



[2023-2025 Strategic Plan](#)

Randwick Park School: Strategic Annual Action Plan 2023- 2024

Updated: 26/02/2024

School Vision: We aim for all Randwick Park Learners to succeed in an evolving world.		School Motto: Growing and learning together to be the best we can be.
School Values: Our vision is lived out through our core value of RESPECT . (Responsible Thinking Process) RESPECT for learning RESPECT for ourselves RESPECT for others RESPECT for the environment	Learner Dispositions: Active Learners who are: Responsible and Resilient Positive and Kind Succeeding as Collaborative, Curious and Creative thinkers	Literacies: Literacy & Mathematically Literate, Digitally Fluent, Socially & Emotionally Connected and Culturally Capable. School-wide systems that are in place: HERO SMS APP Responsible Thinking Process Skodel Website Hapara Procedures Manual School Docs

RPS Strategic Goals 2023 -2025: At Randwick Park School we aim to:- ([Board Voice](#))

1. Deliver quality and impactful teaching and learning.
2. Ensure ākonga are active and successful learners.
3. Engage in authentic and collaborative partnerships.
4. Provide an ākonga centred environment.



Evaluative Question:

1. **How well are all students developing their learner dispositions and agency to impact positively on their achievement?** (Outcome question)
 - D2.1 - Leadership collaboratively develops and pursues the school’s vision, goals and targets for equity and excellence
 - D3.4 - Community collaborations enrich opportunities for students to become confident, connected, actively involved, lifelong learners
 - D4.5 - Assessment for learning develops students’ assessment and learning-to-learn capabilities
 - D5.2 - Systematic, collaborative inquiry processes and challenging professional learning opportunities align with the school vision, values, goals and targets

Investigative Sub-Questions:

- 1.1 **To what extent do teachers/staff have a common and correct understanding of learner dispositions and agency?** (Understanding question)
 - D5.3 - Organisational structures, processes and practices enable and sustain collaborative learning and decision making
 - D6.1 - Coherent organisational conditions promote evaluation, inquiry and knowledge building

[ERO Evaluative Plan](#)

Code for completion: Green = completed Orange = in progress Red = not to be actioned yet

1. Deliver quality and impactful teaching and learning	ERO: Theory of Improvement
<p>What specific analysed evidence is driving this?</p> <ul style="list-style-type: none"> - A school-wide self-review completed by a leadership project group in 2022 identified that there were limited and inconsistent practices of the Reggio Emilia approach and how discovery was taught across the school. - Leadership observations have identified there is an inconsistency of quality teaching practices across the school (deliberate acts of teaching: modelling, collaborative practices, feedback/feedforward, the assessment used to inform teaching, data analysis etc) 	<p>D2.1 - Leadership collaboratively develops and pursues the school’s vision, goals and targets for equity and excellence</p>



<ul style="list-style-type: none"> - Student voice gathered and reviewed in 2021 and 2022 identified the need for stronger internal processes to ensure a wider range of concepts across arrange of curriculums - Feedback from DMIC mentors, RTLBs, wider leadership team identified that teachers need to build an understanding of each curriculum area across the levels of the curriculum - <u>New Zealand Curriculum Re-Fresh roll out 2022 -2027</u> - We believe many of our staff are unaware of the school vision and values, and the time is right to reflect, review and co-construct. - Our akonga data is very low due to the impact of COVID-19 restrictions (add in analysis of variance) - The <u>Common Practice Model</u> (CPM) framework for Literacy, Communication and Maths has been delivered from the MoEd. 	<p>D4.5 - Assessment for learning develops students' assessment and learning-to-learn capabilities</p>
--	---

What would indicate the success of this strategic goal:

- Our RPS vision, mission, values and learner dispositions are co-constructed and embedded across the school.
- Our local curriculum is based on an integrated methodology, using our RPS Discovery Cycle.
- An embedded RPS Way of teaching and learning based on Best Evidence Synthesis and the philosophy of Reggio Emilia pedagogy
- Deliberate acts of teaching are research-based and are responsive to our ākonga
- Our kaiako are future-focused and always looking to improve for the good of all
- We will have enabled effective and collaborative approaches to learning and teaching

Intentions for 2023/2024	Outcomes	Actions	Responsibility and Timeframe	Date completed	Evidence
1.1 To provide quality professional learning and development for leaders and teachers.	<p>A consistent and cohesive approach to teaching and learning at RPS</p> <p>Lift curriculum knowledge and understanding of Middle Leaders.</p>	1.1.1 Apply for PLD funding for 2023/4	SLT October 2022	MOE funded 300 PLD hour, engaged Cognition (Jacque Allen)	Implementation Plan 2023

