

# MT RICHMOND SPECIALIST SCHOOL

## STRATEGIC PLAN 2024 - 2025

*Our students will be all they can be  
Ko te ao o a tātou ākonga, ko ngā mea ka taea e rātou*

# Mt Richmond Specialist School

## Vision & Values

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### Vision



### MT RICHMOND SPECIALIST SCHOOL

*Our students will be all they can be*  
*Ko te ao o a tātou ākonga, ko ngā mea ka taea e rātou*

The Mt Richmond Specialist School (MTR) programme is grounded in the vision that “Our students will be all they can be”. Students are enrolled at MTR because their parents and caregivers believe that this school will best meet their exceptional needs. The students in this school present a wide range of differing abilities and special needs, requiring a holistic and strengths-based approach within a comprehensive school curriculum.

### Values : Circle of Courage

The school has adopted the Circle of Courage as a framework to integrate the New Zealand Curriculum and the school’s specialised programmes with positive behaviour support. The universality of the values, attitudes and beliefs inherent in the Circle of Courage provides a framework on which to build a cohesive learning community. All people have value - a holistic approach - life-long learning & integrity through...

#### GENEROSITY



#### BELONGING

#### INDEPENDENCE

#### MASTERY

#### GENEROSITY

Atawhai :	<i>to show kindness for, care for</i>
Taha Wairua :	<i>thoughts and feelings</i>
Manaakitanga :	<i>To show genuine caring &amp; become practically involved in helping another</i>

#### BELONGING

Whanaungatanga:	<i>‘familyness’ involving the application of Turangawaewae having a place to stand.</i>
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#### INDEPENDENCE

Mana Motuhake:	<i>mana through self-determination and control over one's own destiny</i>
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#### MASTERY

Tohungatanga :	<i>expertise, competence, proficiency</i>
Taha Hinengaro :	<i>thoughts and feelings,</i>
Matauranga :	<i>learning new skills, trying new activities, discovering personal strengths</i>

# Mt Richmond Specialist School

## Achievement Statement

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At Mt Richmond Specialist School, progress and achievement are individualised and reflect our holistic approach to student learning. The students in this school present a wide range of differing abilities and special needs requiring a holistic and strengths-based approach within a comprehensive school curriculum.

We place a high value on the partnership and collaboration we have with families and whānau throughout a student's learning journey. Through the Personalised Learning Plan (PLP) system we implement the New Zealand Curriculum. We recognise that our students do not always follow a linear learning process and that learning steps may sometimes be small, take time and achievement may not always occur in the way we predicted.

Assessment and reporting systems attempt to capture this and focus on what students can do and work to build on the skills and abilities that they bring to their learning. To support student achievement, staff maintain high expectations about what students are able to achieve and students are celebrated as learners.

## Mt Richmond Specialist School

### School Aims

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# Analysis of Variance 2025

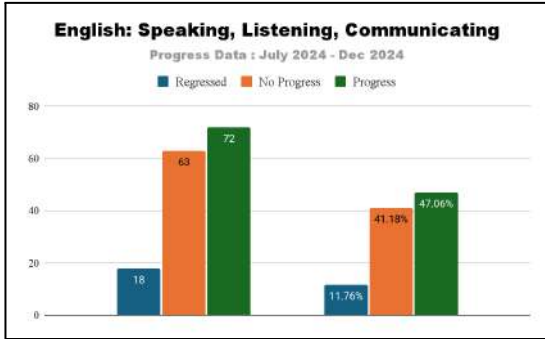
## 2024 : STATEMENT OF VARIANCE : PROGRESS AGAINST TARGETS

### STRATEGIC GOAL 1

Our staff will develop their pedagogical expertise to create quality learner-focused relationships & outcomes

### SP 1 – Annual Goal 1

Grow and develop our staff's curriculum knowledge.

