

Richmond School's three year Te Whakakārahu Kātahi Strategic Plan 2026 - 2028

OVERALL GOAL INTRODUCTION

To prepare, implement and publish our 3 year Te Whakakārahu Kātahi Strategic Plan, annual implementation Plan, Annual Report requirements by dates noted below.

Te Whakakārahu Kātahi is intended to support schools to:

1. Give effect to Te Tiriti o Waitangi and support Māori-Crown relationships.
2. Prioritise actions to achieve equitable outcomes for all ākonga through an inclusive process and delivering a high quality curriculum.
3. Build relationships with communities.
4. Build trust through a transparent process.
5. Continuously improve to meet goals.
6. Adapt to their communities' changing needs.

KEY DATES

Year 1 - 2026	Year 2 - 2027	Year 3 - 2028
<p>1st January</p> <ul style="list-style-type: none"> - 3 year Strategic Plan effective from this date. <p>1st March</p> <ul style="list-style-type: none"> - Strategic Plan published and submitted to the Ministry of Education. <p>31st March</p> <ul style="list-style-type: none"> - Annual implementation plan prepared and published. - As soon as practicable following the completion of the audited annual financial statements the school board must ensure that its annual report is available to the public on a website maintained by or on behalf of the school board (s136 Education and Training Act 2020). <p>31st May</p> <ul style="list-style-type: none"> - Annual report published and submitted to the Ministry of Education. 	<p>1st March</p> <ul style="list-style-type: none"> - Annual Strategic Plan published and submitted to the Ministry of Education. <p>31st March</p> <ul style="list-style-type: none"> - Annual implementation plan prepared and published. - As soon as practicable following the completion of the audited annual financial statements the school board must ensure that its annual report is available to the public on a website maintained by or on behalf of the school board (s136 Education and Training Act 2020). <p>31st May</p> <ul style="list-style-type: none"> - Annual report published and submitted to the Ministry of Education. 	<p>1st March</p> <ul style="list-style-type: none"> - Annual Strategic Plan published and submitted to the Ministry of Education. <p>31st March</p> <ul style="list-style-type: none"> - Annual implementation plan prepared and published. - As soon as practicable following the completion of the audited annual financial statements the school board must ensure that its annual report is available to the public on a website maintained by or on behalf of the school board (s136 Education and Training Act 2020). <p>31st May</p> <ul style="list-style-type: none"> - Annual report published and submitted to the Ministry of Education. <p>31st December</p> <ul style="list-style-type: none"> - 3 year Strategic Plan expires.

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5	To continue to embed the school's values and Māori tikanga and values into our school programme.	18-19
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9	To continue to improve ākongā attendance rates.	28-29
10	To develop and implement an AI policy and procedures.	30-34
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Action 1

To prepare, implement and publish our 3 year Te Whakakārahu Kātahi Strategic Plan, annual implementation Plan and Annual Report requirements.

Strategic Planning Actions	Who is responsible	Actions/Resources required	Timeframe	How will you measure success?
Ensure the Board and Management know and understand the Te Whakakārahu Kātahi Strategic planning and reporting legislative requirements. To upskill new Board members (after elections).	Board. Management.	Te Whakakārahu Kātahi Strategic planning and reporting legislative requirements.	2026 – 2028.	Board members and Management speaking competently about their roles and the Te Whakakārahu Kātahi Strategic planning and reporting legislative requirements.
To implement the planning and reporting practices and processes that are needed to be completed in terms of the new Planning and Reporting legislative requirements, and adapt our current practices and processes as necessary.	Board. Management.	Te Whakakārahu Kātahi Strategic planning and reporting legislative requirements.	2026 – 2028.	Successfully undertaking the planning and reporting requirements.
To collaboratively work with our ERO Evaluation Partner and seek support and guidance from her/him as deemed necessary.	Board. Management. ERO partner. NZSTA if deemed necessary.	Te Whakakārahu Kātahi Strategic planning and reporting legislative requirements. NZSTA support documents and personnel.	2026 – 2028.	Successful, useful partnership established.
To determine how well our school is meeting the board's primary objectives and then determine next steps, including where or who to go to for help.	Board. Management.	Self-review programme.	2026 – 2028.	Board to undertake a review to determine how well your school is meeting the board's primary objectives.

Action 1 - Evaluation

We have:	Updated Status	Comments	Date of review
Ensure the Board and Management know and understand the Te Whakakārahu Kātahi Strategic planning and reporting legislative requirements. To upskill new Board members (after elections).	In progress		
To implement the planning and reporting practices and processes that are needed to be completed in terms of the new Planning and Reporting legislative requirements, and adapt our current practices and processes as necessary.	In progress		
To collaboratively work with our ERO Evaluation Partner and seek support and guidance from her/him as deemed necessary.	In progress		
To determine how well our school is meeting the board's primary objectives and then determine next steps, including where or who to go to for help.	In progress		

Action 2

To proactively involve our school community in our Strategic Planning and genuinely seek their opinions and determine their aspirations and encourage them to participate in our school's planning.

- Understand who is part of our school and what we know about these whānau and communities.
- Identify who in our school community needs more support to contribute.
- Identify some groups within your community (or specific, trusted representatives that can work with the board on their behalf).
- Assess the strength of our existing relationships and endeavour to boost these.

Strategic Planning Actions	Who is responsible	Resources required	Timeframe	How will you measure success?
To identify people/whānau/iwi/groups to be targeted (our school's stakeholders).	Management. Staff. Board.	Iwi and whānau lists.	2026 – 2028.	Successful identification.
To proactively seek and gather opinions/views/aspirations from a variety of sources in a variety of ways – formally and informally. Community engagement can be via hui, Parent-Teacher meetings, interview sessions, newsletter surveys, concerns/complaints, compliments, chats at the school gate and so on.	Management. Staff. Board.	Formal and informal consultation.	2026 – 2028.	Many views and aspirations obtained for a variety of sources in a variety of ways.
Identify and engage specific representatives from local community groups (for example, our neighbouring vicar, TDC personnel and kaumatua, koroua/koro, kuia).	Whānau hui to consider. Management.	Identification processes.	2026 – 2028.	Successful identification and engagement.
To review and revise our Māori Achievement policy – A12. In terms of our policy schedule this was last reviewed 18 th June 2025 and due to be next reviewed Term 2 2029. But, consider reviewing earlier as deemed necessary since this is an important Action in our 3 year Strategic Plan.	Whānau hui to consider. Management. Staff. Board.	A12 policy.	2026 – 2028.	Successful review and revision (as deemed appropriate).
Identify whānau affiliations and learn about their history. If considered applicable make connections for those with similar iwi affiliations.	Management. Opinions to be sought at whānau hui.	Identification processes and actions.	2026 – 2028.	Successful connections made and whānau delighted with the connections and learnings.

Action 2 - Evaluation

We have:	Status	Comments
To identify people/whānau/iwi/groups to be targeted (our school's stakeholders).	In progress	
To proactively seek and gather opinions/views/aspirations from a variety of sources in a variety of ways – formally and informally. Community engagement can be via hui, Parent-Teacher meetings, interview sessions, newsletter surveys, concerns/complaints, compliments, chats at the school gate and so on.	In progress	
Identify and engage specific representatives from local community groups (for example, our neighbouring vicar, TDC personnel and kaumatua, koroua/koro, kuia).	In progress	
<p>To review and revise our Māori Achievement policy – A12.</p> <p>In terms of our policy schedule this was last reviewed 18th June 2025 and due to be next reviewed Term 2 2029. But, consider reviewing earlier as deemed necessary since this is an important Action in our 3 year Strategic Plan.</p>	In progress	
Identify whānau affiliations and learn about their history. If considered applicable make connections for those with similar iwi affiliations.	In progress	

Action 3

For the school to give effect to Te Tiriti o Waitangi.

- Under Section 127 of the Act, one of the primary objectives for school boards is to:
 - Ensure plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori.
 - Take reasonable steps to make instruction available in tikanga Māori and te reo Māori.
 - Work toward equitable outcomes for Māori students.

