



RICCARTON
PRIMARY SCHOOL

CHARTER 2020

Strategic Goals
Annual Plan
Targets

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INTRODUCTION

Riccarton Primary School is a family oriented Years 1-8 school in Upper Riccarton. We have an enrolment zone.

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

Staff at Riccarton 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. Riccarton Primary 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 excellent outdoor facilities (including large park-like grounds, two adventure playgrounds, a rugby/soccer field, a twenty-metre solar heated swimming pool, two courts, large paved areas). We are looking forward to the rebuilding of our school, and are now in the Design Planning phase of the Christchurch Schools Rebuild process. Most of our classroom blocks will be renewed as flexible learning spaces within the next three years. The first phase of building is scheduled to commence in December 2020.

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 Riccarton learners are strong in the key competencies (assets for living and lifelong learning) and that these align with 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.

Riccarton Primary 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

Riccarton Primary is a school where learners are supported to become;

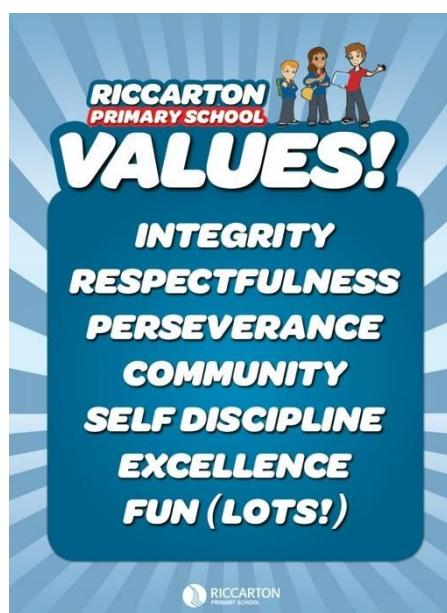
Respectful, Responsible, Real Learners - Kia haepapa kia whakakoha ā tātau ākonga.

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, Taha and Te Reo Māori

Riccarton Primary School Values:

The following values represent those deemed important to our community. It is through the 'living' of these values that we foster a 'culture of care' / 'ethic of care' for one another. We believe in modelling and encouraging these values in all that we do, and to support the development of these values in our learners and community.



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.

1. Effective teaching and learning pedagogies

We are constantly developing and improving our abilities to implement effective pedagogy, as outlined in the NZC, and through our RPS effective pedagogy expectations. Evidence informs us that learners learn best when teachers:

✓ 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.

2. Te Tiriti o Waitangi - Treaty of Waitangi

The Treaty of Waitangi principles promise Māori an equal partnership with Pakeha, protection (including of Tikanga and Te Reo Māori), and the right to full participation. Our obligation to Māori learners is to ensure these principles underpin the development and implementation of teaching and learning programmes. We must provide opportunities for all learners to understand and learn about the importance of the Treaty of Waitangi for all New Zealanders, the dual sets of rights Tangata Whenua are afforded under the treaty, the rights and responsibilities we all have as citizens, and the special place Māori culture holds in Aotearoa - a multicultural society founded on biculturalism.

We focus on:

✓ 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.

3. Te Ara Pūmanawa ākonga Learners - Potential Approach

Every learner has the potential to make a valuable social, cultural and economic contribution to the well-being of their whānau, hapū, iwi, community and to Aotearoa as a whole. We strive to support all ākonga to become successful lifelong participators and contributors in society.

We focus on:

✓ stretching potential ✓ recognising and affirming indigeneity and distinctiveness ✓ collaborating and co-constructing the values, curriculum and desired outcomes for our kura (school).

4. Ako – he tikanga tau utuutu - A two-way teaching and learning process

Quality teaching is the most important influence that we can have on learner success within the gates of our kura. Effective teaching and learning depends on the quality of the relationships between the teacher and learner, and each teacher's ability to engage and motivate learners.

We focus on:

✓ 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).

5. Mana whakapapa, mana reo, mana tikanga - Identity, language and culture count

There is a strong link between hauora (wellbeing) and achievement. Learners' wellbeing is strongly influenced by having a strong and positive sense of identity, and access and exposure to their own language and culture.

We focus on:

✓ 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.

6. Te hua moe - Productive partnerships

A productive partnership in education is built on a reciprocal two-way partnership leading to, and generating, shared action, outcomes and solutions. Productive partnerships are based on mutual respect, understanding and shared aspirations.

We focus on:

✓ 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.

7. He pārekareka, he taumaha te akoranga - Learning is Fun and Challenging

Everyone achieves their best when they feel safe, and are enjoying themselves, interested, challenged and having fun!

We focus on:

✓ 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.

8. Teachers and leaders within Riccarton demonstrate a commitment to their 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" along with a strong 'culture of care' for all.

We focus on:

✓ modelling caring and empathetic behaviours ✓ reciprocity and collegiality in all adult to adult relationships ✓ assertive, warm relationships with learners that are mana enhancing ✓ supporting the development of positive prosocial behaviours in learners using PB4L processes ✓ shared and collaborative teaching.

