



TE KURA O TAWATAWA
RIDGWAY SCHOOL

Tawatawa - Ridgway School

Strategic Plan 2024 - 2025





Education (School Planning and Reporting) Regulations 2023

Board must prepare an annual plan effective from 1 January following an election.

Must be submitted on or before 1 March

Board's Strategic Plan must contain:

- Vision
- Strategic goals developed in consultation with the school community
- Information relating to how the Board has prioritised its strategic goals (Purpose/Values) and their links to:
 - NELP, other relevant national education strategies e.g Ka Hikitia, Action Plan for Pacific Education
 - Foundation curriculum policies and national curriculum statements.

Strategies for making progress towards its strategic goals (M elaborations) ensure:

- at least one mention is made of strategies for identifying and catering for students whose needs have not been well met)
- Te Tiriti o Waitangi - this might be a new 'M'

Information describing measures, evidence and process to evaluate progress towards strategic goals - Waypoints

Annual Plan

- Annual targets for each strategic goal (Priorities)
 - Intended actions
 - Resourcing actions
 - Measures and evidence
 - Relationship to last year's priorities (Threats)
 - Teaching and learning strategies and programmes (Success is...)
 - Give effect to Te Tiriti o Waitangi

Clause 10 should be part of the Board annual work programmes



Vision, Strategy, Priorities, Tactics

(Ref - Collins: J Beyond Entrepreneurship 2.0)

