



**Te
Kāpehu**

Riccarton School

CHARTER 2023

Strategic and Annual Plan

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INTRODUCTION

Te Kāpehu Riccarton School is a family oriented Years 1-8 school in Upper Riccarton with an enrolment zone.

Our school serves a diverse community, including Māori, Filipino, New Zealand European, Samoan, Tongan, Fijian, Chinese, Indian, Middle Eastern, African and other ethnicities and cultures. There are a significant number of learners for whom English is a second or other language.

Staff at Te Kāpehu demonstrate a commitment to learners, parents and colleagues using a collective, collaborative and shared approach - based on the premise that "if they fail - we all fail" or "these are all of our learners". We have a strong 'culture of care' for all. Te Kāpehu Riccarton School was summed up by our parent community in recent years, as having "**a country school feel in the middle of the city**". This is something we want to retain.

We are committed to getting and maintaining the very best facilities to support teaching and learning. We have a new purpose built 6 learning space called Te Tūāraki and refurbishment has commenced on our old Canterbury block. The final phase of redevelopment will be some earthquake strengthening to the current hall, administrative and office areas and Rooms 4-6. This will include turning the existing 3 classrooms into a larger staffroom, office and resource areas and a designated ESOL teaching area.

We have excellent outdoor facilities (including large park-like grounds, a new playground, a rugby/soccer field, an upgraded twenty-metre solar heated swimming pool, a netball court and a new basketball court, along with large paved areas).

This charter has been developed in consultation with our community of parents, learners, teachers and the Board of Trustees. Our Mission and Vision has been developed to ensure Te Kāpehu learners are strong in the 6 Cs (key competencies) for living and lifelong learning and uphold the vision, values and principles of the New Zealand Curriculum. We use the Education Review Office dimensions of effectiveness, including their process and outcome indicators, to develop our goals and evaluate our effectiveness. Our charter is localised for our distinct community and is the governing document of our school.

Te Kāpehu Riccarton School Mission and Vision

Our Mission

Encouraging Lifelong Learners - Expanding Horizons
Kia ekea kā taero ki te pae tawhiti

Each individual will be challenged and encouraged to stretch their potential in the best learning environment.

Our Vision and Values

Te Kāpehu Riccarton School is a place where learners are supported to become;


Respectful, Responsible, Real Learners - Kia haepapa kia whakakoha ā tātau ākonga.

In partnership with the learners & their whānau, we aim to support learners to become:

- Strong in themselves & proud of their language(s), identity and culture
- Lifelong, self-regulating, high achieving learners
- Confident, resilient, fit and healthy
- Respectful and responsible citizens
- Strong in their knowledge of the bicultural nature of New Zealand including a knowledge and understanding of Tikanga, Te Ao and Te Reo Māori

Our Beliefs

The following 8 principles (alongside those described in the NZ Curriculum) guide the planning, prioritising and reviewing of our teaching and learning programmes.