Strategic Planning Actions	Who is responsible	Resources required	Timeframe	How will you measure success?
<p>Identify appropriate ways to engage with different members/groups of our community:</p> <ul style="list-style-type: none"> - Ākonga. - Parents and whānau. - Hapū and iwi. - School staff. - Other community groups. <p>Consider the various sources and ways to gather community, parent, whānau voice.</p> <p>Consider trends during the time period that we are witnessing.</p>	<p>Management. Board.</p>	<p>Applicable meetings - Whānau hui, Komiti Māori curriculum team, Syndicate and staff, Board and Management.</p> <p>Newsletter items and applicable surveys.</p> <p>Refer to - The Education and Training Act 2020: Te Tiriti o Waitangi – Education in New Zealand</p>	<p>2026 – 2028.</p>	<p>Successful identification of many appropriate ways to engage the various groups.</p> <p>Successfully gathering 'voice' from the various groups.</p> <p>Noticing trends over time and committing them to review documents.</p>
<p>Determine how well we are giving effect to Te Tiriti o Waitangi and determine your next steps.</p> <p>Compare our school's performance against the indicators of the Education and Training Act 2020: Te Tiriti o Waitangi section 9. This section sets out the key Te Tiriti-related provisions that education agencies must comply with. These include:</p> <ul style="list-style-type: none"> - Ensuring that education reflects the aspirations of Māori. - Supporting the revitalisation of te reo Māori. - Enabling Māori participation in decision making. - Promoting equitable outcomes for Māori. - Respecting mātauranga Māori. - Recognising diversity of Māori. And, - Fostering relationships among all parties. 	<p>Board. Management /Senior Staff. Komiti Māori.</p>	<p>Applicable meetings - Whānau hui, Komiti Māori curriculum team, Syndicate and staff, Board and Management.</p> <p>Newsletter items and applicable surveys.</p> <p>Refer to - The Education and Training Act 2020: Te Tiriti o Waitangi – Education in New Zealand</p>	<p>2026 – 2028.</p>	<p>Successfully observing trends over time and committing them to review documents.</p>

<p>Using surveys to collect data from students, staff, whānau, and community members on their perceptions of how well the school values and supports te ao Māori, te reo Māori, and tikanga Māori.</p> <p>Te Ao Māori denotes the Māori World. While simple in definition, it is rich in meaning and vast in breadth and depth. Te Ao Māori refers to three key areas: te Reo Māori (Māori language), Tikanga Māori (protocols and customs), and te Tiriti o Waitangi (the Treaty of Waitangi).</p> <p>Surveys can also measure the level of engagement, wellbeing, motivation, self-efficacy, feedback, and learning preferences of ākonga Māori.</p>	<p>Whānau hui each term.</p> <p>Komiti Māori curriculum team meetings.</p> <p>Syndicate and staff meetings.</p> <p>Board.</p> <p>Management.</p>	<p>Our major triennial parent and staff surveys.</p> <p>Newsletter surveys.</p> <p>Applicable meetings - Whānau hui, Komiti Māori curriculum team, Syndicate and staff, Board and Management.</p>	<p>2026 – 2028.</p>	<p>Successfully observing trends over time and committing them to review documents.</p>
<p>Conducting interviews or focus groups with students, staff, whānau, and community members to elicit their views and experiences on how the school honours Te Tiriti o Waitangi in its governance, policies, curriculum, teaching, assessment, and environment. Interviews and focus groups can also explore the strengths and challenges of the school in promoting 'Māori achieving success as Māori (MASAM)' – Māori ākonga achieving to their full potential as Māori, with access to te ao Māori (the Māori world), te reo Māori (the Māori language), tikanga Māori (Māori customs), and mātauranga Māori (Māori knowledge).</p> <p>Some <u>strengths</u> could be:</p> <ul style="list-style-type: none"> • Developing a shared understanding of MASAM among all staff, students, whānau, and community members. • Engaging in genuine and authentic partnerships with whānau Māori and mana whenua (local Māori authorities) to co-design and co-implement the school curriculum, vision, and goals. • Providing opportunities for ākonga Māori to learn and use te reo Māori and tikanga Māori across the curriculum and in various contexts. • Supporting ākonga Māori to develop their cultural identity and self-efficacy through positive relationships, high expectations, and personalised learning pathways. <p>Some of the challenges we may face:</p> <ul style="list-style-type: none"> • Addressing the historical and systemic barriers that have disadvantaged Māori learners in the education system, such as racism, bias, and low expectations. 	<p>Whānau hui each term.</p> <p>Komiti Māori curriculum team meetings.</p> <p>Syndicate and staff meetings.</p> <p>Board.</p> <p>Management.</p>	<p>Applicable meetings - Whānau hui, Komiti Māori curriculum team, Syndicate and staff, Board and Management.</p> <p>https://theeducationhub.org.nz/maori-achieving-success-as-maori/</p> <p>https://elearning.tki.org.nz/Leadership/Maori-achieving-success-as-Maori</p>	<p>2026 – 2028.</p>	<p>Successfully observing trends over time and committing them to review documents.</p> <p>To show improvement in terms of increasing strengths and dealing with challenges in promoting 'Māori achieving success as Māori'.</p>

<ul style="list-style-type: none"> • Ensuring that all teachers have the knowledge, skills, and dispositions to be culturally responsive and effective for ākonga Māori. • Providing adequate resources, time, and support for teachers and leaders to implement MASAM in their practice. • Monitoring and evaluating the impact of MASAM on the outcomes and experiences of ākonga Māori and their whānau. 				
<p>Observing student behaviour, actions, and interactions in various settings and contexts to assess how they demonstrate their connection to their language, culture, and identity.</p> <p>Observations can also evaluate how the school provides opportunities for students to learn about and participate in te ao Māori, te reo Māori, and tikanga Māori.</p>	<p>Management.</p> <p>Komiti Māori curriculum team.</p> <p>Teachers.</p>	<p>Observations and analysis of these.</p>	<p>2026 – 2028.</p>	<p>Successfully observing trends over time and committing them to review documents.</p>
<p>Collecting and analysing artifacts that students create or use as part of their learning process. Artifacts can include assignments, portfolios, journals, reflections, feedback forms, drawings, posters, Seesaw items, podcasts etc. Artifacts can show how students express their ideas, opinions, feelings, values, goals, etc. through their work. Artifacts can also demonstrate student learning progress and achievement over time.</p>	<p>Teachers.</p>	<p>Viewing, collection and analysis of artifacts.</p>	<p>2026 – 2028.</p>	<p>Successfully observing trends over time and committing them to review documents.</p>

Action 3 - Evaluation

We have:	Status	Comments
<p>Identify appropriate ways to engage with different members/groups of our community:</p> <ul style="list-style-type: none"> - Ākonga. - Parents and whānau. - Hapū and iwi. - School staff. - Other community groups. <p>Consider the various sources and ways to gather community, parent, whānau voice.</p> <p>Consider trends during the time period that we are witnessing.</p>	In progress	
<p>Determine how well we are giving effect to Te Tiriti o Waitangi and determine your next steps.</p> <p>Compare our school's performance against the indicators of the Education and Training Act 2020: Te Tiriti o Waitangi section 9. This section sets out the key Te Tiriti-related provisions that education agencies must comply with. These include:</p> <ul style="list-style-type: none"> - Ensuring that education reflects the aspirations of Māori. - Supporting the revitalisation of te reo Māori. - Enabling Māori participation in decision making. - Promoting equitable outcomes for Māori. - Respecting mātauranga Māori. - Recognising diversity of Māori. And, <p>Fostering relationships among all parties.</p>	In progress	
<p>Using surveys to collect data from students, staff, whānau, and community members on their perceptions of how well the school values and supports te ao Māori, te reo Māori, and tikanga Māori.</p> <p>Te Ao Māori denotes the Māori World. While simple in definition, it is rich in meaning and vast in breadth and depth. Te Ao Māori refers to</p>	In progress	