	Lift leadership capabilities of Middle Leaders.	1.1.2. Develop a PLD Implementation plan for PLD	JA and SLT to construct T1 2023		
		1.1.3 Structured literacy Better Start Literacy 2023 Year 1 & 2	Structured Literacy (BSLA) Year 0-2 teachers in 2023. 2024 two teachers completing BSLA	December 2023	All staff completed and past the University of Canterbury course.
		1.1.4 Fourth year DMIC PLD 2023 whole school	DMIC Mentors/Libby S		Bridget Wadham DMIC Team Auckland University
		1.1.4 Review/ Implement an effective Professional Growth Cycle	JA and SLT		
1.2 To have relevant and engaging curriculum programmes across the school.	Our local curriculum is based on an integrated methodology, using our RPS Discovery Cycle. Teachers' strong curriculum knowledge will lead tamariki to learn in an engaging and collaborative way. (Learning will be designed with the appropriate level of challenge and to build on previously learnt skills).	1.2.1 Create a plan PLD funding for 2023/4 co-discovery and co-design based on evidence from learning and teaching.	JA/SLT/Discovery Lead Team Term 2 2023-2024		Randwick Park Local Curriculum Implementation Plan 2023 -2024
		1.2.2 Development of a responsive two-year curriculum delivery plan to ensure a balanced and engaging overview for learning	JA/SLT/Discovery Lead Team Term 2 2023-2024		
		1.2.3 Redesign, implement and embed the RPS Discovery model	JA/SLT/Discovery Lead Team Term 2 2023-2024		

		<p>1.2.4 Learning programmes should be integrated in a meaningful and integral way, to make learning relevant</p>	<p>JA/SLT/Discovery Lead Team</p> <p>Mid-point staff survey to be completed 26 April</p>		
		<p>1.2.5 Addition PLD funded by the school to upskill teachers pedagogy and knowledge around the effective teaching of science</p>	<p>Cognition term 1 2024</p>		<p>Nick Bithell Blend Learning Teacher Only day & staff meetings</p>
<p>1.3 Ensure there is a shared understanding of effective teaching practices.</p>	<p>Deliberate acts of teaching are research-based and are responsive to our ākonga</p>	<p>1.3.1 Development and refinement of all documentation to support and build understanding of “Effective Practices” at RPS.</p>	<p>Leadership Team/CoL leaders 2023 ongoing</p>		
	<p>This will create consistency and cohesion at all levels.</p>	<p>1.3.2 Review the process to give support or feedback on explicit teaching practices for leaders and teachers (regular check and connect sessions)</p>	<p>Leadership Team 2023 ongoing</p>		
	<p>Deliberate acts of teaching are based on research and are evident in planning and delivery</p>	<p>1.3.3 Provide PLD to specific teachers to lift their practice in reading and writing.</p>	<p>SLT/SH PLD hours allocated Term 2-Term 4 2023 Term 1 2024</p>		
	<p>Teachers are implementing effective teaching practices across all curriculum areas</p>	<p>1.3.4 Continue to provide PLD for DMIC approach to mathematics</p>	<p>LS/DMIC Mentors Jan 2021-December 2023</p>		<p>Bridget Wadham DMIC Team Auckland University</p>



		1.3.5 Create an RPS model for Maths based on Communities of Learning (DMIC) and the curriculum refresh	LS 2024 Maths core team		
1.4 Increase assessment capability for teachers	Teachers will understand and effectively unpack a range of assessments to inform future learning, track individual students and see trends across cohorts.	1.4.1 Staff and team PLD on assessments such as PATs, PM, PROBE, Easttle writing	LS and AB 2023-2024		
		1.4.2 Continued refinement and implementation of analysis sheets across the school	LS and AB 2023/2024		

2. Ensure ākonga are active and successful learners.	ERO: Theory of Improvement
<p>What specific analysed evidence is driving this?</p> <p>Our ākonga survey of 2019 reflected that they were</p> <p>Our ākonga voice around the Discovery process informs us that the akonga do not see the relevance in the content and they did not see themselves as learners, even though they enjoy being at school.</p> <p>We have limited progression models across the school that are for student use.</p> <p>We have some activities that ākonga are engaged in with kaiako and whanau in relation to their learning journey.</p>	<p>D3.4 - Community collaborations enrich opportunities for students to become confident, connected, actively involved, lifelong learners</p> <p>D5.2 - Systematic, collaborative inquiry processes and challenging professional learning opportunities align with the school</p>



	vision, values, goals and targets D5.3 - Organisational structures, processes and practices enable and sustain collaborative learning and decision making
--	--