<p>1. Effective teaching and learning pedagogies</p> <ul style="list-style-type: none"> ✓ create a supportive learning environment ✓ encourage reflective thought and action ✓ enhance the relevance of new learning ✓ facilitate shared learning ✓ make connections to prior learning and experience ✓ provide sufficient opportunities to learn ✓ inquire into the teaching–learning relationship. 	<p>2. Te Tiriti o Waitangi - Treaty of Waitangi</p> <ul style="list-style-type: none"> ✓ forming strong and engaging relationships with our whānau and community to develop shared knowledge and understanding of how all ākonga learn ✓ collaborating to provide the best support possible for all learners' learning ✓ affording respect and status to the ākonga and whānau of our mana whenua, regional iwi Ngāi Tahu, and the wider Tangata Whenua of Aotearoa. 	<p>3. Te Ara Pūmanawa ākonga Learners - Potential Approach</p> <ul style="list-style-type: none"> ✓ stretching potential ✓ recognising and affirming indigeneity and distinctiveness ✓ collaborating and co-constructing the values, curriculum and desired outcomes for our kura (school).
<p>4. Ako – he tikanga tau utuutu - A two-way teaching and learning process</p> <ul style="list-style-type: none"> ✓ building positive relationships between teachers and learners ✓ providing engaging, motivating, authentic and purposeful learning experiences ✓ teachers and learners learning alongside each other and from other learners (Ako & Tuakana Teina) ✓ deliberate and reflective teaching practice that is adaptive and continually improving (Teaching as Inquiry). 		<p>5. Mana whakapapa, mana reo, mana tikanga - Identity, language and culture count</p> <ul style="list-style-type: none"> ✓ making links between hauora (well-being), achievement and lifelong success ✓ providing learners with a sense of their identity, and access and exposure to their own language and culture, drawing from what we can access and learn from our community ✓ making connections with what learners already know, including the essence of who they are, as influenced by their identity, language and culture ✓ celebrating learning and success ✓ creating coherence between the lives of learners outside of school and the lives of learners within school by developing strong positive relationships with whānau / aiga / famili / matavuvale / families.
<p>6. Te hua moe - Productive partnerships</p> <ul style="list-style-type: none"> ✓ understanding that our children and learners are connected to whānau and should not be viewed or treated as separate, isolated or disconnected ✓ involving parents and whānau in conversations about their children and their learning ✓ providing accessible, evidence-based information to whānau on how to support their children's learning and success ✓ the power of two or more teachers collaborating for the benefit of all learners. 	<p>7. He pārekareka, he taumaha te akoranga - Learning is Fun and Challenging</p> <ul style="list-style-type: none"> ✓ stretching the learning challenges for learners to maintain engagement and enjoyment, whilst keeping the outcomes within reach ✓ building lifelong 'learning to learn' attitudes and strategies in all ākonga (learners) ✓ learning that is engaging, authentic and purposeful - prioritising quality over quantity, and depth over coverage. 	<p>8. A strong 'culture of care' for all - "if they fail - we all fail" - "these are all of our learners".</p> <ul style="list-style-type: none"> ✓ modelling caring and empathetic behaviours ✓ reciprocity and collegiality in all adult to adult relationships ✓ assertive, warm relationships with learners that are affirming of mana ✓ supporting the development of positive prosocial behaviours in learners using Te Whare Māuri Ora Framework of Wellbeing, the Neurosequential Model for Education and PB4L processes ✓ shared and collaborative teaching.

The Te Kāpehu Riccarton School Curriculum

Te Kāpehu Riccarton Graduates

The child & their whānau are at the heart of everything we do.

In partnership with the child & their whānau, we aim to support children to become:

- Strong in themselves & proud of their identity, culture, and language/s
- Lifelong, self-regulating, high achieving learners
- Confident, resilient, fit and healthy
- Respectful and responsible citizens
- Strong in their knowledge of the bicultural nature of New Zealand including a knowledge and understanding of Tikanga, Te Ao and Te Reo Māori

The Te Kāpehu Riccarton School's **localised curriculum** stems from the New Zealand Curriculum, our school community's vision and values (currently under review), and the diverse interests and needs of our learners. We are committed to our responsibilities to Te Tiriti o Waitangi (the Treaty of Waitangi), and acknowledge the place of Māori as tangata whenua of Aotearoa, and Ngāi Tūāhuriri as the mana whenua of our school.

Our curriculum is increasingly **learner centred**, designed to support all learners to develop deep learning competencies alongside being Responsible, Respectful Real Learners. We seek the input of students to support the design of curriculum and learning programmes. Learner agency supports learner engagement. We actively encourage the development of this by giving increasingly more decision making to learners themselves when and as they are ready to use it purposefully (e.g. learners are given voice and choice around the learning environment, timetabling, learning goals, outputs / tasks, Tuakana Teina opportunities, and learning strategies).

Our rapidly changing world calls for our learners to be **competent 21st Century learners**, equipped with the capability to learn throughout their lives. We emphasise the development of the deep learning 6Cs (NZC Key Competencies) across our learning programmes. We believe learners learn when they are actively engaged with authentic learning contexts that value and draw from their culture, language and lived experiences, and that excite them. Literacy and numeracy are the key components of our morning programmes. The Better Start Literacy Approach (BSLA) of the Canterbury of University is supporting the development of Literacy in Years 1, 2 and increasingly into Year 3. We believe young learners need to learn to read and write so that reading and writing can then become a means to learning.

We emphasise explicitly **teaching all academic language** required to develop conceptual understanding, and to support all learners (particularly our English Language Learners / ELLs) to meet the literacy demands within and across the curriculum (particularly in Inquiry Contexts).

We emphasise quality over quantity in order to **develop deeper thinking and understanding**. We are exploring ways to capture and extend the inherent ability of our youngest learners to learn, using Play Based Learning (PBL) approaches, drawing increasingly from available neuro and socio-developmental knowledge of learners, and Mātauranga Māori approaches. We aim to create a more seamless and responsive transition for our youngest learners between the Te Whāriki and New Zealand Curriculums.