Actions	What did we achieve?	Evidence	Reasons for any differences (variances)	Planning for next year
Development of Curriculum Knowledge	Meet with MOE Curriculum Advisor Renu Sikka Staff Only Day led by MOE Curriculum Lead	<a href="#">Exploring the Science of Learning Implementation of Refresh</a>	We were instructed by MOE to write a new strategic plan implemented as of Term 3 2024. The timeline for two terms to work on the goals was extremely short.  We were able to make a solid start on the beginning journey of developing staff in all areas of our annual goal.  We identified that a whole-school communication assessment tool was needed to get reliable data and group our learners. Helen introduced the DAGG.	Schools to focus on the government priorities for 2025 <ul style="list-style-type: none"><li>- Structured Literacy</li><li>- Structured Numeracy</li><li>- Attendance</li></ul> Strategic Goals will remain the same for 2025 as they align with the government priorities.  New Annual Goals will be written to reflect the focus areas above.
Classroom Practice	We engaged with Clendon Consultants to work alongside us with our emergent literacy focus to cater for our students working below level 1 and with multiple disabilities. Helen Bayldon worked closely with the leadership team and Speech & Language therapists to create a literacy plan.  Helen Bayldon : Clendon Consultants – TOD : 31 Jan Helen Bayldon : Clendon Consultants – Literacy Meeting Helen Bayldon : Clendon Consultants – TOD : 3 May Helen Bayldon : Clendon Consultants – Meet with SaLT's	<a href="#">Intro : Literacy PLD Handouts Communication is Key</a> 		
Assessment & Planning	We have been on a planning journey for the past 2 years, upskilling and building staff knowledge on the NZC. the refresh – Te Mataiaho, and now the National Curriculum Staff Meetings <ul style="list-style-type: none"><li>• Planning 25 September –Aligning BSq, PLP's &amp; Reggio</li></ul>	<a href="#">Planning UKD Planning Template Assesment Data for English &amp; Mathematics</a>		

	into the planning. <ul style="list-style-type: none"> <li>• 13 November – Making adjustments to the planning template to align with Te Mataiaho : English</li> <li>• Reading Assessment Aug 24</li> </ul>		Assessment completed for the remainder of the year – no class focus.	
<b>SP 1 – Annual Goal 2</b> Grow and develop our staff’s knowledge of specialised approaches				
Te Manawa Reggio Emilia Expert Facilitator	Te Manawa – Targeted Training for new staff Professional staff hui focus on Provocations / Pohirihi Positive Behaviour Support Framework Te Manawa : Positive Behaviour Support Review Met with Numicon facilitator for 2025 Te Manawa Survey on staff confidence	<a href="#">Te Manawa / Reggio PBS Oct 2024</a> <a href="#">Te Manawa : PBS Review</a>	We were able to continue our journey with the goal that featured in our previous SP and AP.	Schools to focus on the government priorities for 2025 <ul style="list-style-type: none"> <li>- Structured Literacy</li> <li>- Structured Numeracy</li> <li>- Attendance</li> </ul> The work in this area will discontinue as a focus of the 2025 Annual Plan

## STRATEGIC GOAL 2 – CULTURAL CAPACITY & RESPONSIVENESS

To foster a school environment where the cultural identities of all students are recognised, respected, & celebrated, enhancing their sense of belonging, well-being & improving outcomes.

### SP 2 – Annual Goal 1

Work to make sure the school reflects local tikanga Māori, mātauranga Māori, and te ao Māori to give effect to Te Tiriti o Waitangi

Actions	What did we achieve?	Evidence	Reasons for any differences (variances)	Planning for next year
Establish relationships with mana whenua to protect the authenticity of tikanga / kawa of mana whenua in school practices.	Continue with implementing <ul style="list-style-type: none"> <li>- Karakia Akina</li> <li>- Powhiri</li> <li>- Poroporoaki</li> <li>- Blessings</li> </ul> Established 19 iwi that affiliate with Ōtāhuhu. Arranged to meet with Lewin Husband (kaiako) to learn local history.		We were instructed by MOE to write a new strategic plan implemented as of Term 3 2024. The timeline to work on the goals was extremely short.	Schools to focus on the government priorities for 2025 <ul style="list-style-type: none"> <li>- Structured Literacy</li> <li>- Structured Numeracy</li> <li>- Attendance</li> </ul>
Consultation with whanau to support the development of the local curriculum.	Hui held with whānau <ul style="list-style-type: none"> <li>- Vision &amp; values</li> <li>- Aspirations for Children</li> </ul>	<a href="#">Whānau Voice : Values &amp; Vision 2024 Whānau Feedback</a>	It is difficult to find a kaumatua / elder who is able to share the local history and establish who are mana whenua. MAC still looking at organising a meeting with one of the local iwi to make a connection to mana whenua	Strategic Goals will remain the same for 2025 as they align with the government priorities.
Work alongside MAC to build cultural capacity across the school and implement Ka Hikitia	Met with George Ihimaera MAC facilitator Leadership team 6 Aug Targeted training to staff : Pepeha : 11 Sept Targeted training for staff : Powhiri : 20 Nov	<a href="#">Pepeha : Mihimihi Powhiri Process</a>		Cultural Responsiveness & Capacity will continue to be a focus in 2025 as part of our Annual Plan.