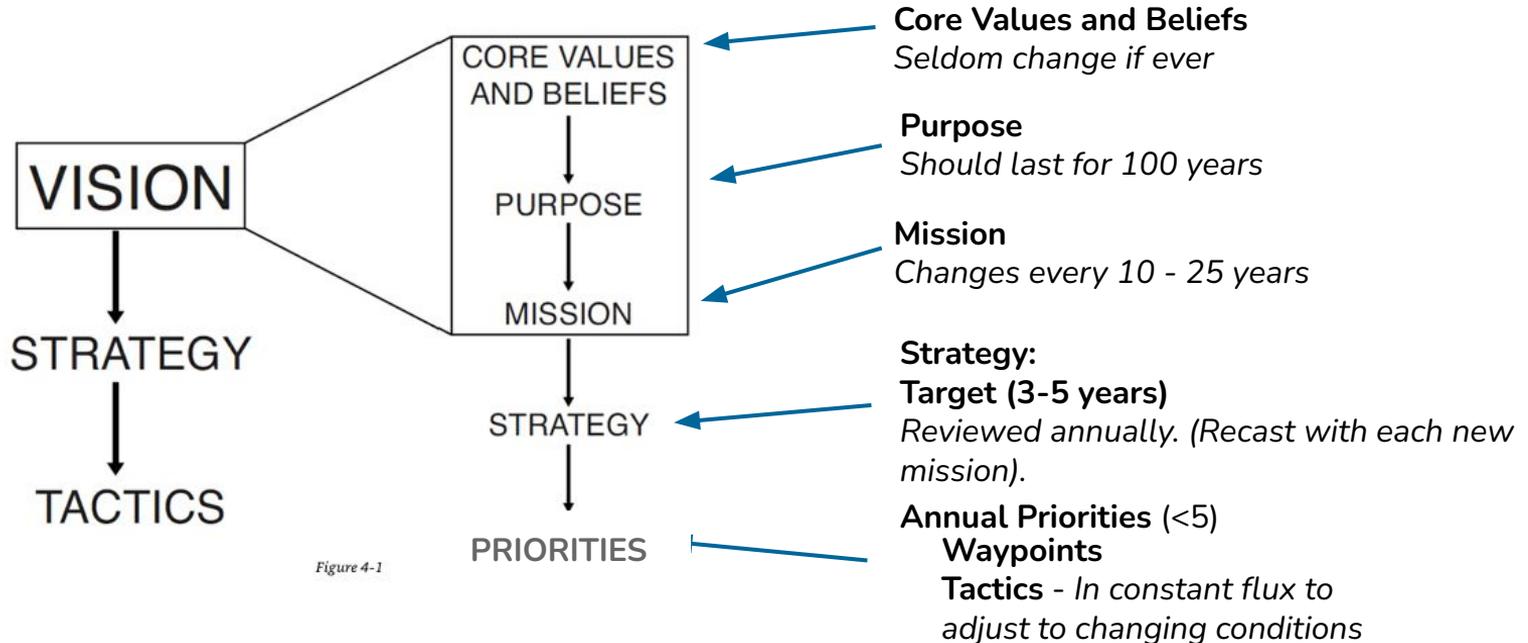


Figure 4-1



Vision

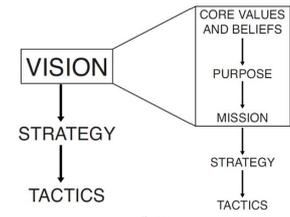


Figure 4-2

Core Values		Purpose	Mission
Timeless	100 Years	10-25 years	
Enduring principles to live by; a guiding philosophy	The fundamental reason for the organisation's existence. Like a guiding star; always pursued, never fully attained	Like a big mountain to climb, a clear finish line to shoot for in a compelling and galvanizing way.	
Reflect the values of community that the school serves.	Articulates how the school delivers to the community's expectations.	The school's priorities for the next 10-25 years as it grows its capability to realise the community's ambitions for their children.	
Would continue to hold, even when costly to do so; practices and strategies change, but not core values	Should guide the organization for at least 100 years	Not a 100% chance of success; requires a leap in capabilities Compelling and galvanising; easy to grasp	



Strategy

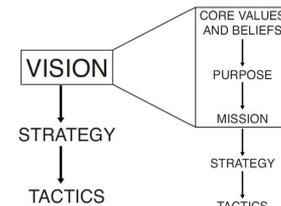


Figure 4-2

Strategic Plan	Annual Plan
<p>Prepared by the BoT to be effective from 1 January following a General Election. (Or from an earlier date determined by the Secretary) Submitted to the MoE by 1 March.</p>	<p>Annual targets</p>
<p>The Board’s strategy, in consultation with the community, as to the priorities for delivering their Mission, including measures, evidence and process.</p>	<p>No more than five each year with responsibility shared across SLT</p>
<p>Information relating to how the Board has prioritised its strategic goals and their links to:</p> <ul style="list-style-type: none"> ○ NELP, other relevant national education strategies e.g Ka Hikitia, Action Plan for Pacific Education ○ Foundation curriculum policies and national curriculum statements. 	<p>Tracked via Waypoints with regular adjustments to meet changing conditions.</p>



Vision - Core Values, Purpose & Mission

Core Values
(Timeless)

Takohanga - Responsible
Kakama - Resourceful
Manawaroa - Resilient
Manaaki - Respectful

Purpose
(100 years)

Ki te hoe!

Ready for the journey

Our learners are ready for their journey, whether their next step is at Ridgway or to move beyond.

Mission
(10-25 years)

Te Kura o Tawatawa - Ridgway School provides a positive and inclusive learning and cultural environment to prepare tamariki for their journey ahead.



Background

In 2023, the Board consulted with a cross-section of our community and held conversations with different families across the school. The findings were then sent out to the community for further comment. As a result, the Board has chosen these areas of focus to support our kura to continue to thrive.

Ako | Learning - This focuses on building a rich local curriculum that includes reading, writing, maths, science, technology, social-sciences and is enhanced by sport, languages, culture and the arts. Our tamariki will achieve success through barrier-free learning, with support and challenge for all ākonga.

Tūhononga | Connection - This focuses on strong connections and belonging for our tamariki, building friendships, social skills and relationships across and between the different year groups (tuakana/teina). Supporting the hauora, wellbeing and resilience of our tamariki to ensure they are able to learn and thrive. Our kura will create connections to place and focus on sustainability through our journey as an EnviroSchool.

Ahurea tuakiri | Culture - This focuses on continuing to build understanding of Te Ao Māori, recognise and celebrate uniqueness in themselves and others, valuing their own and others' identities, languages, cultures and beliefs. We will continue to build our relationship with the Kura Ahurea and Te Atiawa and we are committed to enacting Te Tiriti o Waitangi.