<p>three key areas: te Reo Māori (Māori language) Tikanga Māori (protocols and customs) te Tiriti o Waitangi (the Treaty of Waitangi).</p> <p>Surveys can also measure the level of engagement, wellbeing, motivation, self-efficacy, feedback, and learning preferences of ākonga Māori.</p>		
<p>Conducting interviews or focus groups with students, staff, whānau, and community members to elicit their views and experiences on how the school honours Te Tiriti o Waitangi in its governance, policies, curriculum, teaching, assessment, and environment. Interviews and focus groups can also explore the strengths and challenges of the school in promoting 'Māori achieving success as Māori (MASAM)' – Māori ākonga achieving to their full potential as Māori, with access to te ao Māori (the Māori world), te reo Māori (the Māori language), tikanga Māori (Māori customs), and mātauranga Māori (Māori knowledge).</p> <p>Some <u>strengths</u> could be:</p> <ul style="list-style-type: none"> • Developing a shared understanding of MASAM among all staff, students, whānau, and community members. • Engaging in genuine and authentic partnerships with whānau Māori and mana whenua (local Māori authorities) to co-design and co-implement the school curriculum, vision, and goals. • Providing opportunities for ākonga Māori to learn and use te reo Māori and tikanga Māori across the curriculum and in various contexts. • Supporting ākonga Māori to develop their cultural identity and self-efficacy through positive relationships, high expectations, and personalised learning pathways. <p>Some of the challenges we may face:</p> <ul style="list-style-type: none"> • Addressing the historical and systemic barriers that have disadvantaged Māori learners in the education system, such as racism, bias, and low expectations. • Ensuring that all teachers have the knowledge, skills, and dispositions to be culturally responsive and effective for ākonga Māori. • Providing adequate resources, time, and support for teachers and leaders to implement MASAM in their practice. <p>Monitoring and evaluating the impact of MASAM on the outcomes and experiences of ākonga Māori and their whānau.</p>	<p>Not started</p>	

<p>Observing student behaviour, actions, and interactions in various settings and contexts to assess how they demonstrate their connection to their language, culture, and identity.</p> <p>Observations can also evaluate how the school provides opportunities for students to learn about and participate in te ao Māori, te reo Māori, and tikanga Māori.</p>	<p>In progress</p>	
<p>Collecting and analysing artifacts that students create or use as part of their learning process. Artifacts can include assignments, portfolios, journals, reflections, feedback forms, drawings, posters, Seesaw items, podcasts etc. Artifacts can show how students express their ideas, opinions, feelings, values, goals, etc. through their work. Artifacts can also demonstrate student learning progress and achievement over time.</p>	<p>In progress</p>	

Action 4

If one was to walk into Richmond School and any classroom within the school, how would one know it was a school in Aotearoa? As per the quote by Janelle Riki-Waaka, CORE Education....

- Who believes we need to focus on what it means to be a school unique to Aotearoa New Zealand and reflecting our bicultural heritage gives mana to Tiriti o Waitangi. Janelle encourages educators to ask themselves: How would I know I am in a school in Aotearoa? She believes it is a moral and ethical imperative to protect and honour te reo Māori, tikanga Māori and our bicultural history for every student in every school in New Zealand.
- 'A right to come to school and see their culture'.
- Te Mātaiaho is potentially a game changer and the continual improvement of our school for the betterment of our learners, our community and our society in general.
- Consider the many ways to improve teaching and learning of te reo and tikanga within our school and in terms of the new 'Curriculum Refresh'.

Strategic Planning Actions	Who is responsible	Resources required	Timeframe	How will you measure success?
<p>vimeo.com</p> <p>Giving mana to Tiriti o Waitangi in our schools from Janelle Riki-Waaka, CORE Education, discusses how focusing on what it means to be a school unique to Aotearoa New Zealand and reflecting our bicultural heritage...</p> <p>Janelle Riki-Waaka video</p>	<p>Management.</p> <p>Teachers.</p>	<p>Core Education's video.</p> <p>Te Mātaiaho document.</p> <p>Staff meetings considering what this looks like and plan accordingly.</p>	<p>2026 and 2028.</p>	<p>Discussion with staff (at say staff meetings and syndicate meetings) what this looks like and then survey teachers/classroom observation based on the responses.</p>
<p>On-going specific teaching of our school AROHA values, tikanga and Māori values. Focus on how these look within our school and in classrooms, the playground, on trips etc. To continue to make them important, relevant, necessary and alive in our school.</p>	<p>Management.</p> <p>Teachers.</p>	<p>AROHA posters.</p> <p>Aroha awards.</p> <p>Class discussions and actions.</p> <p>Murals around the school.</p> <p>Kowhaiwhai panels around the school.</p>	<p>2026 – 2028.</p>	<p>For staff and ākonga to be knowledgeable of each and every value (school and Māori) and to be fully conversant of tikanga and demonstrate their respect for it.</p> <p>Viewing/survey planning and assessment in classrooms to check on whether these are being embedded.</p>

<p>To place a big visual AROHA representation on the end wall at the end of Room 9.</p>	<p>Principal. Signwriter – Gary Oldham.</p>	<p>New mural.</p>	<p>2026.</p>	<p>Gary Oldham to have it completed early 2026.</p>
<p>Teachers to use the 'Namunamu' slideshow and file created by Jaime Kingi (and revised by Morgan Eggers).</p> <p>Snippets to be placed in class and school newsletters and possibly in podcasts.</p> <p>Snippets at staff meetings.</p>	<p>Morgan Eggers Teachers. Management. Considering making appropriate podcasts.</p>	<p>'Namunamu' slideshow and possibly podcasts.</p>	<p>2026 – 2028.</p>	<p>Viewing/survey classroom programmes and staff meetings to verify these are being used.</p> <p>Check that snippets are placed in school-wide and class newsletters from time to time.</p>
<p>Determine ways to continue to upskill our teachers' knowledge (of content, planning formats and assessment) and delivery of the new refreshed curriculum - Te Mātaiaho.</p>	<p>Management. Curriculum leaders.</p>	<p>Te Mātaiaho document. Syndicate and staff meetings. PD courses.</p>	<p>2026 – 2028.</p>	<p>Teachers verifying that this is the case. Survey teachers and include verification in class observations.</p>
<p>To implement the new refreshed curriculum - Te Mātaiaho:</p> <ul style="list-style-type: none"> • Te Mātaiaho will support students to experience success in their learning. It will give practical effect to Te Tiriti o Waitangi, and will be inclusive, clear about the learning that matters, and easy to use from year 0 to year 13. • The refreshed curriculum content is being developed and released in phases, and schools and kura will have until the beginning of 2027 to start using the fully refreshed curriculum. • Schools and kura must use the refreshed Mathematics and Statistics and English learning areas from the start of 2025. • The new Relationships and Sexuality Education curriculum and the new Financial Education curriculum to be available for use from 2026 and to be implemented by 2027. 	<p>Management. Curriculum Leaders and committee members. Teachers.</p>	<p>Te Mātaiaho document. New school documentation – planning, assessment and reporting.</p>	<p>Implementation of all learning areas:</p> <ul style="list-style-type: none"> • Mathematics and Statistics learning area from the start of 2025. • English learning area from the start of 2025. • All learning areas from 2027 (including the new Relationships and Sexuality Education curriculum and the new Financial Education curriculum to be available for use from 2026 and to be implemented by 2027. 	<p>To confirm the implementation of the learning areas are in place by the due dates (if not prior to these).</p>

Develop podcasts for parents, whānau, staff, ākonga and other community members to listen to.	Management and curriculum leaders.	Teacher with the ability do this. Children to be involved as applicable.	2026 – 2028.	Feedback from parents, whānau, staff, ākonga and other community members (informally and formally). The latter via comments on the podcasts, newsletter surveys and at meetings such as syndicate meetings, staff meetings, Parent-Teacher Committee meetings, interviews, Board meetings and whānau hui.
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Action 4 - Evaluation

We have:	Status	Comments
<p>Giving mana to Tiriti o Waitangi in our schools from Janelle Riki-Waaka, CORE Education, discusses how focusing on what it means to be a school unique to Aotearoa New Zealand and reflecting our bicultural heritage...</p> <p>Janelle Riki-Waaka video</p>	In progress	
On-going specific teaching of our school AROHA values, tikanga and Māori values. Focus on how these look within our school and in classrooms, the playground, on trips etc. To continue to make them important, relevant, necessary and alive in our school.	In progress	
To place a big visual AROHA representation on the end wall at the end of Room 9.	Not started	
<p>Teachers to use the 'Namunamu' slideshow and file created by Jaime Kingi (and revised by Morgan Eggers).</p> <p>Snippets to be placed in class and school newsletters and possibly in podcasts.</p> <p>Snippets at staff meetings.</p>	In progress	

Determine ways to continue to upskill our teachers' knowledge (of content, planning formats and assessment) and delivery of the new refreshed curriculum - Te Mātaiaho.	In progress	
<p>To implement the new refreshed curriculum - Te Mātaiaho:</p> <ul style="list-style-type: none"> • Te Mātaiaho will support students to experience success in their learning. It will give practical effect to Te Tiriti o Waitangi, and will be inclusive, clear about the learning that matters, and easy to use from year 0 to year 13. • The refreshed curriculum content is being developed and released in phases, and schools and kura will have until the beginning of 2027 to start using the fully refreshed curriculum. • Schools and kura must use the refreshed Mathematics and Statistics and English learning areas from the start of 2025. • The new Relationships and Sexuality Education curriculum and the new Financial Education curriculum to be available for use from 2026 and to be implemented by 2027. 	In progress	
Develop podcasts for parents, whānau, staff, ākonga and other community members to listen to.	Not started	

Action 5

To continue to embed the school's values and Māori tikanga and values into our school programme.