A range of **digital technologies** are introduced to our learners as a means to access knowledge, bring the outside world into the classroom, provide virtual learning opportunities, facilitate collaboration with others, and provide a mechanism to create digital records of their learning to collaborate and share with others. We want our learners to understand how digital technologies are being used in real world everyday contexts and to become proficient users and creators of digital technology for life.

Learning areas are integrated where it is meaningful to do so within rich deep learning inquiries. The localised curriculum provides more meaningful and authentic contexts for deep learning inquiries. This

enables our learners to see connections between learning areas, their own lived experiences, our wider community and what and how they are learning.

We seek and respond to guidance received from our local Ngāi Tahu educational professionals and to that shared by our Māori educational facilitators to support our ongoing curriculum development. In addition, we seek whānau feedback through whānau Hui and whānau Surveys. We incorporate learning about Māori 'gods', whakataukī, and Te Ao Māori knowledge and places of significance to Tangata and Mana Whenua, steeped within the cultural narrative gifted to our school by mana whenua, in order to build **understanding of Te Ao and Tikanga Māori** as it relates to our curriculum. We aim to integrate multicultural foci too, in order to make learning accessible for all of our learners, from across the many diverse ethnicities represented in our school. We seek input from across these groups using Pasifika Talanoa Fono, Filipino Parent gatherings and parent surveys.

We offer a wide variety of **academic and social support programmes** for learners with specific learning and other needs. We employ a full-time Teacher Aide with a Diploma in TESOL, and a part time Bilingual Teacher Aide, to support learners with English as a second or other language.

Learning Support

We strive to provide an inclusive culture, environment and curriculum that promotes success for all. We have a designated Special Education Coordinator (SENCO) who oversees Tier 2 & 3 supports and Pastoral Care systems across the school. We have an extensive range of academic and pastoral support programmes.

Pūtaringamotu Kāhui Ako

We are part of the Pūtaringamotu Kāhui Ako - three schools and numerous local ECEs and Kindergartens. This includes ourselves (Te Kāpehu Riccarton School), Wharenui School, and Riccarton High School. A key feature of our Kāhui Ako is the diversity within our school communities. We will be entering into our fifth year of collaboration In 2023, to achieve the goals of the strategic plan developed in full consultation with the Kāhui Ako schools and early childhood centres.

TKRS is a Trauma Responsive and PB4L School

We recognise the impact that positive behaviours and attitudes have on the overall culture of the school, in order for children to enjoy and participate positively in their education and achieve academic success. We acknowledge that children need to be supported and taught how to develop these, in the same way they need to be supported and taught how to read and write, amongst other learning. In this way, we reject a punitive approach to modifying undesired behaviours and attitudes.

We know that the expectations we have of learner behaviours and attitudes is in part determined by our own cultural and dominant worldviews and perspectives. We strive to develop culturally responsive practice by becoming more culturally aware and responsive to the diverse values, beliefs and behavioural norms represented within our community and learners.

We also acknowledge the specific approaches that support neurodivergent learners and or learners who have been or remain impacted by adversity and trauma. We utilise the Te Whare Māuri Ora Framework for Wellbeing and the relational approaches within the Neurosequential Model for Education to support these learners.

At Te Kāpehu Riccarton School we...

Seek to uphold the MOE's 5 National Education and Learning (NELP) Priorities, in our policies, systems and curriculum:

1. Learners at the centre – learners with their whānau are at the centre of education. Wellbeing is fundamental to learning.	2. Barrier free access – great education opportunities and outcomes are within reach for every learner. Barriers to full participation in education must be reduced, including physical and financial barriers.	3. Quality teaching and leadership – quality teaching and leadership make the difference for learners and their whānau. Learners need access to diverse, highly skilled and motivated teachers / kaiako	4. Future of learning and work – learning that is relevant to the lives of New Zealanders today and throughout their lives. Māori learners need the chance to acquire the knowledge and skills to participate in Te Ao Māori, New Zealand society and in global contexts.	5. World class inclusive public education – New Zealand education is trusted and sustainable. Māori need the right to self-determination and to find local solutions led by local Māori.
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Recognise New Zealand's Cultural Diversity

Te Kāpehu Riccarton School follows procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture in Aotearoa.

We take all reasonable steps to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language) for full-time learners whose parents ask for it.