## SP 2 – Annual Goal 2

Strengthen engagement with our community to improve outcomes for Pasifika learners

Establish a Pasifika team to develop and implement Tapasa & The Action Plan for Pacific Education	Established a Pasifika team Pasifika Planning Hui to begin the draft of the Action Plan	<u>Te Manawa / Reggio</u>	<p>We were instructed by MOE to write a new strategic plan implemented as of Term 3 2024. The timeline to work on the goals was extremely short.</p> <p>We were able to make a solid start with establishing a Pasifika team and on the beginning journey of developing an action plan.</p> <p>The time constraints with delivering a six-month annual plan meant we will continue in this area in 2025.</p>	<p>Schools to focus on the government priorities for 2025</p> <ul style="list-style-type: none"> <li>- Structured Literacy</li> <li>- Structured Numeracy</li> <li>- Attendance</li> </ul> <p>Strategic Goals will remain the same for 2025 as they align with the government priorities.</p> <p>Cultural Responsiveness &amp; Capacity will continue to be a focus in 2025 as part of our Annual Plan.</p>
Pasifika team to build staff capacity through the implementation of Tapasa & the PEP	Professional Staff Hui – Tapasa			
Strengthen partnerships to support Pasifika identities, languages, and cultures through Tautai o Le Moana	<p>Hui held with Pasifika whānau</p> <ul style="list-style-type: none"> <li>- Vision &amp; values</li> <li>- Aspirations for Children</li> </ul>	<p><u>Whānau Voice : Values &amp; Vision</u></p> <p><u>2024 Whānau Feedback</u></p>		



### STRATEGIC GOAL 3 – SCHOOL CAPACITY, SYSTEMS & STRUCTURES

Our staff will develop their pedagogical expertise to create quality learner-focused relationships & outcomes

#### SP 1 – Annual Goal 1

To develop efficiency, staff will follow clear processes.

Actions	What did we achieve?	Evidence	Reasons for any differences (variances)	Planning for next year
Identify and prioritise systems for review and development	Met with Brenda to work on the Local Curriculum and identify systems across the school for review	<a href="#">Systems &amp; Structures Draft Local Curriculum</a>	We were instructed by MOE to write a new strategic plan implemented as of Term 3 2024. The timeline to work on the goals was extremely short.	Schools to focus on the government priorities for 2025 <ul style="list-style-type: none"><li>- Structured Literacy</li><li>- Structured Numeracy</li><li>- Attendance</li></ul>
Evaluate, refine and/or develop identified systems	EOTC - targeted training / review PBS Framework - review, redesign, and introduce to staff	<a href="#">EOTC Training PBS Oct 2024</a>	We were able to identify systems for review. We are still looking at prioritising which systems are worked on.	Strategic Goals will remain the same for 2025 as they align with the government priorities.
Set up the system for staff to use effectively and efficiently, and embed it into their practice	EOTC Booklet developed and shared with staff PBS process and documentation shared with staff	<a href="#">EOTC Training PBS Oct 2024</a>	EOTC and PBS were both priority pieces of work. Updated EOTC process shared with staff.	New Annual Goals will be written to reflect the focus areas above.
Develop a cycle for review	The systems and structures are still in their design / review phase. A review cycle still needs to be developed.		Reviewed PBS process shared with staff. New behaviour plan templates shared with staff.	Continue to work on the development of a review cycle

