' for the Year 7/8s (microwave, toastie maker, couches, etc) - Investigate opportunities to collaborate with other full primary schools. - Celebrate and grow the Culture and Opportunities that a full primary can offer.
1.3 Attendance – "Every Day Matters": Transition to a proactive Attendance Management Plan. Using the STAR framework, we will identify and support students at the 'Worrying' threshold before they reach 'Chronic' levels. 1.3.1-Maximise Learning time	- The Riverlands School BoT will set ambitious attendance targets and review these at the end of each term. Term 1 2026- 75% (Compared to Term 1 2025 rate of 71%) Term 2 2026- 70% (Compared to Term 2 2025 rate of 61%) Term 3 2026- 70% (Compared to Term 3 2025 rate of 64%) Term 4 2026- 65% (Compared to Term 4 2025 rate of 57%) - Enact the Stepped Attendance Response plan. - Maintaining relationships with the whanau and tamariki so we understand if there are barriers to attendance. - To "weave the realisation of potential," every minute in the classroom must be purposeful.
1.4 Extra-Curricular Growth: Expand extracurricular clubs (e.g., Coding, Gardening, Chess, Art, Music) to increase engagement and student agency.	- Train and support a team of 5/6/7/8 students to run events at lunch time - Balance a philosophy of participation with one of excellence. - Teachers lead extra curricula activities with tamariki during breaktimes- Major extra curricula initiatives may attract part of a Management Unit for a term.
1.5 Successfully implement Tier 2 Interventions: Staff implement targeted interventions to bridge achievement gaps:	- Using data informed practices within the Data Teams. - Intervention teachers regularly communicate with classroom teachers and whānau to support the continuation of what is taught in Tier 2. - Partnership with whānau to support the interventions at home. ❖ BSLA Intervention (Years 0-6) - 0.4 FTTE. ❖ Mathematics Intervention (Years 0-6) - 0.26 FTTE. ❖ Years 7-8 Maths Acceleration Programme (Terms 1 & 2) - 0.08 FTTE.

Riverlands School 2026 Strategic Goal Two: Growing Professional Capability

Through staff Professional Development, implement a curriculum that provides inclusive and balanced programmes.

Strategic Goals	How we are going to do it
2.1 Professional Growth Cycle (PGC): Ensure all staff are actively involved in a purposeful and personalised Professional Growth Cycle . This cycle empowers teachers to lead their own professional learning, aligned with both school strategic goals and individual career aspirations.	• Staff PLD sessions to get us ready for the revised standards. • Set personal goals for our PGC based on the new Standards. • Effective use of CRT time, which includes, → Connections within our school and across school → Observations by other teachers and LT → Forums online to support and research • LT to learn more about classroom visits / observations and feedback.
2.2 Curriculum Implementation: Prioritise the PLD cycle on the revised New Zealand Curriculum and accompanying assessment tools, ensuring workload is managed effectively during this significant shift.	• Make full use of the MoE Curriculum advisory to support PLD sessions. • A Management unit allocated to Teina and Tuakana English and Mathematics Leadership. • Using CRT time for learning in this area and sharing this knowledge with others. • Communicate well with each other, sharing what we are wanting to learn and focus on so that our teams can be unified. • Assessment - Participate in the MoE Funded PLD
2.3 Specialized Microcredentials: Support teachers in completing the BSLA Year 4-8 Microcredential and 1 teacher in the Mathematics intervention PLD. DP completing the specialist teacher BSLA microcredential.	• Implement interventions with fidelity • Sharing new learning and regular opportunities to observe each other and receive feedback (especially related to fidelity and 'sticking to the programme and script'). • Teachers who are enrolled in the microcredential course will complete them.
2.4 Evidence-Based Practice: Use the "Data Teams" model to examine and improve practice fortnightly, ensuring teaching is adaptive and directly addresses the targets set for students not yet achieving equitable outcomes.	• Be brave to try. Fast failures can be more powerful than small long term wins. • PLD structured around data team goals to improve student achievement .

Riverlands School 2026 Strategic Goal Three: Strengthen Community & Learning Connections

Embed inclusive practices and foster strong partnerships to ensure every student and whānau feels valued.

Strategic Goals	How we are going to do it
3.1 Provide multiple opportunities for the community to connect with the school and for the school to connect with the community : Continue curriculum celebrations and recognize the diverse cultural demographics of Riverlands School.	• Have more physical and digital presence in the community. • Continue our whānau celebrations after each inquiry unit. • Invest targeted time and resources into our Term 3/4 “Connecting Worlds: Exploring a Global Culture” unit.
3.2 Continue to enhance road safety around the School at pick up and drop off times: Investigate creating additional parking on public roads to address community safety concerns and improve the start of day and end of day experience for whānau.	• Provide additional parking near the school gate • Regular communication to whānau about road safety and school procedures
3.3 Strengthen the home / school / club sports partnership: Strengthen the home-school partnership through the Sports Coordinator, focusing on providing timely information and increasing participation in organized team sports.	• Provide whānau with regular and timely information about how them and their children can be involved in sports teams. • Support a small number of sports associations to encourage participation in team sports. • Prepare teams before competitions - staff/parents