- Put the plan into action and create positive changes for all ākonga at Richmond School.

Strategic Planning Actions	Who is responsible	Resources required	Timeframe	How will you measure success?
Keep including our AROHA values in planning and assessment and embed throughout the day in classroom and school programmes.	Management. Teachers.	AROHA posters. Aroha awards. Class discussions and actions.	2026 - 2028.	Viewing/survey planning and assessment in classrooms to check on whether these are being embedded.
On-going specific teaching of our school AROHA values, tikanga and Māori values. Focus on how these look within our school and in classrooms, the playground, on trips etc. To continue to make them important, relevant, necessary and alive in our school. Teachers to become familiar with certain chapters of the book: 'Tikanga – An introduction to te ao Māori' written by Keri Opai. Also many other suitable resources including 'NZ Education Gazette' articles.	Management. Teachers.	AROHA posters. Aroha awards. Class discussions and actions. Murals around the school. 'Tikanga – An introduction to te ao Māori' written by Keri Opai. Also, many other suitable resources including 'NZ Education Gazette' articles.	2026 - 2028.	For staff and ākonga to be knowledgeable about each and every value (school and Māori) and to be fully conversant about tikanga and demonstrate their respect for it.
To place a big visual AROHA representation on the end wall at the end of Room 9.	Principal. Signwriter – Gary Oldham.	New mural.	2026.	Gary Oldham to have it completed by the end of 2026.

To review and revise our Tikanga Māori policy – L6. In terms of our policy schedule, it is to be reviewed Term 3 2026.	Whānau hui to consider. Teachers. Board.	Our Tikanga Māori policy – L6.	2026.	Successful review and modification as necessary.
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Action 5 - Evaluation

We have:	Status	Comments
Keep including our AROHA values in planning and assessment and embed throughout the day in classroom and school programmes.	In progress	
On-going specific teaching of our school AROHA values, tikanga and Māori values. Focus on how these look within our school and in classrooms, the playground, on trips etc. To continue to make them important, relevant, necessary and alive in our school. Teachers to become familiar with certain chapters of the book: 'Tikanga – An introduction to te ao Māori' written by Keri Opai. Also many other suitable resources including 'NZ Education Gazette' articles.	In progress	
To place a big visual AROHA representation on the end wall at the end of Room 9.	Not started	
To review and revise our Tikanga Māori policy – L6. In terms of our policy schedule, it is to be reviewed Term 3 2026.	Not started	

Action 6

To consider the linkages between the Key Competencies and the Tātaiako Competencies and greater focus on these during the next three years.

- There are many possible linkages between the NZ Curriculum Key Competencies and the Tātaiako Competencies.
- Both should be integrated into class programmes with many considered the same or similar depending on the context, their use and the purpose of the teaching and learning.

Strategic Planning Actions	Who is responsible	Resources required	Timeframe	How will you measure success?
<p>The linkages between the NZ Curriculum Key Competencies and the Tātaiako Competencies are as follows:</p> <ul style="list-style-type: none"> • The NZ Curriculum Key Competencies are the capabilities that people have and need to develop to live and learn today and in the future. They are: Thinking, Relating to others, Using language, symbols, and texts, Managing self, and Participating and contributing. • The Tātaiako Competencies are the cultural competencies that teachers need to develop to successfully teach Māori learners. They are: Wānanga, Whanaungatanga, Manaakitanga, Tangata Whenuatanga, and Ako. • The linkages between the two sets of competencies are based on the idea that both aim to foster learner-centred and culturally responsive education that values and supports the language, culture, and identity of all learners, especially Māori. • The following table shows some examples of how the NZ Curriculum Key Competencies and the Tātaiako Competencies can be aligned and integrated in teaching and learning: 	<p>Management. Teachers to introduce them to the children and embed them into their class programmes.</p>	<p>Staff meetings. Professional Development sessions.</p>	<p>2026 – 2028.</p>	<p>Teachers have a working knowledge and understanding of the linkages between the Key Competencies and the Tātaiako Competencies. Students have a working knowledge and understanding of the linkages between the Key Competencies and the Tātaiako Competencies.</p>

NZ Curriculum Key Competency	Tātaiako Competency	Examples				
Thinking	Wānanga	Teachers and students participate in robust dialogue for the benefit of Māori learners' achievement. They use critical thinking skills to explore different perspectives, question assumptions, and solve problems.				
Relating to others	Whanaungatanga	Teachers and students actively engage in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community. They build trust, empathy, and collaboration through effective communication and interaction.				
Using language, symbols, and texts	Manaakitanga	Teachers and students show integrity, sincerity and respect towards Māori beliefs, language and culture. They use appropriate language, symbols, and texts to express their ideas, opinions, feelings, values, and goals.				
Managing self	Tangata Whenuatanga	Teachers and students affirm Māori learners as Māori. They provide contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed. They also manage their own learning goals, actions, and emotions.				
Participating and contributing	Ako	Teachers and students take responsibility for their own learning and that of Māori learners. They recognise that learning is reciprocal and collaborative. They contribute to the learning community by sharing their knowledge, skills, and experiences.				

<p>To review and modify our report form for ESoL students and ORs funded students (where the general report form is not the most appropriate).</p> <p>2025 we modify our mid-year and end-of-year report forms to include AROHA values as well as the Key Competencies, 3Rs and a General Comment. Check on the successfulness of this. Modify as deemed appropriate.</p>	<p>Management. SENCo. Class teachers. Seek parent feedback.</p>	<p>Review of the present form. Modification of the 2025 report form as deemed appropriate.</p>	<p>2026 – 2028.</p>	<p>Everyone one involved happy with the modification and it is well received by whānau/parents.</p>
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Action 6 - Evaluation

We have:	Status	Comments
<p>The linkages between the NZ Curriculum Key Competencies and the Tātaiako Competencies are as follows:</p> <ul style="list-style-type: none"> • The NZ Curriculum Key Competencies are the capabilities that people have and need to develop to live and learn today and in the future. They are: Thinking, Relating to others, Using language, symbols, and texts, Managing self, and Participating and contributing. • The Tātaiako Competencies are the cultural competencies that teachers need to develop to successfully teach Māori learners. They are: Wānanga, Whanaungatanga, Manaakitanga, Tangata Whenuatanga, and Ako. • The linkages between the two sets of competencies are based on the idea that both aim to foster learner-centred and culturally responsive education that values and supports the language, culture, and identity of all learners, especially Māori. 	<p>In progress</p>	
<p>2025 we modify our mid-year and end-of-year report forms to include AROHA values as well as the Key Competencies, 3Rs and a General Comment. Check on the successfulness of this.</p>	<p>Not started</p>	

Action 7

To continue to understand and implement the new 'Curriculum Refresh' Te Mātaiaho document, the new 'Relationships and Education curriculum and the new Financial Management curriculum.