Te Kāpehu Riccarton School aims to:

- Create a vibrant environment for all learners to learn in
- Lift Māori learner achievement
- Lift the achievement of learners of Pacific origin
- Lift the achievement of all learners, particularly those currently working towards curriculum expectations
- accelerate the achievement of ESOL funded English Language Learners (ELLs)

Are committed to the success of Māori and plan for this by

- Implementing the Principles of Te Tiriti o Waitangi (the Treaty of Waitangi)
- Implementing a school wide Māori Language and Culture Education Programme for all learners, including maintaining a strong Kapa Haka group
- Carrying out collective group consultation with our Māori whānau in designated hui at least twice yearly
- Delegating the responsibility for Māori Language and Culture throughout the school to a teacher or teachers
- Providing professional development for staff as required
- Consulting with local iwi and/or resource people on a regular basis
- Reporting on Māori achievement to the BOT on a regular basis
- Making use of NELP, 'Ka Hikitia - Ka Hāpaitia' and 'Tātaiako' to inform programmes, professional development and appraisal of teachers
- Delivering culturally affirming and responsive curriculum for Māori

Are committed to the success of Pasifika and plan for this




- Using the latest Pasifika Education Plan as a reference point for goal setting
- Further developing and implement a plan for raising the achievement of all Pasifika learners at Te Kāpehu Riccarton School
- Reporting on Pasifika achievement to the BOT at regular intervals
- Reinstating regular Pasifika Parent Talanoa fono to develop strong and educationally powerful relationships with our Pacific Nation communities
- Ensuring Pasifika learners have their identities, languages and cultures affirmed and supported in classroom programmes, including having opportunities for non-Pasifika learners to experience and learn about their Pasifika classmates' identities, languages and cultures
- Exploring the possibilities for securing a Pasifika Culture Group tutor
- Maintaining home language maintenance and support English language acquisition for learners with English as an additional language
- Employing a Pasifika bilingual ESOL Learning Assistant - PLEASE NOTE: ESOL Funding was not high enough in 2022 to replace our previous Pasifika bilingual tutor. Relook at the possibility should ESOL funding in 2023 increase

Consider our effectiveness against the Education Review Office (ERO) Overall Findings and Judgement Tool indicators (listed) to support ongoing improvement.


Overall Judgement / Outcomes for learners / Culturally responsive education / Responsive curriculum, effective teaching and opportunity to learn / Educationally powerful connections and relationships / Professional capability and collective capacity / Leadership for equity and excellence / Stewardship / Evaluation, inquiry and knowledge building for improvement and innovation



Strategic Plan

This strategic plan sets out the Board of Trustees' key aims and direction for the next three years.

Strategic Goal 1	Strategic Goal 2	Strategic Goal 3
		
<p>A localised coherent curriculum pathway for learners, effective teacher professional development and insightful evaluation supports the progress and achievement of all ākonga.</p>	<p>Learning and working environments support positive emotional wellbeing, ensuring teachers are able to teach, and learners are able to learn.</p>	<p>The function and design of the RPS rebuild showcases the cultural narrative of Ngāi Tahu and enhances 21st Century teaching and learning pedagogies.</p>

Strategic Goals 2023 - 2025

Strategic Goals	2023	2024	2025
	<p>Innovative deep learning environments and pedagogy; inclusive, relational, holistic learning opportunities for all learners</p> <p>Develop Numicon</p> <p>Further develop the Better Start Literacy Approach</p> <p>Full engagement and implementation of the New Zealand Curriculum Refresh Learning Areas as per the MOE timeline</p>	<p>Embed NPDL approaches to curriculum design</p> <p>Embed Numicon via MOE PLD</p> <p>Embed Better Start Literacy Approach</p> <p>Development phase for the establishment of a junior bilingual classroom to support bilingual curriculum delivery</p> <p>Continued full engagement and implementation of the New Zealand Curriculum</p>	<p>Full implementation of the refreshed New Zealand Curriculum - all programmes will be designed and planned using the progressions model and the Understand, Know, Do frameworks for each of the learning areas.</p>