Strategic Goals (2024-2025)



TE KURA O TAWATAWA | Ridgway School

Strategic Goal

Te Kura o Tawatawa | Ridgway school provides a positive and inclusive learning and cultural environment to prepare tamariki for their journey ahead. Ki te hoe!

AKO: LEARNING

Supporting learning for all tamariki to discover their unique identities and talents so they can shine and be proud.

Tūhononga: Connection

Building strong connections of belonging, friendship and unity throughout the school whānau.

Ahurea taakiri: Culture

Valuing our tamariki and their diverse identities, supporting well-being within a welcoming environment and contributing to build Te Ao Māori.

KI TE HOE!





Strategic Goals (2024-2025)

The Statement of National Education and Learning Priorities (NELP)

The objectives and priorities in the NELP that apply to all schools and kura are:

OBJECTIVE 1: LEARNERS AT THE CENTRE

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 2: Have high aspirations for every learner/ākonga, 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 cultures

OBJECTIVE 2: BARRIER-FREE ACCESS

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

OBJECTIVE 4: FUTURE OF LEARNING AND WORK

Priority 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

[Education and Employment Strategy 2022-2026](#)



Strategic Goals (2024-2025)

M1 - AKO Supporting learning for all tamariki to discover their unique identifies and talents so they can shine and be proud.

To achieve this we will		Our measures, evidence and process
A	Ensure barrier free access to learning for all tamariki, supporting and challenging all ākonga at an appropriate level	Term 2 achievement data showing improvement from end of 2023 for all ākonga
B	Provide a rich local curriculum, inclusive of all learning needs	Clear and relevant local curriculum documents and processes
C	Strengthen learning-centred relationships through clear assessment and reporting practices	Use Spotlight for planning and reporting Effective goal setting and learning conferences in T1 and T3
D	Prioritise learning celebrations involving whānau and community	Create opportunities for children to shine and share their work with whānau
Foundation curriculum policy statements <u>Vision, Principles, Values, Key Competencies</u>		National curriculum statements <u>The New Zealand Curriculum (NZC)</u>
		National Education Strategies



Strategic Goals (2024-2025)

M2 - Tūhononga | Connection: Building strong connections of belonging, friendship and unity throughout the school whānau.

To achieve this we will		Our measures, evidence and process
A	Build friendships, social skills and relationships across and between the different year groups	All ākonga are confident and resilient learners who know and value their own and others' identities, languages, cultures, and beliefs.
B	Deepen our sustainability focus and continue our journey as an Enviroschool	Regular engagement with Enviroschools, clear processes and Enviroschool experiences evident in our local curriculum.
C	Prioritise collaborative engagement with Māori whānau	Regular engagement with mana whenua and Māori whānau
D	Deepen Restorative Practice across the school	Delivery of MoE's Restorative Practice programme, staff professional development
Foundation curriculum policy statements <u>Vision, Principles, Values, Key Competencies</u>		National curriculum statements <u>The New Zealand Curriculum (NZC)</u>
		National Education Strategies Objective 1



Strategic Goals (2024-2025)

M3 - Ahurea tuakiri | Culture: Valuing our tamariki and their diverse identities, supporting well-being within a welcoming environment and continuing to build te ao Māori.

To achieve this we will		Our measures, evidence and process
A	Strengthen the culturally relevant practices that support Te Tiriti o Waitangi	Te reo Māori and tikanga meaningfully incorporated into the everyday life of the school
B	Create a sense of belonging for all the cultures and identities at Tawatawa - Ridgway	Engage with whānau, know our ākonga, celebrate our diversity.
C	Prioritise hauora, wellbeing and resilience	Use Restorative Practice, PB4L and hauora plans
D	Develop a local story that anchors us to the time and place we are in, co-constructed with mana whenua	Develop and weave our cultural narrative through our local curriculum
Foundation curriculum policy statements <u>Vision, Principles, Values, Key Competencies</u>		National curriculum statements <u>The New Zealand Curriculum (NZC)</u>
		National Education Strategies Objective 1, 2 and 3