- Te Mātaiaho is potentially a game changer and the continual improvement of our school for the betterment of our learners, our community and our society in general.
- Consider ways to improve teaching and learning within our school.
- Te Mātaiaho is designed to give practical effect to Te Tiriti o Waitangi and be inclusive, clear, and easy to use.
- It has been developed over the last few years in collaboration with the education sector, students, whānau, communities, and a wide range of interested organisations and communities.
- The updated draft of Te Mātaiaho is expected to be released in Term 4, 2023, and will include the three refreshed learning areas which have been released so far: [te ao tangata | social sciences](#), [English](#), and [mathematics and statistics](#).
- The other five learning areas are being refreshed and will be released in 2024 and 2025. Schools and kura have until 2027 to begin using the complete refreshed curriculum, although mathematics and statistics and English must be used from 2025.
- Te Tiriti o Waitangi (Te Tiriti) is a central pillar of Te Mātaiaho,
- Important principles for realising the vision and aspirations of Te Mātaiaho derive from the preambles and articles of Te Tiriti. Te Tiriti and its principles (as articulated by the Courts and the Waitangi Tribunal) set out obligations for the Crown and Māori that guide how tangata Tiriti' and tangata whenua can live together with mutual respect. The key principles include rangatiratanga, partnership, participation, active protection, equity, and options. They provide for the active protection of taonga, including te reo Māori, tikanga Māori, and mātauranga Māori, and enable fair and equitable educational processes and outcomes for Māori and for all ākonga. Te Mātaiaho is designed to foster the next generation of Te Tiriti partners by moving beyond the rhetorical notion of 'honouring' Te Tiriti to give effect to it and its principles. It will help ensure that every ākonga understands what it means to live in Aotearoa New Zealand and their place in it. Transformation within and through education and schooling requires leadership that is courageous, resilient, and productively disruptive – leadership by educators who hold themselves accountable to Te Tiriti and its principles, to their communities, and to those ākonga who have historically been left behind or situated on the margins.
- Te Tiriti and its principles provide the vision and mandate for New Zealanders to exercise their mutual responsibilities to each other. Giving effect to Te Tiriti and its principles through a refreshed school curriculum creates an inclusive learning platform for all ākonga to participate in and enjoy an education that extends every learner's open-ended potential, produces success in multiple forms, and enables the fulfilment of lifelong ambitions and dreams. Knowing who we are, where we come from, and what makes us unique as a country will enable a more confident international outlook that extends within and beyond our Pacific locality to the global opportunities offered across the world. New Zealand's vision for education is grounded in New Zealanders' aspirations for education. Through giving effect to Te Tiriti and its principles, it aims to enable every New Zealander to learn and excel, to help their whānau and community thrive, and to build a productive and sustainable economy and an inclusive and caring society.
- The te reo Māori name for the refreshed New Zealand Curriculum is **Te Mātaiaho**. *Te Mātaiaho* translates to

<p>"the strands of learning," symbolizing the weaving together of knowledge, skills, values, and competencies into a holistic, learner-centered education system. It's deeply grounded in Te Tiriti o Waitangi and aims to foster inclusive, equitable, and culturally responsive learning for all ākonga (learners).</p>				
Strategic Planning Actions	Who is responsible	Resources required	Timeframe	How will you measure success?
Determine ways to improve our teachers' knowledge and delivery of the new refreshed curriculum - Te Mātaiaho.	<p>Management.</p> <p>Involve the local Ministry of Education Curriculum Advisor if possible.</p> <p>Possible involvement of Impacted Ltd.</p> <p>Syndicate and Curriculum leaders.</p>	Te Mātaiaho document.	2026 - 2028.	Teachers familiar with the Te Mātaiaho document and implementing it.
To upskill teachers about the new refreshed curriculum - Te Mātaiaho...its contents, new planning formats, assessment.	<p>Management.</p> <p>Involve the local Ministry of Education Curriculum Advisor if possible.</p> <p>Possible involvement of Impacted Ltd.</p> <p>Syndicate and Curriculum leaders.</p>	Te Mātaiaho document.	2026 - 2028.	Teachers familiar with the Te Mātaiaho document and implementing it.
<p>To implement the new refreshed curriculum - Te Mātaiaho by the due dates, if not before.</p> <p>This will require the revamping of each of school curriculum plan documents to accommodate Te Mātaiaho.</p> <p>From 2025, schools must use the new mathematics and Statistics, and English learning areas from Te Mātaiaho.</p> <p>All curriculum learning areas must be implemented by 2027.</p> <p>The new Relationships and Sexuality Education curriculum and the new Financial Education curriculum to be available for use from 2026 and to be implemented by 2027.</p>	<p>Management.</p> <p>Syndicate and Curriculum leaders.</p> <p>Teachers.</p>	<p>Te Mātaiaho document.</p> <p>Each of our school curriculum plan documents to be revised to accommodate Te Mātaiaho.</p>	2026 - 2028.	<p>The new mathematics and statistics, and English learning areas from Te Mātaiaho. To be implemented by 2025.</p> <p>The new Relationships and Sexuality Education curriculum and the new Financial Education curriculum to be available for use from 2026 and to be implemented by 2027.</p>

Action 7 - Evaluation

We have:	Status	Comments
Determine ways to improve our teachers' knowledge and delivery of the new refreshed curriculum - Te Mātaiaho.	In progress	
To upskill teachers about the new refreshed curriculum - Te Mātaiaho...its contents, new planning formats, assessment.	In progress	
<p>To implement the new refreshed curriculum - Te Mātaiaho by the due dates if not before.</p> <p>This will require the revamping of each of school curriculum plan documents to accommodate Te Mātaiaho.</p> <p>From 2025, schools must use the new mathematics and statistics, and English learning areas from Te Mātaiaho.</p> <p>All curriculum learning areas must be implemented by 2027.</p> <p>The new Relationships and Sexuality Education curriculum and the new Financial Education curriculum to be available for use from 2026 and to be implemented by 2027.</p>	In progress	

Action 8

To continue to develop and implement new planning and assessment templates specifically for the 'Curriculum Refresh' in all curriculum areas. Also, consider the implementation and effectiveness of the Mathematics textbooks and course books i.e. PRIME. And, the same re BSLA literacy programme.

- We need to develop planning forms to include all aspects of the new Curriculum Refresh document - Te Mātaiaho. This is a very important task, as Te Mātaiaho is the refreshed New Zealand curriculum that will support students to experience success in their learning. It will give practical effect to Te Tiriti o Waitangi, and will be inclusive, clear about the learning that matters.
- Look at consistent assessment forms and procedures of assessment.
- Consider the most effective resources for teaching and learning of Mathematics, including those supplied by the government.

Strategic Planning Actions	Who is responsible	Resources required	Timeframe	How will you measure success?
<p>In recent years we have developed Planning and Assessment templates for specific curriculum areas, to be relevant in terms of the new 'Curriculum Refresh' document - Te Mātaiaho.</p> <p>They need to give practical effect to Te Tiriti o Waitangi, and will be inclusive and clear about the learning that matters.</p> <p>Continue to create drafts and adapt once introduced, implemented and reflected upon.</p>	<p>Management.</p> <p>Syndicate and Curriculum leaders.</p> <p>Curriculum teams.</p> <p>Teachers.</p> <p>Possible involvement of Impacted Ltd.</p>	<p>Te Mātaiaho.</p> <p>Old formats to be considered.</p> <p>Impacted Ltd may provide such possible formats as guidance.</p>	<p>2026 -2028.</p>	<p>Create drafts and adapt once introduced, implemented and reflected upon.</p> <p>Teachers using them effectively and consistently throughout the school.</p>
<p>From 2025, schools must use the new Mathematics and Statistics curriculum, and English curriculum from Te Mātaiaho.</p> <p>We need to consider the usefulness and effectiveness of planning and assessment forms as determined by the facilitators of BSLA and mathematics textbooks and course books such as PRIME.</p>	<p>Management.</p> <p>Syndicate and Curriculum leaders.</p> <p>Curriculum teams.</p> <p>Teachers.</p>	<p>Planning and assessment forms and also the course books and textbooks such as the PRIME.</p>	<p>2026 -2028.</p>	<p>We will have determined as a school which planning and assessment tools to use at syndicate and school-wide level.</p> <p>Assessment information is accurate and gives good guidance on materials and resources are needed in the future (determine a sustainable model going forward).</p> <p>Also, we will have made decisions about:</p> <ul style="list-style-type: none"> • Whether to purchase 'course'(practice) books and textbooks in the future?

