Richmond View School

Ako Mā āke tonu atu (Educating for eternity)

Strategic Plan

2023

Richmond View School - 2023 Mahere Rautaki (Strategic Plan)

Ngā Tohutohu Manaó
(GUIDING STATEMENTS)

Learners

	2023	2024	In the future
Learner Progress and Achievement	Consolidate processes & actions relating to updated expectations in: - Literacy across the school - Behavioural	Monitor hard and soft data consistently for enhanced learner outcomes.	Consider development of learner profiles for Y6, Y10 and Y13 students.
Te Tiriti O Waitangi	Increase the presence and depth of Te Reo & Tikanga at RVS.	Increase the visual presence and depth of biculturalism at RVS.	A long-term plan for 'bottom-line' Te Triti understanding via current staff maintenance and new staff orientation is developed.
Inclusive Learning Climate	Feedback loops and processes are defined, robust and regular across different levels of the school.	Review participation in collaborative events designed to connect whānau and the school.	Refine and make more visible the RVS Values to the whole community.
Wellbeing and Safety	Responsive internal review is effective and normalised for high levels of wellbeing and safety.	Responsive internal review is effective and normalised for high levels of wellbeing and safety CTD.	Ownership of wellbeing and safety is collectively owned by all staff equally.

Values

- Love for God, ourselves, others and respect for God's creation
- Faith
- Hope
- Humility
- Integrity
- Excellence
- Perseverance

Conditions to Support Learners

	2023	2024	In the future
Responsive Curriculum | Planning	Learning tools, particularly digital are leveraged to personalise learning opportunities.	Personalised learning programmes concept central to RVS philosophy reviewed for effectiveness and coherence.	A range of opportunities are available to our students, on and offsite that create exciting, personalised learning experiences.
Effective Teaching	Quality differentiation, scaffolding and feedback practices are entrenched as per our vision and mission.	Quality differentiation, scaffolding and feedback practices are entrenched as per our vision and mission CTD.	Normalise relational pedagogies, particularly in Y9-13 as a core RVS underpinning philosophy.
Leadership and Capability	Quality staffing of RVS is a priority and orientation for new staff is clear and responsive.	Orientation and definition of new Middle School Associate Principal. Restructure roles if need be.	Consider RVS pastoral needs demand vs supply of staffing and outcomes.
Partnerships	Increase the number of, and depth of connection with Hapu and Iwi.	Increase the number of, and depth of connection with Hapu and Iwi CTD.	Continued focus on agency and opportunity for quality partnerships.
Stewardship	Data is scrutinised for strategic purposes and hapū perspectives are considered in planning.	The RVS BoT consider its presence in the community and its methods for collecting feedback.	Succession planning for sustained growth.
Evaluation for Improvement	RVS Hub development for organisational coherence and benchmark clarity.	Teacher inquiry process is refined and re-presented in keeping with Piritahi best practice.	Staff show agency and definitive progress through the process of quality, professional evaluative practice.

Manaakitanga

We encourage our community to practice manaakitanga,in the same way that God does - without limit or discrimination.

Whanaungatanga

We foster a sense of whanaungatanga through the fundamental belief that we are one family in the body of Christ, enhanced by race, age and culture.

Mahi Tahi

We promote mahi tahi through partnering with students, staff, whanau and the wider community in the pursuit of excellent education for all.

Richmond View School
2023 Mahere Rautaki (Strategic Plan)

Vision - Educating for Eternity

Mission - Within the framework of a Christian worldview, Richmond View School will provide an excellent education, that equips each student for their future.

Manaakitanga

Hospitality, kindness, generosity, support - the process of showing respect, generosity and care for others.