	<p>Planning phase for potential Junior Te Reo Māori / English bilingual class</p>	<p>Refresh Learning Areas as per the MOE timeline - via Te Mātaiaho -</p> <ul style="list-style-type: none"> -update Mathematics and Statistics and Literacy aspects of our TKRS curriculum documentation and begin to implement these in our programmes - engage with the Science, Technology and The Arts refresh from Term 2 onwards -update TKRS curriculum documentation for these learning areas and implement change in programmes in line with these 	
	<p>Develop Te Whare Mauri Ora holistic pastoral model</p> <p>UDL underpins:</p> <ul style="list-style-type: none"> • TKRS Curriculum and Teaching and Learning Programmes • Additional supports, • values individuals culture, language/s and identity <p>Staff exhibit and model positive wellbeing</p>	<p>Embed Te Whare Mauri Ora =</p> <p>Strong positive Teacher/ learner/whānau relationships support wellbeing</p> <p>Staff/Leadership knowledge, school processes and systems support wellbeing</p> <p>Positive self-regulation strategies support wellbeing</p>	<p>Refreshed school values are embedded across all that we do</p> <p>The Te Whare Mauri Ora model of wellbeing underpins curriculum, learning support and pastoral policies, systems and processes</p>
	<p>Building Phase continued</p> <p>Maintain and protect learning throughout the stages of onsite building and development</p> <p>Ongoing design decisions uphold</p> <ul style="list-style-type: none"> -Ngāi Tahu cultural narratives (including tikanga, art and history) -UDL principles -wellbeing of diverse learners with diverse strengths and needs -future potential bilingual designated learning areas 	<p>Completion of the building phase supports deep learning curriculum design, inclusive pedagogy and practice, in fully flexible learning environments</p>	<p>Learning Environments enhance the experience, engagement, delivery and outcome of learning for all learners, regardless of their age, stage, impediments or advantages in learning</p> <p>The power of the environment as the 3rd teacher is recognised and deliberately harnessed</p>

2023 Annual Plan

2023 Baseline Achievement Data Analysis

N.B. Data for whole school roll as at 25 January 2023 = 239

Data was analysed from all that was available for a total of 254 learners at BOY 2023 (i.e. no data was available for all the newly enrolled learners in this group)

Percentages of learners AT or ABOVE NZC aspirational levels (based on 2022 EOY data)

	Maths	Reading	Writing
Whole School n=239	63%	69%	62.5% (n=240)
Males n=120	61%	66%	50% (n=121)
Females n=119	66%	71%	75%
Asian n=82	74%	79%	66%
NZ European n=32	63%	69%	66%
NZ Māori n=52	54%	69%	54%
Pasifika n=54	54%	57%	64% (n=55)
MELAA n=19	68%	53%	63%

The following areas of concern were identified as priorities for 2023:

- 54% of the NZ Māori and Pasifika are AT or ABOVE the desired curriculum levels in Maths, compared to 63% of the whole school and NZ European
- 50% of males, compared to 75% of females are AT or ABOVE the desired curriculum levels in Writing
- All ethnicities are performing significantly worse than Asian for Maths and Reading (between 10 to 20 percentage points)

Achievement targets:

Target 1

For 60% of NZ Māori and Pasifika to be AT or ABOVE the desired curriculum levels for Maths by the end of the year (reducing the 9 percentage point gap between NZ European and NZ Māori / Pasifika to 3-5 percentage points)

Actions - refer to those under Strategic Goal 1 - Mathematics and Statistics and
Strategic Goal 2 - Te Whare Mauri Ora

Target 2

For 60% of males to be AT or ABOVE the desired curriculum levels for Writing (reducing the 25 percentage point gap between males and females to 15 percentage points)

Actions - refer to those under Strategic Goal 1 - Better Start Literacy and Deep Learning and
Strategic Goal 2 - Te Whare Mauri Ora

Target 3

To accelerate the progress and reduce the performance of the following to no more than 10 percentage points behind that of Asian and no more than 0-5 percentage points behind NZ European

- **NZ Māori well below in Maths (make 2 years progress in 1 year)**
- **NZ Māori below in Maths reach AT**

Actions - refer to those under Strategic Goal 1 - Mathematics and Statistics
Strategic Goal 2 - Te Whare Mauri Ora

Target 4

To accelerate the progress and reduce the performance of the following to no more than 10 percentage points behind that of Asian and no more than 0-5 percentage points behind NZ European

- **Pasifika well below in Maths (make 2 years progress in 1 year)**
- **Pasifika below in Maths reach AT**

Actions - refer to those under Strategic Goal 1 - Mathematics and Statistics

Target 5

To accelerate the progress and reduce the performance of the following to no more than 10 percentage points behind that of Asian and no more than 0-5 percentage points behind NZ European

- **Pasifika well below in Reading (make 2 years progress in 1 year)**
- **Pasifika below in Reading reach AT**



Actions - refer to those under Strategic Goal 1 - Better Start Literacy and Deep Learning



