



## RidgeView School

### Ridgeview School Strategic Goals and Annual Plan 2023 - 2025

We are a small semi-rural school situated 8 km outside of Albany township, on a private road bordered by beautiful farmland and quiet surroundings. Our families enjoy the beautiful bush, waterways and local reserves. The school is close enough to the city to make the most of all that the North Shore and Auckland have to offer. Although some children choose to travel some distance to our school, most either walk or bike. Students at RidgeView have the advantage of being able to know everyone in the school by name within the week.

RidgeView is characterised by its happy, settled tone and positive relationships. Families at our school represent a range of demographics, ethnicities and backgrounds. There is a strong focus on inclusivity, which is fostered from an early age and modelled by the older students. Children at our school develop a strong sense of worth, confidence, respect, and care towards others, and pride in who they are and what they want to become. Parents and students appreciate the strong sense of community and the way the school embraces diversity.

We aim for our children to be confident and competent 'all-rounders' and work to provide them with opportunities in which they can grow and excel in our supportive environment. Families place importance on the acquisition of foundation literacy and numeracy skills within a modern learning environment. They support the school's ability to ensure students learn at their individual levels. Our active children enjoy learning and gain success academically, on the sports field, in The Arts and when performing culturally. We plan for our students to become self-regulated learners who are curious, inquiring and self-driven. Students enjoy strong learning-focused relationships with their teachers who encourage them to be agentic learners. We expect that every child is supported by a strong partnership between home and school, so they can achieve the highest levels possible. We have successful programmes in place for students that require the curriculum and teaching methods to be adjusted, in order for them to succeed.

We live in a fast-changing digital world where connections are made across town, country and the world. At RidgeView, we focus on developing the fundamental skills that children need to thrive in a digital world where we function as global citizens. We encourage students to interact with technology as users and creators, and to utilise their access to worldwide information and skills to improve learning outcomes.

Our committed staff are supported by a close, connected community. We are lucky to have dedicated parents who are fully involved in many aspects of our school; coaching sports, helping with school events, as parent helpers in and around the school and even supporting our school curriculum. Our parents want our children to achieve high academic standards in a modern digital learning environment. They value education and want to work with us to create "balanced, well-adjusted, socially adaptable, resilient students".

RidgeView is part of the Albany Community of Learning (CoL) which is coined 'Whānau Ki te Ako'. Most students move from RidgeView to Albany Junior High School, and then to Albany Senior High School.

Our school community is committed to the principles of Te Tiriti o Waitangi. This is visible at our school through: Integrating te Reo and Tikanga Māori into teaching and learning \* Culturally responsive classroom practices \* Integration of our new Aotearoa Histories Curriculum \* Ensuring Māori students experience success as Māori



## National Education and Learning Priorities 2023

| NELP Objective 1                                                                                                                                                                                                                                    | NELP Objective 2                                                                                                                                          | NELP Objective 3                                                                                                        | NELP Objective 4                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learners at the Centre</b><br>Learners with their whānau are the centre of all teaching and learning                                                                                                                                             | <b>Barrier-Free Access</b><br>Learning programmes are designed and adapted so that there are great opportunities and outcomes for all students            | <b>Quality Teaching and Leadership</b><br>Quality teaching and leadership ensures success for learners and their whānau | <b>Future of Learning and Work</b><br>Learning that is relevant to the lives of New Zealanders today and throughout their lives               |
| <b>Priority 1</b><br>Ensure that our place of learning is safe, inclusive, and free from racism, discrimination and bullying.                                                                                                                       | <b>Priority 3</b><br>Reduce barriers to education for all including Māori and Pacific learners, disabled learners, and those with learning support needs. | <b>Priority 5</b><br>Meaningfully incorporate te reo Māori into the everyday life of the place of learning.             | <b>Priority 7</b><br>Collaborate with industries and employers to ensure learners have the skills, knowledge and pathways to succeed in work. |
| <b>Priority 2</b><br>Have high aspirations for every learner, 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 culture. | <b>Priority 4</b><br>Ensure every learner gains sound foundation skills, including language, literacy and numeracy.                                       | <b>Priority 6</b><br>Develop staff to strengthen teaching, leadership and learner support capability across our school. |                                                                                                                                               |