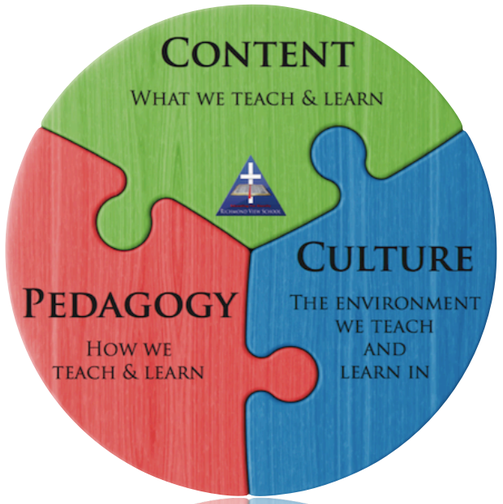
Whanaungatanga

Relationship, kinship, sense of family connection - a relationship through shared experiences and working together which provides people with a sense of belonging. It extends to others to whom one develops a close familial, friendship or reciprocal relationship.

Mahi Tahi

Working together, collaboration, cooperation and teamwork. Working as a team toward our vision and mission.

	2023	2024	In the Future
Professional Learning & Development	**Staff** - Learning to Learn - Martin Hughes - 200hrs - Teaching Redemptively short course **Leadership** - Ongoing NZQA, subject and leadership learning **BoT** - Orientation courses for new BoT - NZSTA	**Staff** - Curriculum refresh - TR CTD **Leadership** - Sustainability of balance in leadership **BoT** - Cultural engagement training	- Trauma informed Practice - Curriculum refresh for staff CTD - NCEA implementation via NZQA
Significant Review	Jnr School Literacy (with ERO) School IT network and filtering Te Tiriti at RVS - Dual Working groups	- Special Character - Personalised learning review - Christian & Biblical Studies	- Arts curriculum review across school - Science (Jnr School)
Property	Complete and begin using E Block Development of Technology area Integration of Den and Technology Areas Significant car park upgrade Refurbish B Block to create new CRT space and a 2nd AP office Significant A Block toilet upgrade	Small learning spaces consideration Planting of boundary Outdoor furniture and shade Admin solution	DBlock Snr Field irrigation and levelling Library and staff room
Special Character	1/. Investigation and implementation of a sustainable model of Special Character Professional Development for the Staff of RVS and an annual report be submitted to the Board by the Principal or RVS Staff Rep. 2/. The above mentioned report also be made available to the RVS Community alongside any outcomes from further Special Character Reviews. 3/. Based on requirements for Preferred Status enrolment for Students - a similar Special Character status review for Staff (this Special Character must be lead and modelled) is done and reported by the Principal with a face-to-face meeting with the Proprietor annually	Special Character Review Teaching Redemptively PLD	Implement new review findings



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Ako Mā āke tonu atu (Educating for eternity)

Annual Plan

2023

Richmond View School

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Annual Plan
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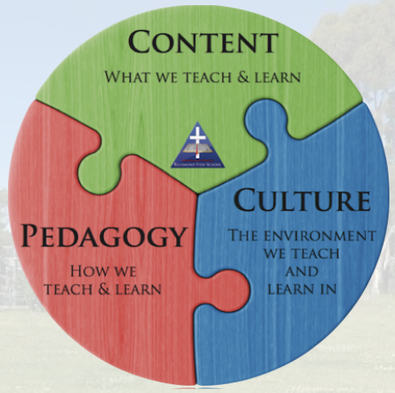

RVS LEARNERS	Strategic Goal	Refined Goal	Who	When	Variance (For BoT feedback - Principal's Report)	Stage
Learner Progress & Achievement	Consolidate processes & actions relating to updated expectations in: - Literacy across the school - Behavioural	- Undertake a significant review of literacy learning in Junior School in conjunction with ERO - Consolidate behavioural expectations with existing but particularly new staff	Junior AP Deputy Principal	End of '23 T3		
Te Tiriti	Increase the presence and depth of Te Reo & Tikanga at RVS.	- Use the facility of dual working groups to see accelerated progress in: - Tikanaga Maori - Curriculum Refresh (localised curriculum as an area of this)	Principal &: C Petaera P Olliver	End of T1 set up Fortnightly feedback Actions begun by TOD, T2 2023		
Inclusive Learning Climate	Feedback loops and processes are defined, robust and regular across different levels of the school.	Feedback is received and analysed from key stakeholders regularly and consistently via: - Student surveys - Walkthroughs - Moderation - Whanau consultation	AP, DP & Principal	T1 & 3 Termly Biannual T3		
Well-being & Safety	Responsive internal review is effective and normalised for high levels of well-being and safety.	Standard processes and forms are created to effectively and efficiently evaluate an event afterward for improvement.	STL & Sport/EOTC people	T1 and throughout year		

