2026 Strategic & Annual Plan

MT Richmond Specialist School 2026

MT RICHMOND SPECIALIST SCHOOL

Our students will be all they can be

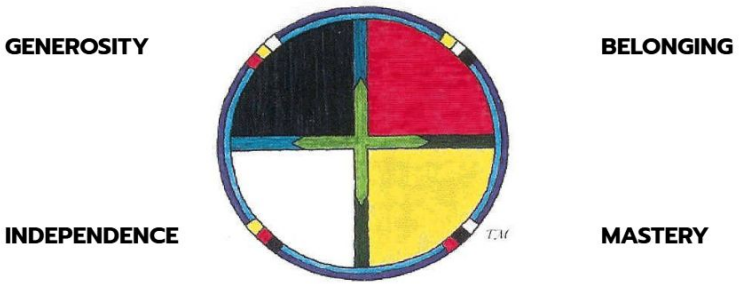
Ko te ao o a tātou ākonga, ko ngā mea ka taea e rātou

Vision

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

Atawhai : *to show kindness for, care for*
Taha Wairua : *thoughts and feelings*
Manaakitanga : *To show genuine caring & become practically involved in helping another*

BELONGING

Whanaungatanga: *'familyness' involving the application of Turangawaewae having a place to stand.*

INDEPENDENCE

Mana Motuhake: *mana through self-determination and control over one's own destiny*

MASTERY

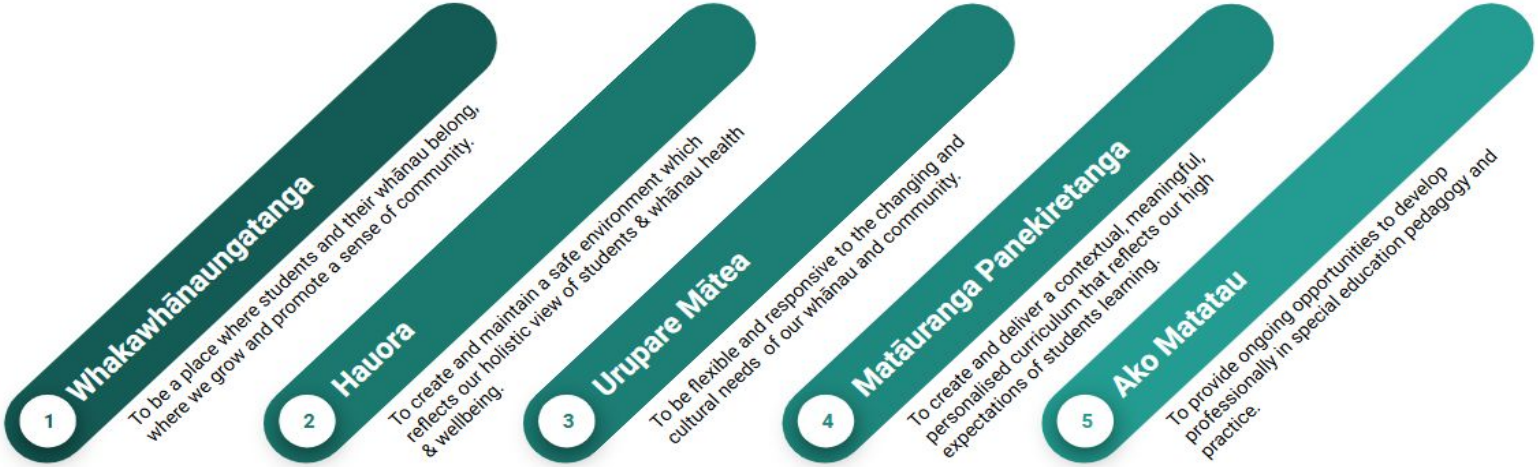
Tohungatanga : *expertise, competence, proficiency*
Taha Hinengaro : *thoughts and feelings,*
Matauranga : *learning new skills, trying new activities, discovering personal strengths*

Achievement Statement & School Aims

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.



Te Tiriti o Waitangi at Mt Richmond Specialist School

As a partner to Te Tiriti o Waitangi, the Crown has a duty to actively promote and protect Tiriti rights and to develop education settings in a way that reflects Māori-Crown relationships.

