



Ridgeview Annual Strategic Implementation Plan 2026

Developing High Expectations and Excellence Across the School

Strategic Goal	Breakdown of Goal for 2026	Action Points and Resources	Measurable outcomes
<p>Empowering Teaching and Learning: Focus: Lift achievement through high-quality, inclusive teaching and strong curriculum design.</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Strengthen structured literacy and refreshed mathematics implementation. ● Build teacher capability through targeted PLD, coaching, and collaboration. ● Use data to personalise learning and communicate progress clearly to whānau. ● Ensure all learners experience success. <p>Government alignment: Raising achievement in literacy, maths, and impacting attendance.</p>	<p>Literacy - -Ensure consistent use of agreed structured literacy approaches across all learning levels through observations, having planning in shared drive.</p> <p>-Build teacher confidence and capability in phonics, decoding, spelling, and comprehension instruction</p> <p>-Build teacher knowledge of the finalised 2026 curriculum - create space once a term for the teachers to share questions and read through the sections of the curriculum.</p> <p>-Identify and respond early to learners requiring additional support - Create a role for a leadership space to focus on the tracking and monitoring to be able to identify this early.</p> <p>-Introduce The writing revolution and work through this as a staff to develop strong writing foundations and progressions across the school</p> <p>-Coaching and observation cycles focused on literacy practice.</p> <p>-Regular monitoring of literacy progress using agreed assessment tools</p> <p>-Targeted interventions for learners below expectation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers observe each other once a term in this space. <input type="checkbox"/> Look for literacy PLD opportunities outside of Ridgeview. Funding from the PLD Budget <input type="checkbox"/> 2 dedicated days this year to spend on the curriculum. <input type="checkbox"/> Fortnightly Meetings on Target students and teacher practice <input type="checkbox"/> Leadership position dedicated to tracking target students and monitoring teacher progress in this space. Early identification of students not making progress. <input type="checkbox"/> Coaching sessions with each teacher per term <input type="checkbox"/> Set time for teachers to spend on the writing revolution - Buy 1 copy per class to support teachers in their learning <input type="checkbox"/> Create Target student tracking sheet 	<p>Evidence across school planning and classroom practice demonstrates consistency in literacy teaching practice.</p> <p>Students' abilities to write effectively demonstrated in classroom tasks, workbooks and assessment outcomes.</p> <p>Tracking sheets of target students</p> <p>Teachers collected evidence of student achievement</p> <p>Review of leadership positions effectiveness</p> <p>Assessment results mid year and end of year from SMART Assessment</p> <p>Tracking of 23 students from Pakari and Pitau - showing an improvement from consolidating to Proficient - have assessment data and evidence to support this shift.</p>

	<p>Numeracy -Embed refreshed mathematics curriculum expectations into planning and teaching - Teachers to share progress and regularly reflect on MNP implementation.</p> <p>-Increase teacher confidence in mathematical pedagogy and assessment through target PLD</p> <p>-Teachers to initiate PLD needs - budget PLD Funds for support in learning around mathematics</p> <p>Implement Maths No problem Assessment tracking sheets- utilising tracking sheets to map how students are progressing through the MNP</p> <p>-Use of rich mathematical tasks and consistent language across the school</p> <p>-Regular analysis of maths achievement data and target students</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers to implement the MNP scope and sequence within their planning. <input type="checkbox"/> Leadership position developed to set up target student tracking sheets <input type="checkbox"/> Allocate fortnightly strategic meetings for sharing evidence and problem solving around student achievement <input type="checkbox"/> Teachers to find PLD they would like to attend - Allocated PLD Budget \$4000 <input type="checkbox"/> Teacher only focused on the implementation in their classrooms. <input type="checkbox"/> Create a collaborative folder for Rich tasks that can be used across the school. 	<p>Students achievement in mathematics Improved outcomes for target students-Tracking of 23 students from Pakari and Pitau - showing an improvement from consolidating to Proficient - have assessment data and evidence to support this shift.</p> <p>Teacher implementation within the new curriculum is at the correct year level</p> <p>Assessment data from SMART tool year 3-6</p> <p>Assessment check in tool year 2</p>
<p>Wellbeing, Belonging & Behaviour: Focus: Foster a culture of kindness, respect, and positive relationships for all.</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Embed consistent PB4L (REPS) expectations across all settings. ● Prioritise student and staff wellbeing through clear supports and reflection. ● Deepen student leadership and restorative approaches. 	<p>Ensure PB4L (REPS) expectations are explicit, consistent, and visible across classrooms, playgrounds, EOTC, and whole-school events.</p> <p>Strengthen student and staff wellbeing systems, ensuring early support, shared language, and regular reflection.</p> <p>Taking time to run PLD for support staff working alongside students so that they have a better understanding of PB4L.</p> <p>Grow student leadership and restorative practices, supporting learners to manage conflict, lead with empathy, and take responsibility through the Peer mediators</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Revisit and relaunch REPS expectations at the start of the year through assemblies, class discussions, modelling, and visual prompts. <input type="checkbox"/> Have a PB4L Explicit teaching timetable <input type="checkbox"/> Align staff practice and language using clear PB4L behaviour flowcharts and agreed responses. <input type="checkbox"/> Undertake a staff book study of <i>Running the Room</i> by Tom Bennett, using staff meetings and 	<p>Increased consistency in behaviour management across classrooms and settings.</p> <p>Staff confidently apply strategies aligned with <i>Running the Room</i> and PB4L expectations.</p> <p>Reduction in repeated or escalated behaviour incidents over time.</p> <p>Students demonstrate increased self-management, respectful interactions, and problem-solving skills.</p> <p>Student leaders actively model and</p>