## RidgeView School Strategic Plan 2023 – 2025

| Strategic Goal 1                                                                                                                                     | Strategic Goal 2                                                                                         | Strategic Goal 3                                                                                    | Strategic Goal 4                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Local Curriculum                                                                                                                                     | Community and Engagement                                                                                 | Te Tiriti o Waitangi                                                                                | Students' Learning and Achievement                                                                                                         |
| Co-construct a local curriculum that is responsive to local community and whanau aspirations to tautoko (support) ākonga to thrive.                  | Build collaborative, reciprocal partnerships with our community.                                         | Build an awareness and understanding of responding to and upholding Te Tiriti o Waitangi.           | Improve learning outcomes for all students particularly Māori, Pacific and children with learning and behaviour needs (Priority Students). |
| Develop and implement a meaningful Inquiry Model that can be used in all curriculum areas to enhance learning.                                       | Evolve and adapt social media and other ways of communicating with our community.                        | Meaningfully incorporate te reo Māori into the everyday life of the school.                         | Accelerate the progress of students performing below expectations.                                                                         |
| Teach a curriculum that encourages and enables student agency to personalise and co-construct their own learning in a supportive learning community. | Provide opportunities to build our sense of community and to contribute to the well-being of our school. | Ensure a culture of inclusivity to recognise and respect the diversity within our school community. |                                                                                                                                            |

## RidgeView School Annual Plan 2023

### Strategic Goal 1

| Local Curriculum                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                   |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Sub Goals                                                                                                                                            | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Who                                                                                                                                                                                               | Actioned |
| Co-construct a local curriculum that is responsive to local community and whānau aspirations to tautoko (support) ākongā to thrive.                  | <ul style="list-style-type: none"> <li>Review planning documentation to ensure it is meeting the needs of the teachers.</li> <li>Consult with parent community as to their aspirations for their children.</li> <li>Consult with students about what and how they would like to learn.</li> <li>Use data from consultations to develop our Hapori Fridays.</li> <li>Lay the foundations for refreshed curriculum areas</li> <li>In-corporate the things that make RidgeView special into our local curriculum – inquiry base, integrated curriculum, hands-on learning, learning through play,</li> </ul> | Principal and teachers<br><br>Principal, SAF Change Team, CORE Facilitator<br><br>Principal and teachers<br><br>Principal and teachers<br><br>Led by principal, CORE Facilitator, PLD facilitator |          |
| Develop and implement a meaningful Inquiry Model that can be used in all curriculum areas to enhance learning.                                       | <ul style="list-style-type: none"> <li>Refresh our Inquiry Model to make it more meaningful for our school today.</li> <li>Implement the Inquiry Model into Inquiry learning.</li> <li>Experiment with using the Inquiry Model in a variety of curriculum areas.</li> </ul>                                                                                                                                                                                                                                                                                                                               | CORE Facilitator with staff<br><br>All staff<br>All staff                                                                                                                                         |          |
| Teach a curriculum that encourages and enables student agency to personalise and co-construct their own learning in a supportive learning community. | <ul style="list-style-type: none"> <li>Further develop student agency within the school using a variety of tools.</li> <li>Experiment with ways to give formative feedback that provides clarity to students and teachers so that they know what their next steps are.</li> <li>Students, teachers and whānau to co-construct goals.</li> </ul>                                                                                                                                                                                                                                                           | Teachers led by principal<br><br>Teachers led by principal<br><br>Students, teachers and whānau                                                                                                   |          |

## RidgeView School Annual Plan 2023

### Strategic Goal 2

| Community and Engagement                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                   |          |
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| Sub Goals                                                                                                | Actions                                                                                                                                                                                                                                                                                                                                                                                       | Who                                                                                                                                                               | Actioned |
| Build collaborative, reciprocal partnerships with our community.                                         | <ul style="list-style-type: none"> <li>Consult with our school community as to how they would like to input into the school.</li> <li>Build a local business and organisations talent register.</li> <li>Identify what the school can do for the businesses/organisations around us.</li> <li>Identify local areas/artefacts/aspects for kaitiakitanga.</li> </ul>                            | <p>Principal, SAF change team</p> <p>Principal, teachers with students</p> <p>Principal, teachers and students</p> <p>Whole school community led by principal</p> |          |
| Evolve and adapt social media and other ways of communicating with our community.                        | <ul style="list-style-type: none"> <li>Update our website to reflect our Local Curriculum</li> <li>Use data from consultation to make decisions on how to communicate with parents.</li> </ul>                                                                                                                                                                                                | <p>CORE facilitator</p> <p>Principal, SAF change team</p>                                                                                                         |          |
| Provide opportunities to build our sense of community and to contribute to the well-being of our school. | <ul style="list-style-type: none"> <li>Organise community events such as picnic, market day</li> <li>Encourage parents to support school events such as swimming carnival, biathlon, athletics, disco etc. and try and provide opportunities for parents to socialize at these events.</li> <li>Encourage parents to help with fund raising activities and contribute their ideas.</li> </ul> | <p>Principal, Board, FORS, Community</p> <p>Principal, teachers</p> <p>Principal, FORS, School community</p>                                                      |          |