The Education and Training Act sets out the key Te Tiriti-related provisions in section 9.

The Act provides, in section 127, that one of the primary objectives for Boards is to give effect to Te Tiriti o Waitangi by:

- working to ensure their plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori and
- achieving equitable outcomes for Māori students.

What does Te Tiriti o Waitangi look like at MTR?

Our school board work with our communities to ensure our plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.

- Ongoing consultation with Māori whānau
- Establishing links with mana whenua
- Implementation of tikanga me ōna te reo appropriate to local contexts across the school
- Integration of Mātauranga Māori into learning content through the MTR Ka Hikitia Plan
- MASAM : Māori Achieving Success as Māori
- Culturally Responsive Practice
- Bi lingual Signage

2026 STRATEGIC PLAN
MT RICHMOND SPECIALIST SCHOOL

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

STRATEGIC GOALS	STRATEGIC INITIATIVES	SUCCESS
CURRICULUM 1. Our staff will develop their pedagogical expertise to create quality learner - focused relationships and outcomes.	a. To implement the NZ Curriculum and a communication rich curriculum incorporating the structured literacy programme. English b. To implement the NZ Curriculum and a logic-based numeracy curriculum incorporating the Numicon programme. Math	A learning environment where ākonga thrive academically, socially, & emotionally & where staff are empowered & equipped to support every learner's journey.
SYSTEMS & STRUCTURES 2. Develop robust systems & structures to align with quality teaching for diverse learners.	a. Enhance school-wide systems to track, monitor, & support student attendance to achieve our target 60% regular attendance.	A school environment with an operational process framework that prioritises continuous improvement & responsiveness to diverse ākonga needs.
CULTURAL CAPACITY 3. 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.	a. implement sustained bicultural practice and increased staff confidence in Te Reo Māori. b. Strengthen staff Tapasā competencies to foster Pasifika cultural identities, enhancing learner well-being & educational success.	Our ākonga are culturally valued & expected, leading to improved well-being & learning outcomes, alongside a collaborative, & supportive school community.

STRATEGIC GOAL 1a : CURRICULUM

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

Annual Goal 1a- To implement the NZ Curriculum and a communication rich curriculum incorporating the structured literacy programme. English

Why	Where are we now?	By the end of the year we will	Actions	Measures
• So that every learner receives a clear, year by year knowledge-rich education that meets the needs and ensures improved outcomes. • To create learner profiles that recognise students as communicators, reflecting their unique values and capabilities.	• There is a range of effective pedagogical approaches. • • Varied practices - teacher expectations due to the amount of time staff have been working on this. • Effective delivery is developing • Assessment practices • At the beginning stages of effective consistent school-wide knowledge and practice. • Currently collect data twice a year reported to the board. • Attending BSLA PLD • Developing BSLA resources • Exploring BSLA • Baseline BSLA data • Some staff exploring online BSLA resources • Planning templates are available. • Training given T1 Wk3 2026 • • Resources are continuing to be developed. We have a whole school overview	• Staff will be using a shared vocabulary that celebrates student potential through precise, intentional instruction. • We will have a culture of reflective pedagogy to inform effective practice. • Teachers planning will demonstrate their knowledge and understanding of their learner profile, including happiness audit. • Moving towards deliberate, purposeful and differentiated planning. • Regular use of a variety of data will be used to inform practice. • All classes will be using the BSLA templates and resources and adapting practice to cater for individual needs. • Teachers will be given the opportunities to participate in PLD in the NZ English Curriculum • Staff will familiarise themselves with the special education expanded English Curriculum as it comes to hand.	• Implementation of the English curriculum in to planning, teaching and learning. • • Using BSLA resources and reflecting on the impact on learning, making it responsive to student learning needs. • External Support and PLD - Canterbury University. • • Appropriate resources for different learning needs. • • PLD around the expanded English curriculum. • • Developing consistent assessment practices to inform teaching and learning.	• Analysis of assessment practices. • • Termly analysis of BSLA assessment data • Termly analysis of BSquared...Connecting Steps OL, Reading, Writing. • • Alignment of B-Squared and Seesaw reporting to the new Literacy Capability levels. • • Summative assessment practices in place capturing the student learning journey. Seesaw • Quarterly "Celebration Magazine" • • Review and analysis of teacher planning