What would indicate success of this strategic goal:

- Our ākonga see themselves as active learners, learners who are successful socially, physically and academically.
- Ākonga understand what success looks like for them, empowered to set the pace of their learning through clear progression steps.
- Kaiako and tamariki share a common language of learning and ākonga are empowered to influence their learning journey
- Our ākonga will be able to utilise the RPS Values and RPS Learning Dispositions consistently and cohesively throughout their journey at RPS.

Intentions for 2023/2024	Outcomes	Actions	Responsibility and Timeframe	Evidence
2.1 Increase assessment capability for akonga.	Assessment data is shared with students and used to celebrate successes and set goals.	2.1.1 Staff PD on the use of data and modelling of its use with students.	LS and AB with support from JA.	
	Ākonga can talk about what they are learning and why.	2.1.2 Time is allocated for goal setting with students and is evident in planning and student work. (Learner agency systems)	Team Leaders 2024	
		2.1.3 Ākonga take an active role in	Team Leaders/SLT/	

		Te Hui Ako - Co-construction of possible points for discussion - Opportunities to role play - Speaking frames	2024-2025	
		2.1.4 Senior students post/share learning on Hero for whānau		
2.2 Embed a common language of learning (The RPS Way) for ākonga to understand and use	Ākonga see themselves as learners and have a growth mindset. RPS learning disposition and values are understood and used as part of everyday language by students and wider staff.	2.2.1 RPS language of learning is included in planning and used in the everyday language of the school - Newsletters - Daily notices - Teacher and student vocabulary - RTP plans and process	Leadership Team 2023-2024	
		2.2.2 Draft disposition reviewed with ākonga and the wider community. (When appropriate these are finalised and published in documentation including the website, newsletters etc).	Ākonga: LS and SL T2 2023 Community: AB and KM	Whānau Survey Term 2, 2023
		2.2.3 Development of an RPS learner profile	JA and SLT T1-4	
		2.2.4 Implementation of an RPS learner profile	JA and SLT T1-4	



		<p>2.2.5 Development of marketing and design work to support the embedding of Dispositions and values.</p>		
<p>2.3 Provide a wide range of opportunities that will challenge and grow students</p>	<p>Ākonga drive learning and are actively engaged in their learning.</p>	<p>2.3.1 PLD around localised curriculum</p> <ul style="list-style-type: none"> - Project Group and Jacque Allen lead the review and updating of the Discovery planning template (including aligning with the curriculum refresh) - Review, refine and update the RPS Discovery model - Develop an RPS philosophy of teaching 	<p>JA and SLT 2023-2024</p>	<p>Series of PLD full days with the Project/Lead team, subsequent staff meetings 2023</p>
		<p>2.3.2 Growing student leadership capabilities and opportunities</p> <ul style="list-style-type: none"> - student-led conferences - Student leaders 	<p>SL 2023-2025</p>	

<p>3. Engage in authentic and collaborative partnerships</p>		<p>ERO: Theory of Improvement</p>
<p>What specific analysed evidence is driving this?</p> <ul style="list-style-type: none"> - We have limited interaction with our Kahui Ako and we are unaware of the WSTs goals 		<p>D3.4 - Community collaborations enrich opportunities for students</p>



<ul style="list-style-type: none"> - We have the need to connect with mana whenua, this has not started yet: Ngāti Te Ata, Ngāti Tamaoho and Manurewa Marae, the CoL are working on this. - Our home school partnerships are strong, however, these are pastoral care focused but we need to make them more learning-focused 	<p>to become confident, connected, actively involved, lifelong learners D6.1 - Coherent organisational conditions promote evaluation, inquiry and knowledge building</p>
--	--

What would indicate the success of this strategic goal:

- To meet our obligations of Te Tiriti o Waitangi
- Our home school partnership will be more balanced in relation to learning and pastoral care
- So that our local curriculum is authentic and engaging
- We are utilising resources, strengths, connections and knowledge that enables us to meet the needs of our learners through a rich community lens
- Empowers us to be more culturally responsive in our actions
- Have an established and sustainable relationship with the Manurewa Marae to create authentic iwi connections. Working together to support and benefit the mission, vision and values of each other's organisations and the wider community.
- Maintain and enhance key Early Childhood relationships from our local community. Ensure local Kohanga Reo, pre-schools and Kindergartens are connected to our school with preschool visits, introduction packs and regular interactions.