Target 6



To accelerate the progress and reduce the performance of the following to no more than 10 percentage points behind that of Asian and no more than 0-5 percentage points behind NZ European

- **NZ Māori well below in Writing (make 2 years progress in 1 year)**
- **NZ Māori below in Writing reach AT**



Actions - refer to those under Strategic Goal 1 - Better Start Literacy and Deep Learning
Strategic Goal 2 - Te Whare Mauri Ora

Annual Plan Goals STRATEGIC GOAL 1 CURRICULUM	Alignment with...	Actions/Personnel / Timeframe	Indicators of success
 Mathematics & Statistics	 WELLBEING PEDAGOGY & ENVIRONMENT NELP 2 - Barrier free access 3 - Quality teaching and leadership	DP1 and Maths Leads will: Promote and champion the consistency of practice and outcomes across Mathematics and Statistics by: Engage in all online and other PLD regarding the rollout of the refreshed Mathematics and Statistics curriculum Coordinate and plan appropriate follow ups to all PLD - including observations, feedback and mentoring, and further Teacher / Team Meetings content and or delivery Coordinate observations & feedback of Maths teaching and learning sessions - at least one per teacher (per term?). DP1 will maintain an	All teachers plan and deliver a Mathematics and Statistics programme, supported by Numicon, that is <ul style="list-style-type: none">• Inclusive and appropriate for all learners, including those requiring additional support, and gifted and or talented learners• Culturally affirming for Māori and Pasifika - uses Tuakana Teina / peer and collaborative small group learning opportunities



		<p>active role in all observations and feedback / mentoring</p> <p>Analyse whole school Maths data - mid year and end of year</p> <p>Cross reference and analyse Mathematics and Statistics OTJs with T1 and T4 Maths PA Test results</p> <p>Update the Hero Goals to align with the refreshed NZC Mathematics and Statistics learning and the Numicon programme goals</p> <p>Update the TKRS Mathematics and Statistics Curriculum Programme guidelines, LTPs and planning templates and processes, to align with the refreshed NZC Mathematics and Statistics learning area (in conjunction with the use of the Numicon programme)</p> <p>DP1 will: Prepare a draft analysis of whole school Maths data - mid year and end of year</p> <p>Prepare a draft cross reference and analysis of Mathematics and Statistics OTJs with T1 and T4 Maths PA Test results</p> <p>Provide ongoing mentoring and support to Maths Leads and or teachers throughout the year, in conjunction with the MOE funded PLD facilitators</p> <p>Teachers will:</p> <p>Attend and implement learnings from face to face and online MOE funded PLD</p> <p>Explicitly teach the vocabulary of Mathematics and Statistics necessary within each session</p>	<ul style="list-style-type: none"> Implemented using whole class versus streaming Based on the use of materials to build conceptual understanding in learners Explicit in the teaching of the language and vocabulary of Mathematics, especially for Māori, Pasifika and English Language Learners (ELLs) Māori, Pasifika and ELLs experience academic and non-discriminatory success Consistent within and across teams
 <p>Better Start Literacy Approach</p>	 <p>NELP 2 - Barrier free access 3 - Quality teaching and leadership</p>	<p>The Team Pātiti Leader and the Junior Literacy Leader will promote and champion the consistency of literacy practice and outcomes by:</p> <p>Overseeing the implementation of BSLA at Te Kāpehu Riccarton School, supported by the DP1 Curriculum and Reading Recovery Teacher, including</p> <ul style="list-style-type: none"> determining which learners require additional supports (either under BSLA and or Reading Recovery and Quick 60) formally and informally reporting on the effectiveness and progress of the BSLA as required across the year to Senior Leadership Team (SLT) and BOT analysing Junior School Literacy (reading and writing) data <p>Creating guidelines and expectations for the ongoing implementation of BSLA within the</p>	<p>Literacy practices and outcomes are consistent in within and across teams</p> <p>All young learners in the Junior Team receive explicit directed teaching in order to</p> <ul style="list-style-type: none"> acquire necessary foundational English Literacy skills, including phonics and phonemic awareness Learn to read and write in the desired time frames (as indicated by the refreshed NZC English Learning Progressions and English Language Learning Progressions) ensure Māori and Pasifika learners

