

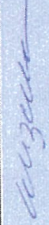
RIDGEVIEW SCHOOL CHARTER

Strategic and Annual Plan

2022 - 2024



Creating Confident, Connected, Life-Long Learners

Principal's Endorsement	Rachael Kemball	
Board of Trustees' Endorsement	Liz de Kort	
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OUR SCHOOL

1.

We are a small semi-rural, decile 8 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.

The school is the centre of the Paremoremo community – during week days parents come to school to meet their neighbours and celebrate their children's successes and after hours it is a place where children come to play and swim with their families. The school and community are united in their goals for their children and families.

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 are aware of the increasing complexities of the world we live in and strive to prepare our children in such a way that they can be successful now and in the future. We foster resilience, critical thinking, and problem solving skills. Our students are agile and adaptive – they make connections with people of diverse cultures and thinking.

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, worldly, well-adjusted, socially adaptable, resilient students".

KAHUI AKO – COMMUNITY OF LEARNERS

WHANAU KI TE AKO

RidgeView School is a member of Whanau ki te Ako – Albany Learning Pathway. Our Kāhui Ako is made up of five contributing schools: Albany Primary School, Coatesville School, Greenhithe School, RidgeView School and Upper Harbour Primary School. These are feeder schools to Albany Junior High School, which in turn provides a pathway to Albany Senior High School.

Whānau ki te Ako formed in 2016 to enhance achievement and provide opportunities for all students. The Kāhui Ako supports individual schools to work towards achievement targets in writing, mathematics, NCEA and University Entrance. These targets include supporting students achieving below expectation and increasing the number of students achieving above expectation. We understand this will involve the adoption of strategies to accelerate Māori, Pacific Island and Chinese learners, and those with additional learning needs.

During 2020 comprehensive feedback has been sought from all stakeholders, including a teacher and principal audit of our key drivers for change. This review identified our original Theory of Improvement has not changed in relation to our key drivers: Collaboration, Learner Agency, Teacher Effectiveness, Cultural and Relational Responsiveness, Community Involvement and Transitions. The focus for 2021 is on effective Collaboration between students, staff and schools in order to improve Learner Agency and Teacher Effectiveness.

3. INTRODUCTORY SECTION – STRATEGIC INTENTIONS

Our Vision is:

To create *confident, connected, lifelong* learners.

Confident

Our community wants our learners to:

- show courage as they learn new things
- have a variety of strategies and skills in their kete
- show perseverance
- know when and who to ask for help
- be agentic learners
- have high standards.

We take pride in our learning and celebrate our successes.

Connected

Our community wants our learners to:

- belong to different groups of people, friends and my family
- communicate positively with others
- be excited about learning from others
- use technology effectively
- relate my learning to my community, my country and the world

We connect with others in a variety of ways.

Life-Long

Our community wants our learners to:

- be skilled in many areas
- be curious learners
- have a strong voice
- use what they learn to solve problems and make decisions
- think deeply about things
- find out answers to my questions

Everyone at Ridgeview is a learner and a teacher.

Learners

Our community wants our learners to:

- be independent and self-motivated
- seek out opportunities to learn and innovate
- have confidence in themselves
- be resilient

We learn skills that will promote a desire to

Our Values are

Respect (Manaakitanga), Excellence (Hiranga) and Positive Relationships (Whanaungatanga).

Our values were agreed upon after consultation with our community, parents, Board, teachers and students. These values form the basis of what we do and who we are at RidgeView. We encourage all students to be RidgeView R.E.P.s who live these values as part of their school life.

Respect *Manaakitanga*

We aim for our students to:

- respect themselves and others, their possessions, equipment and property.
- develop an understanding and appreciation of kaitiaki (guardianship/custodianship) and respect for the environment so that they are able to make informed decisions about sustaining our taonga (treasures) and way of life.

Excellence *Hiranga*

We aim for our students to:

- learn and make maximum progress.
- have the determination and resilience to succeed, persevere and develop a problem-solving attitude.
- show forethought and courage in risk taking.
- be curious about the world around them.
- think critically and creatively in a caring manner.
- develop a reflective attitude to learning.
- develop high levels of self-management skills.
- take pride in their own and others' successes.

Positive Relationships *Whanaungatanga*

We aim for our students to:

- develop strong relationships that are focussed on understanding and communication.
- share their ideas and feelings.
- resolve conflict and negotiate with peers.
- understand and value 'difference' in our inclusive and caring school.
- be connected to multiple groups and communities and have a sense of our wider communities (local, national, global and digital).
- participate widely and value individual and collective achievement.

Māori Dimension and Cultural Diversity

RidgeView School recognises the learning opportunities of being part of a culturally diverse community and celebrates all that is unique about New Zealand's bicultural heritage.