## RidgeView School Annual Plan 2023

### Strategic Goal 3

| Te Tiriti o Waitangi                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                      |          |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Sub Goals                                                                                           | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Who                                                                                                                                                                                                  | Actioned |
| Build an awareness and understanding of responding to and upholding Te Tiriti o Waitangi.           | <ul style="list-style-type: none"> <li>Identify what we do already or what we can easily access.</li> <li>Make deliberate acts that incorporate all aspects of te ao Māori into school life.</li> <li>Create a progress matrix for teachers and students.</li> <li>Increase cultural capability.</li> </ul>                                                                                                                                                         | <p>Principal, staff, students</p> <p>School community</p> <p>Principal with Māori teacher, all staff<br/>PLD with Hōne</p>                                                                           |          |
| Meaningfully incorporate te reo Māori into the everyday life of the school.                         | <ul style="list-style-type: none"> <li>Use of te reo Māori in all classes</li> <li>Visual reinforcements of te reo and tikanga in classrooms.</li> <li>Sing the school song at least once a week.</li> <li>All classes to sing karakia before eating kai.</li> <li>Each class to start the day with a shared whakatauki.</li> <li>Participation in kapahaka.</li> <li>Boys to learn and perform school haka.</li> <li>Each person to learn their pepeha.</li> </ul> | <p>All staff and students</p> <p>Teachers and students</p> <p>School community</p> <p>School community</p> <p>Each class led by teachers</p> <p>Students</p> <p>Students</p> <p>School Community</p> |          |
| Ensure a culture of inclusivity to recognise and respect the diversity within our school community. | <ul style="list-style-type: none"> <li>Celebrate culturally significant events such as Matariki, te wiki o te reo Māori, Samoan language week</li> <li>Encourage our students to share culturally important traditions and learnings.</li> </ul>                                                                                                                                                                                                                    | <p>School community led by principal</p> <p>Teachers and students</p>                                                                                                                                |          |

## RidgeView School Annual Plan 2023

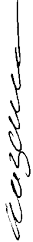
### Strategic Goal 3

| Learning and Achievement                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                  |          |
|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Sub Goals                                                                                                                                  | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Who                                                                                                                                                                                                                                                                                                                                                              | Actioned |
| Improve learning outcomes for all students particularly Māori, Pacific and children with learning and behaviour needs (Priority Students). | <ul style="list-style-type: none"> <li>Analyse 2022 data to identify areas, cohorts and students needing support.</li> <li>Students, teachers and whānau to collaboratively set goals for students</li> <li>End of Term 1, teaching staff to identify strengths and needs in maths teaching.</li> <li>Term 2 and 3 Maths PLD.</li> <li>Term 2 look at Maths refreshed curriculum.</li> <li>Hui with Māori parents to collaborate on Māori students succeeding as Māori.</li> </ul> | <p>Principal to collate data, teachers to identify priority students in reading, writing and maths.</p> <p>Students, teachers and whānau</p> <p>Teachers to work with Maths PLD facilitator</p> <p>Maths PLD facilitator and staff</p> <p>Maths PLD facilitator and staff</p> <p>Initiated by principal. Māori whanau and other interested community members</p> |          |
| Accelerate the progress of students performing below expectations.                                                                         | <ul style="list-style-type: none"> <li>Identify students who need support particularly in mathematics which is our area of focus this year.</li> <li>Develop programmes/look at alternative approaches for students who find maths tricky.</li> </ul>                                                                                                                                                                                                                              | <p>Teachers to identify priority students and their needs</p> <p>Teachers to consult students on what learning style suits them best</p> <p>Teachers supported by maths PLD facilitator</p>                                                                                                                                                                      |          |

| Mathematics Achievement Goals<br>2023 |            |
|---------------------------------------|------------|
| Year                                  | % At/Above |
| 1                                     | 60%        |
| 2                                     | 83%        |
| 3                                     | 75%        |
| 4                                     | 87%        |
| 5                                     | 60%        |
| 6                                     | 100%       |
| Whole School                          | 72%        |

| Reading Goals for 2023 |               |
|------------------------|---------------|
| Year                   | Goal At/Above |
| 1                      | 60%           |
| 2                      | 83%           |
| 3                      | 67%           |
| 4                      | 87%           |
| 5                      | 65%           |
| 6                      | 100%          |
| Whole School           | 75%           |

| Writing Goals for 2023 |               |
|------------------------|---------------|
| Year                   | Goal At/Above |
| 1                      | 60%           |
| 2                      | 83%           |
| 3                      | 67%           |
| 4                      | 87%           |
| 5                      | 71%           |
| 6                      | 100%          |
| Whole School           | 77%           |

|                  |                   |                                                                                               |                     |
|------------------|-------------------|-----------------------------------------------------------------------------------------------|---------------------|
| Priority Member: | Elizabeth de Kort | Signature:  | Date: 23 March 2023 |
| Principal:       | Rachael Kemball   | Signature:  | Date: 23 March 2023 |