<p>Consider the effectiveness of training teachers and Support Staff in BSLA.</p> <p>And also evaluate the implementation of the BSLA literacy programme.</p>				<ul style="list-style-type: none"> • What do we do with the textbooks that have been partially used in one year, do we use them again the following year? • What we do if a child is repeating the course book for the second or third time, based on the initial testing each year? <p>Evaluate the improvement (or otherwise) in school-wide Mathematics and literacy results, over the 3 year period.</p>
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Action 8 - Evaluation

We have:	Status	Comments
<p>In recent years we have developed Planning and Assessment templates for specific curriculum areas, to be relevant in terms of the new 'Curriculum Refresh' document - Te Mātaiaho.</p> <p>They need to give practical effect to Te Tiriti o Waitangi, and will be inclusive and clear about the learning that matters.</p> <p>Continue to create drafts and adapt once introduced, implemented and reflected upon.</p>	In progress	
<p>From 2025, schools must use the new Mathematics and Statistics curriculum, and English curriculum from Te Mātaiaho.</p> <p>We need to consider the usefulness and effectiveness of planning and assessment forms as determined by the facilitators of BSLA and mathematics textbooks and course books such as PRIME.</p> <p>Consider the effectiveness of training teachers and Support Staff in BSLA.</p> <p>And also evaluate the implementation of the BSLA literacy programme.</p>	In progress	

Action 9

To continue to improve ākonga attendance rates.

- David Seymour's Attendance STAR (Stepped Attendance Response) programme, is a government initiative designed to tackle New Zealand's school attendance crisis by introducing a structured, escalating approach to absenteeism.
- Mandatory implementation for all state and state-integrated schools begins Term 1, 2026.
- In April 2024, the government announced a target of 'Regular Attendance' rates to be at 80% or more by 2030. 'Regular Attendance' referring to a student attending more than 90% of the term.
- Each school will implement its own STAR-based Attendance Management Plan (AMP) tailored to its community, but the general framework includes:

Absence Threshold	Response Action
5 days absent	School contacts parents/guardians to discuss reasons and set expectations.
10 days absent	School leadership meets with family and student to identify barriers and create a plan.
15+ days absent	Ministry involvement begins; possible legal action against parents may be considered.

Strategic Planning Actions	Who is responsible	Resources required	Timeframe	How will you measure success?
To continually monitor individual ākonga attendance, cohort rates, school-wide rates and compare them with national norms and our previous rates.	Management. Teachers. Office staff. Board.	Ministry of Education term attendance rates (analysis). Attendance figures/rates from our eTap program.	Each term. 2026 - 2028.	Improving rates of attendance for individuals, cohorts and school-wide.
To develop a written plan of action (process) when a child's attendance is considered unsatisfactory. Determine a way forward. Document this in our procedures that encompass Seymour's 'Absence Threshold' and 'Responses Actions'.	Management. Teachers. Office staff. Board	Written plan of action. Attendance figures/rates from our eTap program.	2026 - 2028. Written plan of action to be determined and implemented from the start of the 2026 school year.	Improving rates of attendance for the individual child.
Make staff, whānau and ākonga aware of the concern and determine the best approach moving forward.	Management. Teachers. Office staff. Whānau.	Attendance information (eTap).	2026 - 2028.	Staff, whānau and ākonga fully aware of the concern and the best approach moving forward has been successfully implemented and adapted as needed.

<p>To make connections (including referral as required) with the local Tāpitomata team:</p> <ul style="list-style-type: none"> - Mike Foster mike@tapitomata.nz - Dale Wairau dale@tapitomata.nz 	<p>Management. Local Tāpitomata team.</p>	<p>Completed referral form.</p>	<p>2026 - 2028.</p>	<p>A good working relationship established and operating well.</p>
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Action 9 - Evaluation

We have:	Status	Comments
<p>To continually monitor individual ākonga attendance, cohort rates, school-wide rates and compare them with national norms and our previous rates.</p>	<p>In progress</p>	
<p>To develop a written plan of action (process) when a child's attendance is considered unsatisfactory. Determine a way forward. Document this in our procedures that encompass Seymour's 'Absence Threshold' and 'Responses Actions'.</p>	<p>In progress</p>	
<p>Make staff, whānau and ākonga aware of the concern and determine the best approach moving forward.</p>	<p>In progress</p>	
<p>To make connections (including referral as required) with the local Tāpitomata team.</p>	<p>In progress</p>	

Action 10

To develop and implement an AI policy and procedures.

- Artificial Intelligence (AI) is a rapidly developing technology that can transform many aspects of our lives, including education. At Richmond school, we recognise the immense potential that AI has for enhancing the learning at our school.
- AI can be used in various ways in an educational setting. It can help students learn, complete administrative tasks, provide insights through learning analytics, and create virtual learning environments. However, the use of AI also requires certain considerations to ensure its effective and ethical use.
- An algorithm in AI is a set of steps that uses data or information and creates results that the person can see as text or pictures. These algorithms take data from questions or statements and can do things like change words, answer questions, and sort texts. The quality of AI outputs depends on the quality of the input prompts, and a good understanding of a given subject will help the AI user to evaluate these outputs. In this way, AI is not a replacement for knowledge, judgment, or learning, but it can support the planning and drafting of work.
- Richmond School recognises staff are using AI technology now and will continue to do so in personal and professional settings and will now be part of our lives and part of our students working lives, new roles and job opportunities.
- This policy document outlines how we at Richmond School intend to use AI in our school. We believe that with thoughtful planning and consideration, AI can significantly improve our educational practices and help us offer a better learning experience for our students. However, caution must also be applied to ensure tools are utilised in an ethical and responsible way.

Strategic Planning Actions	Who is responsible	Resources required	Timeframe	How will you measure success?
<p>The new AI policy (A2) was implemented from the beginning of 2024.</p> <p>For this AI policy and plan there will be on-going evaluation of this revised as deemed necessary. Next planned review date being, Term 2 2029.</p>	<p>Deputy Principal (in charge of IT), Principal, Management, Senior Staff, Cybersafety team at Richmond School, Board.</p>	<p>Technical support</p> <ul style="list-style-type: none"> • Ryan Higgins Deputy Principal (in charge of IT). • Dan Robinson (our school technician). 	<p>2026-2028.</p>	<p>The AI policy and procedures are being implemented and followed by the staff and students. Parents are well informed of these too.</p>

<p>At Richmond School, we must consider how our Treaty obligations relate to AI. Article 2 of Te Tiriti grants Māori the tino rangatiratanga over their taonga, and we recognise that “Our data is a taonga”. It is essential to ensure that the use of student data respects and honours Te Tiriti. This involves the secure and responsible handling of student and school information on an online platform and keeping the data strictly within the school premises.</p>	<p>Deputy Principal (in charge of IT). Principal. Management. Senior Staff. Cybersafety team at Richmond School. Board.</p>	<p>Technical support</p> <ul style="list-style-type: none"> • Ryan Higgins Deputy Principal (in charge of IT). • Dan Robinson (our school technician). 	<p>2026-2028.</p>	<p>The AI policy and procedures are being implemented and followed by the staff and students, taking into account out Treaty obligations.</p>
<p>Ethical considerations, including data privacy, algorithmic bias, and digital equity, need to be kept in the forefront to staff application of Artificial Intelligence. Every AI tool that we use within our school must comply with New Zealand data protection legislation and ethical guidelines.</p> <p>All staff using AI must understand the algorithmic process involved and be alert to ensure that data prompts do not unfairly disadvantage any student, ethnic group, or gender.</p>	<p>Deputy Principal (in charge of IT). Principal. Management. Senior Staff. Cybersafety team at Richmond School. Board.</p>	<p>Technical support</p> <ul style="list-style-type: none"> • Ryan Higgins Deputy Principal (in charge of IT). • Dan Robinson (our school technician). 	<p>2026-2028.</p>	<p>The AI policy and procedures are being implemented and followed by the staff and students, especially in terms of making ethical considerations, including data privacy, algorithmic bias, and digital equity, are kept at the forefront to staff application of Artificial Intelligence.</p>
<p>Staff will continue to receive training on how to use AI tools effectively and ethically in their work.</p> <ul style="list-style-type: none"> - All staff using AI must understand the algorithmic process involved and be alert to ensure that data prompts do not unfairly disadvantage any student, ethnic group, or gender. - All staff will use products that require AI algorithms as they have been found to have adequate data protection measures in place to meet New Zealand data protection legislation. - Teachers using AI for planning and reporting must use it in a way to create more personalised learning plans for their students and uphold. Staff should not become reliant on using these tools, but use them in a way that enhances it. - Richmond School will allow the exploration of these tools and associated research. Caution needs to be ensured that the tools are used in an ethical and responsible way. Management need to be informed of the exploration and decisions around further use need to be based on this policy and the educational standards and expectations that uphold Richmond Schools values. Until further exploration with use has been established: <ul style="list-style-type: none"> • Programs, such as Co-Pilot that will be soon accessed through student devices will be turned off through Intune 	<p>Deputy Principal (in charge of IT). Principal. Management. Senior Staff. Cybersafety team at Richmond School. Board.</p>	<p>Staff training provided by:</p> <ul style="list-style-type: none"> • Ryan Higgins Deputy Principal (in charge of IT). • Dan Robinson (our school technician). • Others who are part of the school's IT curriculum team. 	<p>2026-2028.</p>	<p>Staff are well trained and fully conversant with the school's AI policy, procedures and practices.</p>