		<p>Junior Team's Literacy programme</p> <p>DP1 Curriculum will promote and champion the consistency of literacy practice and outcomes by:</p> <p>Providing ongoing mentoring and support to both the Team Pātītī and Junior Literacy Leaders throughout the year</p> <p>Team Pātītī teachers will:</p> <p>Implement the BSLA (as determined by Junior Literacy and Team Pātītī leads) in its entirety with their learners, including the carrying out of required assessments and analysis of data</p> <p>Participate in regular Team Meeting agenda BSLA discussions</p> <p>Engage in regular learning focused conversations with our Junior Literacy and Team Pātītī leaders, including seeking guidance and feedback from them and acting on it</p>	<p>experience success in their early years at school</p> <p>All young learners who are not making the desired progress against the refreshed English Learning Progressions and BSLA benchmarks, will receive additional supplementary Tier 2 opportunities to learn to read and write</p>
	 <p>NELP 1 - Learners at the centre 2 - Barrier free access 3 - Quality teaching and leadership 4 - Future of learning and work</p>	<p>Team Leaders and WiSTs will promote and champion consistent curriculum practice and outcomes by:</p> <p>Engaging in all online and other PLD regarding the rollout of the refreshed New Zealand Curriculum</p> <p>Leading and monitoring all planning in their respective teams, to ensure all teachers know</p> <ul style="list-style-type: none"> • what learning areas are the key focus in deep learning inquiries • what contexts will be used to drive the inquiry/ies • what Te Ao Māori perspective will underpin the learning (by utilising whakatauki, purakau, places of local significance to iwi...) • what understandings, knowledge and skills are being taught, • what, from these, will be assessed, • how these will be assessed, and • what and how it will be reported to learners and their whānau <p>Updating the Deep Learning Inquiry Curriculum documentation by the end of term 3, to align with Deep Learning Pedagogies (in conjunction with the DP1 Curriculum)</p> <p>Mapping out a progression of the 6C of Critical Thinking for Te Kāpehu, by the end of T4, that indicates the specific thinking tools to be introduced to learners at different stages across the school</p> <p>Coordinating the booking and use of the 'House of Science' kits, within their respective teams, to ensure all learners are provided with</p>	<p>Deep Learning Pedagogy and consistency of Practice underpins the implementation and delivery of the refreshed NZC and Te Kāpehu Riccarton School's localised curriculum underpinned by this</p> <p>All learners are given the support to learn about and acquire the 6Cs for lifelong and ongoing development, in ways most appropriate for them, and these 6Cs uphold rather than undermine the Te Whare Mauri Ora learner wellbeing model</p> <p>All learners are given access to developmentally appropriate thinking tools to learn and apply critical thinking across all of their learning</p> <p>All learners receive deep learning opportunities that stretch them, regardless of whether they are learners on IEPs, ELLs, or are gifted and or talented</p> <p>Te Kāpehu Riccarton School has a robust way of sharing academic curriculum progress across the NZ Curriculum with learners and whānau</p>

		<p>a robust and balanced coverage of NZC Science learning objectives</p> <p>Ensuring that the Aotearoa Histories component of the Social Sciences NZC is delivered in a planned and coordinated way, to ensure balance and consistency across time and the 5 phases of learning in the refreshed NZC</p> <p>DP1 will: Support team Leaders and teachers to implement the use of Science and Social Science / Histories of Aotearoa Goals in HERO as a means to tracking academic progress across the curriculum / within Deep Learning Inquiries</p> <p>Provide ongoing support / mentoring / coaching to team leaders, teams and teachers as appropriate, using a range of strategies (e.g. observation and feedback loops, co-teaching, modelling...)</p> <p>Engage with all NZC refresh PLD available, and will coordinate all necessary;</p> <ul style="list-style-type: none"> updates to TKRS curriculum documentation, HERO goals and assessment and reporting processes and systems Professional development for teachers 	<p>All learners have the opportunity to develop meaningful scientific understandings, knowledge and skills within all science strands</p> <p>All learners have the necessary understandings, knowledge and skills of the history of Aotearoa to become informed and thoughtful members of society</p>
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Annual Plan Goals STRATEGIC GOAL 2 WELLBEING	Alignment with...	Actions/Personnel / Timeframe	Indicators of success
 <p>Te Whare Mauri Ora</p>	 <p>CURRICULUM PEDAGOGY & ENVIRONMENT</p> <p>NELP 1 - Learners at the centre 2 - Barrier free access 3 - Quality teaching and leadership 5 - World class inclusive public education</p>	<p>DP2 SENCO & DP1 Curriculum will:</p> <p>Access available PLD (via the Pūtarangamotu Kāhui Ako) with Wiremu Gray to learn about Te Whare Mauri Ora holistic pastoral model</p> <p>Coordinate and schedule ongoing staff meetings across the year to be led by Wiremu Gray</p> <p>DP2 SENCO will:</p> <p>By the end of the year have liaised with other SLT and PB4L Team members to draft / develop ways to implement Te Whare Mauri Ora model across all pastoral and PB4L systems</p> <p>Teachers will:</p> <p>Be introduced to the Te Whare Mauri Ora model via PLD with Wiremu Grey, and ongoing updates and input from Senior Leadership Team (SLT) and WiSTs</p>	<p>All learners are seen first and foremost as whole and capable</p> <p>A holistic, Te Ao Māori perspective overlays all Pastoral and PB4L systems, supported by understanding and insight into traumatology</p> <p>Deep Learning design and implementation is underpinned by Te Ao Māori holistic conceptualisation of all learners, especially Māori learners</p> <p>Universal Design for Learning Principles are upheld across all pastoral systems, PB4L, learning design and curriculum programmes</p> <p>The mana and potential of Tier 3 Learners is upheld. Tier 3 Learners are nurtured</p>