STRATEGIC GOAL 1b : CURRICULUM

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

Annual Goal 1b - To implement the NZ Curriculum and a logic-based numeracy curriculum incorporating the Numicon programme. Math

Why	Where are we now?	By the end of the year we will	Actions	Measures
• So that every learner receives a clear, year by year knowledge-rich education that meets the needs and ensures improved outcomes. • There is a range of varied practice across the school, developing a unified approach to teaching and learning.	• There is a range of effective pedagogical approaches. • Varied practices - teacher expectations due to the amount of time staff have been working on this. • Effective delivery is developing • Assessment practices • At the beginning stages of effective consistent school-wide knowledge and practice. • Currently collect data twice a year reported to the board. Bsquared • Attended Numicon PLD • Developing Numicon planning resources • Explored Numicon • Planning templates are available. • Resources are continuing to be developed. We have a whole school overview	• Staff will be using a shared vocabulary that celebrates student potential through precise, intentional instruction. • We will have a culture of reflective pedagogy to inform effective practice. • Teachers planning will demonstrate their knowledge and understanding of their learner profile, including happiness audit. • Moving towards deliberate, purposeful and differentiated planning. • Regular use of a variety of data will be used to inform practice. • All classes will be using the Numicon templates and resources and adapting practice to cater for individual needs. • Teachers will be given the opportunities to participate in PLD in the NZ Math Curriculum • Staff will familiarise themselves around the special education expanded Math Curriculum as it comes to hand.	• Implementation of the Math and Statistics curriculum in to planning, teaching and learning. • Using Numicon resources and reflecting on the impact on learning, making it responsive to student learning needs. • External Support and PLD • Appropriate resources for different learning needs. • PLD around the expanded Math curriculum. • Developing consistent evaluation and assessment practices to inform teaching and learning. • Socialise with assessment tool.	• Analysis of assessment practices. • Termly analysis of Numicon assessment data • Termly analysis of BSquared...Connecting Steps OL, Math & Stats • Alignment of B-Squared and Seesaw reporting to the new Math Capability levels. • Summative assessment practices in place capturing the student learning journey. Seesaw • Quarterly "Celebration Magazine" • Review and analysis of teacher planning

STRATEGIC GOAL 2 : SYSTEMS & STRUCTURES

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

Annual Goal 2: Enhance school-wide systems to track, monitor, and support student attendance to achieve our 2026 target of 70% regular attendance.

Why	Where are we now?	By the end of the year we will	Actions	Measures
• Regular school attendance is essential for students to achieve their educational potential. • The government has set a target of 80% of students regularly attending school by 2030. • Establishing robust systems ensures the school meets legal requirements and provides a consistent response to student absence. • Early intervention helps identify and remove patterns and barriers to attendance.	• The school currently has a 48% regular attendance rate based on Term 4, 2025 data. • Registers are being marked by staff, but manual text messages are still required for unexplained absences. • Current systems are being transitioned into the structured STAR (Stepped Attendance Response) framework.	• Achieve our target of 70% regular attendance by Term 4, 2026. • Have a fully embedded STAR system where every absence is investigated and responded to based on data-based thresholds. • Ensure all whānau and staff understand the procedures for supporting student attendance. • Provide the Board with regular assurance through termly reporting on trends, barriers, and interventions.	• Marking & Follow-up: Ensure all registers are marked by 9 am and 1 pm daily, with text reminders sent from 10 am for unexplained absences. • Tiered Response: Implement specific actions for each STAR threshold: • 0–4 days: Maintain regular contact and follow up all absences to ensure correct coding. • 5–9 days: Class teacher to contact parents via email/phone and record actions in Kamer. • 10–14 days: Hold meetings with parents to develop and implement tailored support plans. • 15+ days: Escalate to School Leadership and involve the Attendance Service or other external agencies. • Monitoring: The Attendance Team will meet weekly (Mondays at 9 am) to review data and evaluate the effectiveness of interventions.	• Attendance Data: Termly reporting via the "Every Day Matters" report to track the shift toward the 70% target. • Accuracy: 100% of absences are investigated, responded to, and recorded in eTap/Kamer. • Documentation: Evidence of support plans in place for all students reaching the "Concerning" (10+ days) or "Serious Concern" (15+ days) thresholds. • Parent Communication: Weekly attendance data sent to parents via email and Seesaw announcements.