<p>until school Board and management are comfortable with how it can be used.</p> <ul style="list-style-type: none"> • AI licences and access to Bing AI are not to be used for general student use until further research has been completed. Class teachers can request inquiry research on using AI generators that students use, but they need to submit their request to Senior Management. Considerations will be assessed on the benefit of the enhancement of student learning and the wider implications of class programmes. These inquiries are based on the development of class programmes that scaffold student use to enhance their learning. • It is up to the teacher's discretion on their use of AI in the class programme that does not require student data. The teacher will need to inform management of the programme and intention of use. • Individual student situations can be reviewed in their use of AI that helps in their learning. This needs to be monitored through the guidance of the class teacher or support staff. 				
<p>To consider the use of 'Reading Progress' and 'Maths Progress' tests (based on AI).</p> <p>To trial and implement as deemed appropriate.</p>	<p>May be trialled in the Senior syndicate 2026 – 2028.</p>	<p>Middles and Senior syndicate teachers.</p>	<p>2026 – 2028.</p>	<p>Feedback from ākonga and teachers after trials in the Senior syndicate.</p> <p>Other tools will be experimented with according to the school's policy around analysing information for the betterment of education - targeted teaching.</p>

Action 10 - Evaluation

We have:	Status	Comments
<p>The new AI policy (A2) was implemented from the beginning of 2024.</p> <p>For this AI policy and plan there will be on-going evaluation of this revised as deemed necessary. Next planned review date being, Term 2 2029.</p>	<p>In progress</p>	
<p>At Richmond School, we must consider how our Treaty obligations relate to AI. Article 2 of Te Tiriti grants Māori the tino rangatiratanga over their taonga, and we recognise that "Our data is a taonga". It is essential to ensure that the use of student data respects and honours Te Tiriti. This involves the secure and responsible handling of student and school information on an online platform and keeping the data strictly within the school premises.</p>	<p>In progress</p>	
<p>Ethical considerations, including data privacy, algorithmic bias, and digital equity, need to be kept in the forefront to staff application of Artificial Intelligence. Every AI tool that we use within our school must comply with New Zealand data protection legislation and ethical guidelines.</p> <p>All staff using AI must understand the algorithmic process involved and be alert to ensure that data prompts do not unfairly disadvantage any student, ethnic group, or gender.</p>	<p>In progress</p>	
<p>Staff will continue to receive training on how to use AI tools effectively and ethically in their work.</p> <ul style="list-style-type: none"> - All staff using AI must understand the algorithmic process involved and be alert to ensure that data prompts do not unfairly disadvantage any student, ethnic group, or gender. - All staff will use Bing AI Enterprise and Microsoft products that require AI algorithms as they have been found to have adequate data protection measures in place to meet New Zealand data protection legislation. - Teachers using AI for planning and reporting must use it in a way to create more personalised learning plans for their students and uphold. Staff should not become reliant on using these tools, but use them in a way that enhances it. - Richmond School will allow the exploration of these tools and associated research. Caution needs to be ensured that the tools are 	<p>In progress</p>	

<p>used in an ethical and responsible way. Management need to be informed of the exploration and decisions around further use need to be based on this policy and the educational standards and expectations that uphold Richmond Schools values. Until further exploration with use has been established:</p> <ul style="list-style-type: none"> • Programs, such as Co Pilot that will be soon accessed through student devices will be turned off through Intune until school Board and management are comfortable with how it can be used. • AI licences and access to Bing AI are not to be used for general student use until further research has been completed. Class teachers can request inquiry research on using AI generators that students use, but they need to submit their request to Senior Management. Considerations will be assessed on the benefit of the enhancement of student learning and the wider implications of class programmes. These inquiries are based on the development of class programmes that scaffold student use to enhance their learning. • It is up to the teacher's discretion on their use of AI in the class programme that does not require student data. The teacher will need to inform management of the programme and intention of use. <p>Individual student situations can be reviewed in their use of AI that helps in their learning. This needs to be monitored through the guidance of the class teacher or support staff.</p>		
<p>To consider the use of 'Reading Progress' and 'Maths Progress' tests (based on AI).</p> <p>To trial and implement as deemed appropriate.</p>	<p>In progress</p>	

Action 11

To review what specialist teachers we will employ as part of our teaching team. Consideration needs to be given to the new National government's (after the recent NZ general elections) and the Ministry of Education future directions in terms of literacy and mathematics.

- Consider the type and number of specialists to employ (depending on our staffing allocation and other funds available).

Strategic Planning Actions	Who is responsible	Resources required	Timeframe	How will you measure success?
<p>Once we receive our annual Provisional and final staffing allocation from the Ministry of Education and our annual budget is being determined, consider whether to employ specialist literacy teacher(s):</p> <ul style="list-style-type: none"> - BSLA Literacy support teacher(s). - Information Literacy teacher in the library. - GATERS/Extension groups. 	Principal. Management. Senior Staff. Board.	Teachers to be consulted.	Prior to the start of each year (with modifications throughout the year as necessary).	Feedback from ākonga, whānau, Parent-Teacher Committee, staff generally, staff and syndicate minutes, syndicate reviews and curriculum committee reviews.
<p>Once we receive our annual Provisional and final staffing allocation from the Ministry of Education and our annual budget is being determined, consider whether to employ specialist te reo teacher(s):</p> <ul style="list-style-type: none"> - Kapa haka. - Bilingual groups/class(es). 	Principal. Management. Senior Staff. Board.	Teachers to be consulted.	Prior to the start of each year (with modifications throughout the year as necessary).	Feedback from ākonga, whānau, Parent-Teacher Committee, staff generally, staff and syndicate minutes, syndicate reviews and curriculum committee reviews.
<p>Once we receive our annual Provisional and final staffing allocation from the Ministry of Education and our annual budget is being determined, consider whether to employ specialist GATE teacher(s):</p> <ul style="list-style-type: none"> - GATERS/Extension groups. 	Principal. Management. Senior Staff. Board.	Teachers to be consulted.	Prior to the start of each year (with modifications throughout the year as necessary).	Feedback from ākonga, whānau, Parent-Teacher Committee, staff generally, staff and syndicate minutes, syndicate reviews and curriculum committee reviews.
<p>Once we receive our annual Provisional and final staffing allocation from the Ministry of Education and our annual budget is being determined, consider whether to employ specialist IT or P.E. teacher(s).</p>	Principal. Management. Senior Staff. Board.	Teachers to be consulted.	Prior to the start of each year (with modifications throughout the year as necessary).	Feedback from ākonga, whānau, Parent-Teacher Committee, staff generally, staff and syndicate minutes, syndicate reviews and curriculum committee reviews.

Action 11 - Evaluation

We have:	Status	Comments
<p>Once we receive our annual Provisional and final staffing allocation from the Ministry of Education and our annual budget is being determined, consider whether to employ specialist literacy teacher(s):</p> <ul style="list-style-type: none"> - BSLA Literacy support teacher(s). - Information Literacy teacher in the library. - GATERS/Extension groups. 	Not started	
<p>Once we receive our annual Provisional and final staffing allocation from the Ministry of Education and our annual budget is being determined, consider whether to employ specialist te reo teacher(s):</p> <ul style="list-style-type: none"> - Kapa haka. - Bilingual groups/class(es). 	Not started	
<p>Once we receive our annual Provisional and final staffing allocation from the Ministry of Education and our annual budget is being determined, consider whether to employ specialist GATE teacher(s): GATERS/Extension groups.</p>	Not started	
<p>Once we receive our annual Provisional and final staffing allocation from the Ministry of Education and our annual budget is being determined, consider whether to employ specialist IT or P.E. teacher(s).</p>	Not started	

Action 12

To implement our planned 4 year policy review and to determine new policies and procedures as deemed necessary.