New Zealand's Cultural Diversity

- All cultures within our school are valued, accepted and celebrated as they each contribute to our 'RidgeView culture'.
- We celebrate our diversity through classroom activities, community activities and special events.
- We work together as a staff to develop cultural awareness and understanding to foster excellent communication amongst our community members.
- Parents of Māori have confirmed the employment of a part-time teacher of Māori as a priority when funds allow.
- We aim to have Maori representation to advise the board when required..
- We teach at least one curriculum based unit each year on the Treaty of Waitangi.
- The Board of Trustees and Principal aim to consult with Maori parents and other cultural groups with significant numbers at least once a year.

The Unique Position of Māori Culture

- RidgeView School is committed to supporting and promoting the key principles of the Treaty of Waitangi: Partnership, Participation and Protection.
- Level 1 Te Reo classes are taught throughout the school. We aim for Te Reo to be heard and used in all classrooms.
- We sing waiata in both Maori and English including the National Anthem.
- Maori reading material is available in all classes for children to select and take home to share with whanau.
- Maori programmes such as te ao kori are considered for integration into planning throughout the school.
- Our kapahaka group is well supported and takes part in the local cultural festival and other special occasions at school.

Provision of Te Reo Māori

- Basic Te reo Maori is taught in all rooms.
- We encourage parents and families to share their Maori heritage, skills and strengths in our school.
- The School will discuss requests for full time instruction in Te reo Maori with the Board of Trustees who will consider its ability to provide classes (in relation to personnel, finance and property).
- Advice will be sought from Birkdale Primary School in relation to meeting the needs of families wanting full time instruction in Te reo Maori for their children. Birkdale Primary School has a Maori immersion unit on-site. It has agreed to being a 'point of contact' for RidgeView School and its families. The Board of Trustees may approach the Ministry of Education to request funding to set up a class.
- If the options above are not successful, the parents requesting instruction for their child will be advised of alternative local venues which may meet their needs.

Student's Learning

At RidgeView School, teaching and learning programmes are designed to meet students' needs and progress them to their next learning steps. Students' progress is carefully monitored and teachers respond to individual needs through a 'closing the gap' approach. Teachers share data and work collaboratively to identify needs and areas of focus. The school operates in a flexible manner, which allows students to move across learning spaces, to be taught at their individual levels.

Teachers have close learning-focused relationships with students. 'Assessment for Learning' is a key pedagogy that underpins the school at all levels. Students are supported to make strong connections between their prior knowledge and new learning. They are encouraged to ask, predict and inquire, as teachers support them to become agentic, self-regulated, lifelong learners. There is a school and CoL-wide focus on developing Collaboration to support Learner Agency and Teacher Effectiveness in 2021

Teachers work hard to improve outcomes for all students. Our special needs students are monitored carefully and teachers are adept at adapting programmes so that all students can access the curriculum, while still being inclusive and equitable in their teaching. Our Māori students take part in programmes to support learning as well as extension programmes.

Over the last six years, there has been a focus on developing students' literacy skills. The school developed its own sensory phonics and 'Literacy Transference' models to support learners. These successful approaches have resulted in accelerated progress in writing for all student groups.

School Student Achievement Data

Students in all year groups experience success in literacy and numeracy. Groups of students (up to 50%) achieve above expectation in reading, writing and mathematics.

Students enjoy literacy, making strong connections between reading and writing. All year groups, genders and ethnicities experience high levels of success in writing. This includes students with additional needs.

Student achievement data and progress rates are carefully monitored and interventions planned to accelerate learning where required. The school has identified the following areas of current focus:

1. Reduce the number of students achieving below curriculum expectations in reading.
2. Increase the number of students achieving above curriculum expectations in reading by three.
3. Shift the number of students in one specific cohort from below to at expectation in all learning areas.

Student Engagement	Student attendance and engagement across the school is high. Students are encouraged to be agentive learners and to share their ideas and thoughts about what they are learning and what they feel they need to learn. Student voice is strong – children are expected to contribute towards their own learning, goals and school decisions. The roll is diverse and made up of families from different ethnicities and socio-economic backgrounds. A feature of the school is the prevailing sense of inclusiveness and teachers’ active engagement with parents. Several students require adapted programmes to access the curriculum and the supportive nature of the school works to seamlessly integrate these students. There is not a local pre-school or Kindergarten in Paremoremo, however most students experience some time in an Early Years’ Centre before attending school.
School Organisation and Structures	The school is managed by the Principal with the support of one fulltime teacher and three part-time teachers. The teaching staff work collaboratively to ensure positive, engaging, equitable learning experiences and outcomes for all students. All teachers take on leadership roles within the school as needed. We are in the fortunate position of having one teacher with an Across School Lead position that was gifted to us by the other schools in our ka hui ako. Teachers take an interest in and responsibility for all children in the school. We are proud of the fact that every child in the school is ‘known’. We have skilled teacher aides who work professionally alongside teachers to improve learning outcomes for all. The school is divided into three learning areas. The space is separated by glass doors that can be opened so that the learning spaces can be varied as the learning needs vary. There is a small library and break out space. The space is often opened-up to allow whole school experiences or access to greater spaces, equipment or resources. Students learn to read and write alongside each other, using one to model the other. The success of this approach has seen both priority students and those with exceptional abilities flourish and succeed.