Intentions for 2023	Outcomes	Actions	Responsibility and Timeframe	Date completed	Evidence
3.1 Continue to build and grow reciprocal whānau relationships	Whanau engagement in their tamaiti learning	3.1.1 Identify and consult with the local community	All staff SL		



			SLT CoL leaders 2024-2025		
3.2 Create connections and build partnerships with Mana Whenua	Access to extended resources, people, local stories & bringing another voice to the table	3.2.1 Connect with Manurewa Marae to identify specific people to work with the school to create an authentic connection	CoL Liaison LM		
3.3 Strengthen Kahui Ako outcomes within RPS	Kahui Ako goals are evident across the school in teacher practise and student learning	3.3.1 Clarify the Kahui Ako goals and the role of ASLs and WITs. 3.3.2	AB CoL WITs		Strategic Plan Iwi Consultation
3.4 Grow partnerships to support and lift outcomes for all ākonga	Pasifika learners will achieve education aspirations	3.4.1 Manurewa Wayfinders Pacific Project Unpack and design how the Pacific action plan 2020-2030 looks at Randwick Park	Sandra Booth 2023-2025		
		3.4.2 Partner with families to design education opportunities together with teachers	SL 2024		
		3.4.3 Pasifika Teacher Aide Project to learn and use best	Sandra Booth 2023		



		practices in the classrooms			
--	--	-----------------------------	--	--	--

4. Have an ākonga centred environment					ERO: Theory of Improvement
<p>What specific analysed evidence is driving this?</p> <ul style="list-style-type: none"> - Our buildings have limited art work that reflects our RPS community. - We are in need of a asset management plan. - In some cases our learning spaces are not being used to benefit the ākonga learning process - Our external environment is in need of a lift to engage ākonga more in physical activities - Our health and safety protocols need upgrading. - We need to comply with health and safety standards. - We want to utilise all of our learning settings, including external settings to enable our learning and teaching philosophy. - We want all of our ākonga information to be housed in the one digital portal. 					<p>D6.1 - Coherent organisational conditions promote evaluation, inquiry and knowledge building <i>(Property focus included)</i></p>
<p>What would indicate success of this strategic goal:</p> <ul style="list-style-type: none"> - Our staff, ākonga and community have pride in their school - Provide a safe solace physically, emotionally and socially. - Enable innovative teaching practice - Provide opportunities for ākonga agency in risk stimulating learning and play environments - Our spaces reflect the cultural diversity of our learning community - Our policies and procedures would be updated and shared widely. - Our environments would be welcoming and well-resourced. - Our learning settings within our learning spaces are fit for purpose and reflect the age and stage of our ākonga. - Our Student Management System (HERO) is the one portal for all information. 					
Intentions for 2023	Outcomes	Actions	Responsibility and	Date	Evidence

			Timeframe	completed	
4.1 Utilise our learning spaces as active resources for ākonga	Our learning spaces are used as tool “the environment as the third teacher”	4.1.1 Teams to review teacher text vs ākonga text in our learning spaces.	- AB/LS 2023		
		4.1.2 Resources are current and well maintained	- SLT 2023/2024		
		4.1.3 Purposeful learning settings - Flexible use of furniture - Equipment and resources are accessible to students	- SLT 2023/2024		
4.2 Provide school environments that are safe, inviting and attractive to reflect our RPS pedagogical approach (Reggio Emilia Philosophy).	Tamariki and whanau are proud of their school environment.	4.2.1 SLT and Board review the internal and external environment identifying priorities.	SLT/BOT 2023-2025		
	Improved attendance as tamariki enjoy and are challenged within their learning environment.	4.2.2 Budget is provided to upgrade external environments to create a modern, inviting and attractive learning space reflecting the RPS pedagogical approach.	SLT/BOT 2023-2025		
4.3 Our environment reflects the cultural richness and vibrancy of our RPS whānau.	Akonga and whānau to connect with the environment internally and externally, to have a sense of belonging at RPS.	4.3.1 A review and upgrade of the school admin area so it is warm and welcoming and reflective of our diverse community.	SLT/KP 2023		