- Refer to our Self-review folder for the exact ones to be reviewed and when.

Strategic Planning Actions	Who is responsible	Resources required	Timeframe	How will you measure success?
<p><u>Policies to be reviewed 2026:</u></p> <ul style="list-style-type: none"> • <u>Term 1</u> – Learning policies L2, L11, L20 and L26. • <u>Term 2</u> – Personnel policies P1-20. Finance policies F1-12. • <u>Term 3</u> – Learning policy L6. 	Board and management.	Policies folder. Time at the Board meetings.	As documented on the policies and in the Self-review document.	Policies reviewed on time as scheduled.
<p><u>Policies to be reviewed 2027:</u></p> <ul style="list-style-type: none"> • <u>Term 1</u> – Learning policies L4, L14 and L15. • <u>Term 2</u> – Health and Safety policies H1-19. International Students policies IS1 – IS3. • <u>Term 3</u> – Learning policy L6. 	Board and management.	Policies folder. Time at the Board meetings.	As documented on the policies and in the Self-review document.	Policies reviewed on time as scheduled.
<p><u>Policies to be reviewed 2028:</u></p> <ul style="list-style-type: none"> • <u>Term 1</u> – Learning policy L17. • <u>Term 2</u> – Finance and Property policies F1-1. Learning policies L1, L3, L5, L9, L10, L16 and L19. 	Board and management.	Policies folder. Time at the Board meetings.	As documented on the policies and in the Self-review document.	Policies reviewed on time as scheduled.
Staff and school community to be aware of the timing of the reviews and when and where necessary to have genuine input into the reviews.	Management.	Policies folder. Newsletter items. Time at the staff meetings.	As documented on the policies and in the Self-review document.	Staff and school community feeling involved when it is deemed important/necessary for them to be involved.

Action 12 - Evaluation

We have:	Status	Comments
<p><u>Policies to be reviewed 2026:</u></p> <ul style="list-style-type: none"> • <u>Term 1</u> – Learning policies L2, L11, L20 and L26. • <u>Term 2</u> – Personnel policies P1-20. Finance policies F1-12. • <u>Term 3</u> – Learning policy L6. 	Not started	
<p><u>Policies to be reviewed 2027:</u></p> <ul style="list-style-type: none"> • <u>Term 1</u> – Learning policies L4, L14 and L15. • <u>Term 2</u> – Health and Safety policies H1-19. International Students policies IS1 – IS3. <p><u>Term 3</u> – Learning policy L6.</p>	Not started	
<p><u>Policies to be reviewed 2028:</u></p> <ul style="list-style-type: none"> • <u>Term 1</u> – Learning policy L17. • <u>Term 2</u> – Finance and Property policies F1-1. Learning policies L1, L3, L5, L9, L10, L16 and L19. 	Not started	
<p>Staff and school community to be aware of the timing of the reviews and when and where necessary to have genuine input into the reviews.</p>	Not started	

Action 13

Each year Management, teaching staff and Board will determine the school's (and syndicate) Achievement Targets and foci for the year.

- Management team to devise the school-wide Achievement Targets and foci.
- Syndicates to devise the syndicate Achievement Targets and foci.
- The Board, staff and school community will be consulted and have input into these.
- Will need to consider any new developments (directions, policies and programmes) the new National government wishes to implement.

Strategic Planning Actions	Who is responsible	Resources required	Timeframe	How will you measure success?
Annual <u>school-wide</u> Achievement Targets and foci: <ul style="list-style-type: none"> - 2026. - 2027. - 2028. 	Staff. Management. Board.	Syndicate ideas from their meetings and syndicate reviews. End of the year Literacy and Maths Curriculum Levels reviews. Outcomes of the previous school-wide and syndicate Achievement Targets and foci reviews.	2026 – 2028.	Success for each will depend on what each target is and what the foci are. Each year there will be a documented Action Plan that outlines each target and they will be evaluated mid-year and end of the year. The foci will also be monitored during the year and reviewed at the end of the year (e.g. end of year syndicate reviews, staff meetings, whānau hui and Board meetings).
Annual <u>syndicate</u> Achievement Targets and foci: <ul style="list-style-type: none"> - 2026. - 2027. - 2028. 	Syndicates. Management. Board.	Syndicate ideas from their meetings and syndicate reviews. End of the year Literacy and Maths Curriculum Levels reviews. Outcomes of the previous Achievement Targets and foci reviews.	2026 – 2028.	Success for each will depend on what each target is and what the foci are. Each year there will be a documented Action Plan that outlines each target and they will be evaluated mid-year and end of the year. The foci will also be monitored during the year and reviewed at the end of the year (e.g. end of year syndicate reviews, staff meetings, whānau hui and Board meetings).

Action 13 - Evaluation

We have:	Status	Comments
Annual <u>school-wide</u> Achievement Targets and foci: <ul style="list-style-type: none">- 2026.- 2027.- 2028.	Not started	
Annual <u>syndicate</u> Achievement Targets and foci: <ul style="list-style-type: none">- 2026.- 2027.- 2028.	Not started	

Action 14

To follow the school's 5 Year Property Plan and Maintenance schedule.

- Refer to our 5YA and 10YPP.
- Refer to our Maintenance schedule.

Strategic Planning Actions	Who is responsible	Resources required	Timeframe	How will you measure success?
To undertake the projects 2026 – 2028 detailed in the present 5 Year Property Plan 1 st July 2025 – 30 th June 2030.	Principal. Board Property committee (Board oversight). Logic Group (Christchurch).	Funding as per the 5 Year Property Plan (1 st July 2025 – 30 th June 2030). Documents to be completed for the Ministry of Education Property Advisor as required.	2026 – 2028.	Projects completed successfully by the end of the designated dates. Completion documents signed and sent to the Ministry of Education.
To implement our maintenance schedules (as programmed): - 2026. - 2027. - 2028.	Principal. Board Property committee (Board oversight). Logic Group (Christchurch).	Maintenance schedules: - 2025 - 2030. - 2030 – 2035.	2026 – 2028.	To complete the 2025 - 2028 scheduled projects in the years they are documented (unless there are good reasons to advance or delay them).
To complete the conversion of the old dental clinic into a new classroom for Junior syndicate children (due to start September 2025). Completion date is February 2026.	Principal. Board's Finance and Property committees (Board oversight). Logic Group (Christchurch).	Funded by the Board of Trustees.	2026.	Projects completed successfully by the end of the designated dates. Completion documents signed and sent to the Ministry of Education.
To consider new playground equipment around the school. Some examples: • New seats under shade trees. • New Playground equipment.	Principal. Board Property committee (Board oversight).	Funding from the Operational Fund (annual budget), other Property funding, Community Grants and Parent-Teacher Committee fundraising. Photographs and booklet of potential items.	2026 – 2028.	To have completed a number of these by the end of 2028 and they are highly regarded as excellent additions to our playgrounds.
Triennial Adventure Playground inspections – Safety and Compliance Audit undertaken by Playsafe Ltd.	Principal. Caretaker. Adam Stride (Playsafe Ltd)		2027.	If the inspector finds issues with the adventure playgrounds, the caretaker/principal remedy immediately.

	inspector).			
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Action 14 - Evaluation		
We have:	Status	Comments
To undertake the projects 2026 – 2028 detailed in the present 5 Year Property Plan 1 st July 2025 – 30 th June 2030.	Not started	
To implement our maintenance schedules (as programmed): <ul style="list-style-type: none"> - 2026. - 2027. - 2028. 	Not started	
To complete the conversion of the old dental clinic into a new classroom for Junior syndicate children (due to start September 2025). Completion date is February 2026.	In progress	
To consider new playground equipment around the school. Some examples: <ul style="list-style-type: none"> • New seats under shade trees. • New Playground equipment. • 	Not started	
Triennial Adventure Playground inspections – Safety and Compliance Audit undertaken by Playsafe Ltd.	Not started	