Stage Key		Behind target risk	
Not Started		Completed	
Underway		Above Expectation	

Conditions to Support Learners	Strategic Goal	Refined Goal	Who	When	Variance (For BoT feedback - Principal's Report)	Stage
Responsive Curriculum & Planning	Learning tools, particularly digital are leveraged to personalise learning opportunities.	Skill and effectiveness in T&L regarding digital devices as pedagogical tools are enhanced through PLD and teacher growth cycles.	Teaching Staff	By Mid T4		
Effective Teaching	Quality differentiation, scaffolding and feedback practices are entrenched as per our vision and mission.	Continue with significant PLD in scaffolding, differentiation and feedback. Staff make use of their Growth Cycle inquiries to appropriate learning for equitable outcomes.	Teaching Staff	End of 2023		
Leadership & Capability	Quality staffing of RVS is a priority and orientation for new staff is clear and responsive.	In trying times, hiring of staff follows policy, is shared and responds to both supply and demand.	BoT & SLT	Ongoing		
Partnerships	Increase the number and depth of connection with Hapu and Iwi.	The RVS BoT actively identify and seek connection with local hapu and iwi on their aspirations and ideas.	BoT	End of T3		
Stewardship	Data is scrutinised for strategic purposes and hapū perspectives are considered when planning.	Hard and soft data is scrutinised by the BoT as a whole and as sub-groups including Maori achievement data specifically.	BoT & SLT	T1 & 3		
Evaluation for Improvement	RVS Hub development for organisational coherence and benchmark clarity.	Middle school Hub curriculum work to be completed mid-2024.	SLT & Admin	Y0-10 2023 Y11-13 2024		

ROLL DATA				
	2023	2024	2025	
Guesstimate...	3	9	12	
Pre Enrolments	9	21	20	
Junior	152	136	129	
Middle	110	107	106	
Senior	52	65	78	
Current roll	314	329	333	
Projected Roll	326	338	345	
Y0	10	12	12	
Y1	25	21	23	
Y2	26	25	21	
Y3	24	26	25	
Y4	29	25	26	
Y5	26	29	25	
Y6	24	26	29	
Y7	28	25	26	
Y8	26	28	25	
Y9	29	27	28	
Y10	27	29	27	
Y11	22	27	29	
Y12	16	22	27	
Y13	14	16	22	
	326	338	345	

	Junior 1-6	Middle 7-10	Senior 11-13	Total
Preferred Waitlist	21	29	0	50
To be processed*	10	3	0	13
Non-Preferred Waitlist		73		73
				136

Piritahi Kahui Ako Annual Plan 2023

Vision

***'Whiria ngatahi ngā ākonga* - Weave Learners Together'**

Principles

- Equity, Excellence, and Belonging
- Collaborative Inquiry
- Cultural Relationships for Responsive Pedagogy

Achievement Success Indicators

- All learners make expected progress
- Progress measured and analysed
- Strong moderation practices
- Trusted reliable data informs practice
- Equitable outcomes for all

Workstreams / Action Plans

Strengthening Teacher/Leadership Capability

- Build kaiako capabilities and competencies in Matauranga Māori and te reo Māori
- Explore Te Mātaiaho and implement the Aotearoa NZ histories as part of the curriculum refresh
- Build leadership capacity to enhance effective teams within and across schools and ECE.

Hauora

- Increase attendance and engagement
- Address inequities, racism and bias using research based pedagogies and practices
- Use best practice to meet the diverse needs of mokopuna eg. anxiety, neurodiversity and trauma informed practice.

Educationally powerful Connections and relationship

- Build governance capability with an emphasis upon cultural competence and kaupapa Māori.
- Strengthen pathways and transitions for all ākonga.
- Understand and support whānau and aiga aspirations to strengthen reciprocal learning partnerships.

		Variance
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