<ul style="list-style-type: none"> Strengthen respectful partnerships with whānau and community. <p><i>Government alignment: Safe, inclusive learning environments that support wellbeing.</i></p>	<p>programme.</p> <p>Build strong, respectful partnerships with whānau and community, supporting shared responsibility for wellbeing and behaviour.</p>	<p>professional learning time to:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Develop a shared understanding of calm, consistent, and proactive behaviour management <input type="checkbox"/> Strengthen classroom routines, expectations, and teacher presence <input type="checkbox"/> Reflect on current practice and trial agreed strategies school-wide <input checked="" type="checkbox"/> Use behaviour and wellbeing data (Hero, attendance, pastoral notes) to identify patterns and guide targeted supports. <input type="checkbox"/> Embed regular student voice and wellbeing check-ins within classrooms and leadership forums. <input type="checkbox"/> Strengthen restorative practices, including restorative conversations, reflection tools, and peer mediation. <input checked="" type="checkbox"/> Develop and support student leadership roles (house leaders, peer mediators, library helpers) with explicit teaching around kindness, empathy, and respectful leadership. <input checked="" type="checkbox"/> Support staff wellbeing through clear expectations, collaborative problem-solving, and access to internal and external support when needed. <input type="checkbox"/> Communicate clearly with whānau about behaviour 	<p>promote REPS values.</p> <p>Improved attendance, engagement, and wellbeing indicators.</p> <p>Staff wellbeing surveys/reflections indicate increased confidence and shared practice.</p> <p>Whānau reports clearer understanding of expectations and positive relationships with the school.</p>
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<p>Sustainability, Innovation and Community:</p> <p>Focus: Grow a sustainable, future-focused school that reflects our place and people.</p> <p>Goals:</p> <ul style="list-style-type: none"> • Develop a roll-growth strategy and increase visibility as a small school. • Continue local curriculum design grounded in Paremoremo’s environment and history. • Integrate sustainability, and real-world problem solving into learning. • Build partnerships with mana whenua, local experts, and the wider community. <p>Government alignment: Future-focused learning and strong partnerships with whānau and iwi.</p>	<p>Strengthen Ridgeview School's visibility and sustainability through deliberate roll-growth strategies and clear messaging about our unique offer as a small school.</p> <p>Continue to design and refine a localised curriculum, grounded in Paremoremo’s environment, history, and community knowledge.</p> <p>Ensure a strong focus on excellence and outcomes across the school, with deliberate and focused teaching and planning.</p> <p>Embed sustainability and real-world problem solving across learning programmes, supporting students to act as kaitiaki and innovators.</p> <p>Build and sustain authentic partnerships with mana whenua, local experts, whānau, and community organisations to enrich learning and strengthen belonging.</p>	<p><input type="checkbox"/> Develop and implement a roll-growth and visibility strategy, including:</p> <ul style="list-style-type: none"> • Clear articulation of Ridgeview’s values, curriculum strengths, and small-school advantages • Use of the website, newsletters, social media, and community events to tell our story • Strengthening transition pathways and relationships with early learning services and local schools • Connect with ECE - invite to school performance • Connect with local under 5’s through little library learners • Board to Monitor Roll growth a visibility twice a year (July/Nov) <p>Budget funds for Marketing.</p> <p><input type="checkbox"/> Continue to design and implement a local curriculum that reflects:</p> <ul style="list-style-type: none"> • Paremoremo’s natural environment, rural–urban context, and local history • Place-based learning opportunities linked to science, social sciences, technology, and 	<p>Increased school visibility and enrolment enquiries, supporting roll sustainability. Ending the year above 60 students.</p> <p>A clearly articulated local curriculum that reflects Paremoremo’s environment, history, and community.</p> <p>Students demonstrate understanding of sustainability, kaitiakitanga, and real-world problem solving.</p> <p>Learning programmes show authentic integration of environmental, cultural, and community contexts.</p> <p>Strengthened and ongoing partnerships with mana whenua and community groups.</p> <p>Whānau reports a strong sense of connection, pride, and partnership with the school.</p> <p>Students see themselves as active contributors to their community and environment.</p>

the arts

- Te Ao Māori perspectives and local stories (through connection with Te Kawerau A Maki)
- Ensure strong academic and delivery of excellence in the work that we do
- We link numeracy and literacy from the new curriculum into our place based learning - ensuring it is purposeful
- Integrate sustainability and innovation into teaching and learning through:
 - Environmental projects (gardens, waste reduction, biodiversity, food sustainability)
 - Real-world problem solving and inquiry learning
 - Technology and design thinking to address authentic challenges
- Strengthen partnerships with mana whenua, ensuring learning reflects local tikanga, mātauranga Māori, and shared aspirations.
- Build relationships with local experts, businesses, and community groups to support authentic learning experiences (e.g. environmental groups, artists, scientists, tradespeople).
- Engage whānau as partners by:
 - Involving them in learning, events, and sustainability

		<p>initiatives</p> <ul style="list-style-type: none">• Valuing whānau expertise and contributions• Communicating clearly about learning outcomes and opportunities for involvement	
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