STRATEGIC GOAL 3a : CULTURAL RESPONSIVENESS & CAPACITY

Foster an environment so cultural identities of all ākonga are recognised, respected, & celebrated, enhancing their sense of belonging, well-being, & improved outcomes.

Annual Goal 3a: To move beyond basic routines into sustained bicultural practice and increased staff confidence in Te Reo Māori.

Why	Where are we now?	By the end of the year we will	Actions	Measures
• Both staff and whānau identified a "call for deeper connection" and community ties as a current gap. • 2025 surveys showed a lack of confidence and knowledge as primary barriers to teaching the language. • Feedback highlighted a "focus on an event over a process" and the need for more practical, actionable learning. • 2025 progress showed variations in delivery based on individual confidence levels.	• Staff and whānau seek "deeper community connection" and formal ties to hapu/iwi. • Variance shows a move is needed from "doing" (routines) to "teaching" (language). • Staff are consistent with "greetings and waiata" (the 'doing'), but the 2025 Te Reo survey confirms a significant lack of confidence in delivering formal language instruction. • Delivery of pepeha is currently dependent on individual staff confidence rather than a sustained school-wide standard.	• Establish a clear process to connect with local hapu, iwi, and kaumatua. • Provide personal mentoring and practical, classroom-specific Reo resources. • Staff will have mapped their current teaching practice against the five Tātaiako competencies. • Create a formal resource guide on cultural practices and classroom examples. • Support all staff to move from "learning" their pepeha to delivering it with increased confidence.	• Establish connections with mana whenua. • Target Staff Coaching • Integrate Tātaiako Competencies into Professional Development • Bicultural Resource Development • Embedded Pepeha Practice	• Documentation of active engagement sessions with local Iwi/Hapu. • Analysis of follow-up staff surveys to measure shifts in confidence and "Use of Instructional Language" • Use a rubric to collect baseline & year-end data regarding staff performance within Tātaiako Competencies. • Completion and ratification of the cultural section within the MTR Guide .

STRATEGIC GOAL 3b : CULTURAL RESPONSIVENESS & CAPACITY

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.

Annual Goal 3: Strengthen staff Tapasā competencies to foster Pasifika cultural identities, enhancing learner well-being and educational success.

Why	Where are we now?	By the end of the year we will	Actions	Measures
• Equitable Outcomes: We must shift from "deficit views" to high expectations (Strategy 1) for our Pacific Learners • Cultural Competency: Tapasā serves as a "compass" to guide teachers in becoming more culturally aware and confident in their engagement with Pacific learners. • Belonging: Research links strong teacher-student relationships and the use of home languages (Strategy 4) to increased engagement and educational success for Pacific learners	• Currently in the Developing : Co-Creating phase. • Pasifika Team has been established as of Term 1, 2025. • Initial professional learning on Tapasā has commenced, but classroom application (Turu 3.9) requires further coaching and observation.	• Have a staff fully trained in Tapasā competencies with a focus on Turu 1 (Identities), Turu 2 (Relationships), and Turu 3 (Pedagogy). • Embed the Four Strategies (High Expectations, Relationships, Cultural Responsiveness, and Language) into daily teaching practice. • Establish active partnerships with Pasifika community organisations and families through regular talanoa.	• **Professional Development:** Conduct workshops on Tapasā competencies and culturally responsive teaching (Strategies 2 & 3). • **Strengthen Relationships** (Talanoa): Implement multiple communication options (Strategy 2) and invite whānau into learning spaces. • **Pedagogical Practice:** Update lesson plans to incorporate ethnic-specific knowledge and home languages (Strategy 4). • **Strategic Leadership: Pasifika** Team meets monthly to monitor the resource hub and Tautai o Le Moana mentoring program.	• **Capability:** 100% of staff complete Tapasā self-audits showing a shift from 'Exploring' to 'Confident.' • **Engagement:** Increased attendance at school fono and documented evidence of whānau talanoa in Seesaw. • **Pedagogy:** Classroom observations confirm the use of Pacific contexts and languages in teaching.