Review of Charter and Consultation	The school has strong, productive partnerships that are focused on student learning. Parents tell the school, Board and Education Review Office that they feel valued and empowered to contribute to their children's education. The Board is made up of a diverse group of parents and community members. They are committed to ensuring the sustainability of our increasingly successful school vision and making sure that the ongoing development of the school meets the current and future needs of our diverse children and community. The school and Board have regular hui with Māori families and other ethnicities that form the school roll. The Board is committed to strengthening its relationships and cultural responsiveness through Hautu. In addition to formal self-reviews, the school gains significant information through ongoing informal discussions with families on a day-to-day basis. This can result in emergent reviews that are used to inform future practice and decision-making. The Principal will often seek feedback from selected families to find out their ideas and opinions related to school organisation, procedures and processes. The school is part of a Kāhui Ako that formed in 2016. This group of contributing schools fall within a 5km radius of each other.
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SCHOOL CONTEXT

5.

Strategic Goals		Strategies for Achieving Goals 2022 - 2024		
Goal Area	What we would like to achieve	2022 Implementation Plan	2023 Implementation Plan	2024 Implementation Plan
1. Local Curriculum	Develop and implement a Local Curriculum that reflects the culture and aspirations of our school community with input from whanau, teachers, students and other community members as appropriate.	Teachers update draft integrated approach to planning as part of the Local Curriculum Teachers confirm curriculum coverage as part of the Local Curriculum Consult community and students on content and approach to learning at RidgeView School.	Whole school investigation into the history of Paremoremo with emphasis on the history of iwi in the area – add this to Local Curriculum Finalise approach to Digital technology strand of the Curriculum	Use Local Curriculum as a living document. Update as needed.
	Develop a Local Curriculum that reflects our school's commitment to Te Tiriti o Waitangi.	Consult with Maori families on approaches to learning. All teachers and students to receive professional development in te reo and tikanga Maori. Celebrate the diverse cultures within our school eg. Matariki, Tongan Language Week. Make our diversity more visible within the school.	Use Local Curriculum as working document in school for planning, teaching and assessment. Update as the MOE updates the NZ Curriculum	

		Explore the new Histories Curriculum and investigate ways to implement it at RidgeView School.		
2. Community Engagement	Create a sustainable learning community through enhanced community engagement and input. (FORS, Student Achievement Function Project)	Provide opportunities for community events such as bbqs and working bees. Encourage contributions and ideas for learning, events, fundraising etc. from all community members. Implement/embed SAF project – create a means of engaging our community that is comfortable and effective for them Friends of Ridgeview School to run as a self motivated group of parents to do fund raising, social events and working bees.	Ongoing engagement with our community on matters of importance. Community members feel willing and able to make suggestions about their children's learning and the culture of the school. Encourage positive communication between students, teachers and community members Friends of Ridgeview School to run as a self motivated group of parents to do fund raising, social events and working bees. Conduct self-review – what areas do we need to focus on?	
3. Students' Learning and Achievement	Improve learning outcomes for all students particularly Maori, Pasifika and children with learning and behaviour needs (Priority Students).	Embed Structured Literacy approach to reading in Years 1 – 3. Introduce Structured Literacy approach to writing in Years 1 – 3. Whole school investigation into Mathematics: What is working and what is not? (Students, teachers and parents)	Continue developing Structured Literacy skills. Update our mathematics programme.	

	Accelerate the progress of students performing below expectations.	What skills do teachers feel they need? Design specific interventions and plans for those with learning needs. (Use UDL thinking) Access funding for TA and other support where available Use achievement data to identify gaps in learning. Track progress and achievement of Maori and Pasifika students.	Design specific interventions and plans for those with learning needs. (Use UDL approach) Access funding for TA and other support where available. Use achievement data to identify gaps in learning. Track progress and achievement of Maori and Pasifika students.	Use achievement data to identify gaps in learning. Track progress and achievement of Maori and Pasifika students.
4. Kahui Ako (CoL)	Continue to develop relationships within the Kahui Ako. Include the Kahui Ako focus area of Collaboration with strategic priorities of Transitions and Agency into our teaching and learning.	Principal to attend CoL Principal meetings. Take part in PLD, programmes, learning opportunities and social opportunities presented through the CoL. Develop agentic learners through Local Curriculum		