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### 2025 STRATEGIC PLAN

Strategic Goals	Strategic Initiatives	Success
Our staff will develop their pedagogical expertise to create quality learner-focused relationships & outcomes.	<ul style="list-style-type: none"><li>• Grow &amp; develop our staff's literacy national curriculum knowledge</li><li>• Grow &amp; develop our staff's numeracy national curriculum knowledge</li></ul>	A learning environment where ākonga thrive academically, socially, & emotionally, & where staff are empowered & equipped to support every learner's journey.
To foster a school environment where the cultural identities of all ākonga are recognised, respected, & celebrated, thereby enhancing their sense of belonging, well-being & improved outcomes.	<ul style="list-style-type: none"><li>• Work to make sure the school reflects local tikanga Māori, mātauranga Māori, &amp; te ao Māori to give effect to Te Tiriti o Waitangi</li><li>• Strengthen engagement with our community to improve outcome for Pasifika learners.</li></ul>	Our ākonga are culturally valued & respected, leading to improved well-being & learning outcomes, alongside a collaborative, & supportive school community.
Develop robust systems & structures to align with quality teaching for diverse learners.	<ul style="list-style-type: none"><li>• To develop and implement a robust system to monitor, track and support increasing attendance.</li></ul>	A school environment with an operational process framework that prioritises continuous improvement & responsiveness to diverse ākonga needs.

MTR  
Annual Plans  
2025



## 2025 ANNUAL PLAN - MT RICHMOND SPECIALIST SCHOOL

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### STRATEGIC GOAL 1 : QUALITY TEACHING & LEARNING : STRUCTURED LITERACY & NUMERACY

Our staff will develop their pedagogical expertise to create quality learner-focused relationships & outcomes.

Initiative Annual Goal	Action	Accountability	Responsibility	Resources	Measurement
Grow & develop our staff's literacy national curriculum knowledge	<p><b>Development of Curriculum Knowledge</b></p> <ul style="list-style-type: none"> <li>Continue to develop staff's knowledge of the National Curriculum English MoE Curriculum lead</li> <li>Develop a MTR English curriculum</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>upskill staff in implementing the national curriculum</li> <li>monitor and refine planning to align with our context</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Identify relevant assessment tools for each pathway</li> <li>Design an assessment guide and implement</li> <li>Alignment / Informing classroom practice</li> <li>Design an assessment cycle - and implement</li> <li>Analysis of student progress and achievement data</li> </ul> <p><b>Classroom Practice</b></p> <ul style="list-style-type: none"> <li>Building a strong literacy foundation using AAC and specialised tools to access the national curriculum <ul style="list-style-type: none"> <li>Introducing and familiarising staff with the tools</li> <li>implementing specialised tools</li> </ul> </li> </ul> <p>Enhancing the literacy foundation (Jane Farrell) PLD Engage in SEPANZ structured literacy PLD</p>	Therese	Leadership Team Literacy Leads	<p>Jane Farrell</p> <p>Helen Bayldon \$60k</p> <p>e-asTTle PLD</p>	<p>Dagg two times a year beginning / end</p> <p>BSq assessment twice a year</p> <p>Planning documentation</p> <p>Classroom Observations</p>
Grow & develop our staff's numeracy national curriculum knowledge	<p><b>Development of Curriculum Knowledge</b></p> <ul style="list-style-type: none"> <li>Continue to develop staff's knowledge on the National Curriculum Mathematics - MoE Curriculum lead</li> <li>Develop staff's knowledge - structured numeracy - Numicon</li> <li>Engage in Numicon PLD</li> <li>Develop a MTR English &amp; Mathematics curriculum</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>upskill staff in implementing the national curriculum, implement, monitor, refine</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Identify relevant assessment tools for each pathway</li> <li>Design an assessment guide and implement</li> <li>Alignment / Informing classroom practice</li> <li>Assessment cycle - and analysis of student progress and achievement data</li> </ul>	Therese	Leadership Team Numeracy Leads	<p>Resourcing - Order resources - Numicon, Maths No Problem &amp; Prime Scholastic - \$10,000</p> <p>PLD - Catherine Huxford \$55k</p>	<p>Numicon baseline and end of year data</p> <p>BSq assessment twice a year</p> <p>Planning documentation</p> <p>Classroom Observations</p>