		<p>Introduce the Te Whare Mauri Ora framework, concepts and language to their learners, and find practical applications / activities / strategies to develop understandings, knowledge and actions in their learners</p> <p>Teachers and leadership will participate in all Healthy Active Learning (HAL) PLD to strengthen the hauora tinana pou of the Te Whare Mauri Ora wellbeing model</p> <p>Teacher in Charge of Physical Education and Health will: Coordinate (alongside the DP1 Curriculum) the HAL professional development</p> <p>Liaise with the Māori Success leads to ensure the HAL PLD documentation and programme supports the ongoing development of the Te Whare Mauri Ora model of wellbeing</p> <p>DP1 Curriculum, DP2 SENCO and NPDL Leads will:</p> <p>By the end of the year have drafted / developed ways to bring a Te Whare Mauri Ora lens across the ongoing implementation of NPDL and curriculum design in 2024</p>	<p>and cared for in ways that allow them to succeed as learners and as young people.</p> <p>Learning environments and programmes are cognisant of UDL principles and barriers to success are removed for learners.</p> <p>Senior Leaders (and all staff) are proactive in supporting each other and learners with compassion and knowledge of brain functioning, brain development and traumatology</p>
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Annual Plan Goals STRATEGIC GOAL 3 PEDAGOGY & ENVIRONMENT	Alignment with...	Actions/Personnel / Timeframe	Indicators of success
 <p>Learning Environment</p>	 <p>NELP 1 - Learners at the centre 2 - Barrier free access 3 - Quality teaching and leadership</p>	<p>The Senior Leadership Team will:</p> <p>Maintain a regular focus in Team Leaders' meetings on promoting and championing consistency of pedagogy and practice in learning spaces</p> <p>Create a decanting plan to minimise any loss of learning time, in the moving of Rooms 4,5,6, 1 and 3 into the new learning spaces of the refurbished Canterbury block</p> <p>Team Leaders will:</p> <p>Maintain a regular focus in team meetings on building pedagogical understanding across the team of:</p> <ul style="list-style-type: none"> • Collaborative teaching in innovative flexible environments • Local curriculum in Deep Learning design • Culturally affirming curriculum, environment and practice 	<p>Teachers utilise the innovation and flexibility afforded in learning environments to enhance learning</p> <p>Team Leaders guide teacher collaboration to promote consistency of pedagogy and practice in their teams</p> <p>Decanting is well coordinated and priorities learning time throughout the move into the new learning spaces</p> <p>Teams / Teachers are well prepared to move into the new learning spaces</p> <p>Teachers are able to maximise learning opportunities by planning and delivering programmes that draw on the flexibility and</p>

		<p>Team Pātītī and Kāpuka Leaders will:</p> <p>Revisit and or participate in the Neil O'Reilly Innovative Learning Environments and Pedagogies PLD</p> <p>Use Neil O'Reilly's ILE planning and preparation matrix to ensure team members collaboratively establish expectations and routines for effective and efficient delivery of curriculum in updated / new learning environments</p>	<p>potential of the new learning spaces = environment enhances learning</p> <p>The wellbeing and learning of students is enhanced by the innovative and flexible use of the learning environments available</p> <p>Alternative spaces / locations to learn, access to noise cancelling headphones, calming breaks and activities - amongst other strategies - are available for students who would benefit from these</p>
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