## 2025 ANNUAL PLAN - MT RICHMOND SPECIALIST SCHOOL

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### STRATEGIC GOAL 2 : CULTURAL CAPACITY & RESPONSIVENESS

To foster a school environment where the cultural identities of all ākonga are recognised, respected, & celebrated, enhancing their sense of belonging, well-being, & improved outcomes

Initiative Annual Goal	Action	Accountability	Responsibility	Resources	Measurement / Target
Work to make sure the school reflects local tikanga Māori, mātauranga Māori, & te ao Māori to give effect to Te Tiriti o Waitangi	Establish relationships with mana whenua to protect the authenticity of tikanga / kawa of mana whenua in school practices by the end of Term 1.	Juanita	Leadership Team, Teachers, Learning Assistants, Therapy Team	Mana Whenua MAC Facilitator	
	Consultation with whānau to support the development of the MTR curriculum	Juanita	Leadership Team,	Whānau Hui Expenses \$2500.00	>60% engagement of Māori whanau for local curriculum consultation
	Work alongside MAC to build cultural capacity across the school & implement Ka Hikitia	Juanita	Leadership Team,	MAC Facilitator - George Ihimaera Ka Hikitia Tataiako	Staff delivering a basic pepeha by the end of term 4.  Staff begin implementing pepeha into classroom practice in term 2.
Strengthen engagement with our community to improve outcomes for Pasifika learners.	Establish a Pasifika team to develop & implement Tapasa & The Action Plan for Pacific Education	Joe	Pasifika Team	Tapasa Pacific Education Action Plan	Pasifika team established by the end of Term 1.
	Pasifika team to build staff capacity through the implementation of Tapasa & the PEP	Joe	Pasifika Team		Action plan completed by the end of Term 3.
	Strengthen partnerships to support Pasifika identities, languages, & cultures through Tautai o Le Moana	Joe	Pasifika Team	Tautai o Le Moana Pasifika Hui Expenses \$2500.00	

## 2025 ANNUAL PLAN - MT RICHMOND SPECIALIST SCHOOL

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### STRATEGIC GOAL 3 : SCHOOL CAPACITY SYSTEMS & STRUCTURES : ATTENDANCE

Develop robust systems & structures to align with quality teaching for diverse learners.

Initiative Annual Goal	Action	Accountability	Responsibility	Resources	Measurement
To enhance our systems for tracking, monitoring and supporting our student's increased attendance.	<p>Design and distribute parent survey - respond</p> <p>Gather baseline data of attendance from 2024 current students.</p> <p>Systematic ongoing monitoring and reporting on attendance data.</p> <p>Assess attendance history for new enrolments</p> <p>Improve communication with parents - attendance expectations</p> <p>Review, and refine internal attendance monitoring procedures</p> <p>Stepped attendance response to absence</p> <ul style="list-style-type: none"> <li>Formal notification letters drafted</li> </ul> <p>For chronic absences</p> <ul style="list-style-type: none"> <li>Develop an action plan with families to re-engage</li> </ul> <p>Collaborating with EWIS</p> <p>Attendance team</p> <p>Social worker and nurse - to drive</p> <p>Working with external agencies -</p> <ul style="list-style-type: none"> <li>Paediatrician</li> <li>Public health nurse,</li> <li>Taikura Trust,</li> <li>Oranga Tamariki,</li> <li>Explore</li> <li>FGC process</li> </ul>	Joe	<p>Leadership Team</p> <p>Classroom Teachers</p> <p>Social Worker</p> <p>Specialist Team</p>	MOE Guidelines	<p>Collect data on the impact of interventions on attendance</p> <ul style="list-style-type: none"> <li>Phone calls</li> <li>Home visits</li> <li>Transition to school interventions</li> </ul> <p>2025 Targets</p> <p>Chronic Absence from 18% - 15%</p> <p>Moderate Absence from 15% - 10%</p> <p>Irregular Attendance from 20% - 15%</p> <p>Increase regular attendance from 47% - 55%</p>