The Riccarton School Curriculum

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, Taha and Te Reo Māori

At Riccarton Primary School we use the New Zealand Curriculum, alongside our school community's vision and values, to best suit the diverse needs of our learners. We are committed to upholding our responsibilities under 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 the place in which our school stands.

Every day at Riccarton Primary begins and ends with Karakia and Waiata in all classrooms / teams. All formal assemblies begin and end this way too. Karakia is said before morning kai, and at all formal school gatherings where kai is shared. Teachers and learners are supported to learn and be able to say their Mihi with confidence. Teachers are expected, in all formal correspondence, to use beginning and ending salutations in Te Reo Māori. Teams are encouraged to host Whakanui / Celebrations of Te Reo Māori learning during the year.

Our curriculum is increasingly learner centered, designed to support all learners to develop the characteristics and assets of Responsible, Respectful Real Learners. We gather the voice 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 increasing decision making to learners (e.g. learners are given voice and choice around the learning environment, timetabling, learning goals, outputs / tasks, Tuakana Teina opportunities, and learning strategies). We recognise our rapidly changing world calls for us to prepare our learners to be competent 21st Century learners, equipped with the capability to learn throughout their lives. We emphasise the key competencies across our learning programmes. Literacy and numeracy form the key components of our morning programmes. We believe young learners need to learn to read and write so that reading and writing can then become a means to learning.

We aim to explicitly teach all academic language used 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 believe learners learn (including how to think, relate to others, use language, symbols, and texts, manage self and participate and contribute) when they are actively engaged within authentic contexts for learning that value their culture and experiences and excite them.

We believe in fostering 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 wide range of digital technologies is used by our learners 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 aim to use digital tools, appropriate to Inquiry contexts, to show how digital technologies are being used in the real world everyday contexts so they become proficient users and creators of digital technology solutions for life.

Learning areas are integrated where it is meaningful to do so. Each term, teams use the focus, signalled in the RPS Curriculum Learner Pathway concept based curriculum, to plan programmes. Teams / Teachers / learners select a major context for inquiry, that links to place based opportunities where possible, allowing exploration of concept/s relevant to learners in depth. Each context draws on a range of curriculum learning areas and strands (with their associated achievement objectives), chosen to capture the interests and needs of our learners, based on learner and whānau voice, and teacher observations and knowledge. Engagement and learner interest are considered more important than coverage. We believe this integrated approach to curriculum provides more meaningful and authentic contexts for 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 strive to ensure every concept and resultant inquiry has a bicultural focus, so that all of our learners continue to value and acknowledge the position of Māori in Aotearoa as Tangata Whenua, and our local iwi, Ngāi Tūāhuriri, as the Mana Whenua of the place in which our school and community stands. 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, whānau Surveys, and during Curriculum Parent Forums. Our curriculum continues to be developed around increasingly kaupapa Māori concepts and places of significance, supported by professional development and strong relationships with external experts and our Mana Whenua. These concepts, developed throughout a year and within each term, are derived from learning about Māori 'gods', appropriate Whakataukī, and by making connections to Mana Whenua and Tangata Whenua contexts and places of relevance. Doing so fosters deeper conceptual understanding of Te Ao and Tikanga Māori knowledge within the curriculum. We aim to integrate multicultural foci too, in order to make learning accessible for all 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, parent surveys and Curriculum Parent Forums.

We offer a range of cultural programmes that are popular amongst our learners, including Kapa Haka, Te Reo and Tikanga Māori classes, Pasifika Culture Group, and Junior and Senior Filipino language and culture classes.

PE, and some aspects of Health, are more likely to be taught separately, including our aquatics Kiwi Swim programme, and the Mātauranga Hōkakatanga Sexuality Education, and Keeping Ourselves Safe programmes.

Learning another language and Careers Education is provided in Years 7 & 8. Years 7 & 8 also receive a comprehensive Technology programme, delivered by the Kirkwood Intermediate technology team. We would like, under our integrated approach to learning, to have the capacity to include technology components, when enriching and logistically possible to do so, into our own NZC Level 4 RPS inquiries.

Learners in Years 5-8 have access to a rich sporting programme. The school participates in the weekly local Hagley Sports event throughout the winter months of the year. In addition, qualifying learners participate in the full range of Zone and Regional Sporting events across the disciplines of Swimming, Athletics and Cross Country. The school runs an extensive Outdoor Education programme, including camps for Years 5 and above.

Our regular assemblies are planned and presented by learners. This supports the development of learners' leadership skills, whilst providing authentic opportunities to perform for parents and peers and to share and celebrate successes.

We have 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 part time Bilingual Teacher Aides, 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 a wide variety of academic and pastoral support programmes.

Academic Supports may include:

★ ESOL Support, including bilingual teacher aides ★ Teacher Aides working across the school where deemed necessary ★ Individual and small group Literacy and Numeracy assistance ★ GATE extension and enrichment opportunities ★ RTLB interventions ★ Parent engagement initiatives (e.g. modified Mutukaroa - AKo Tahi, Reading Together, Target Learner Interviews) ★ Accelerated Learning Initiatives (e.g. Quick 60, Numicon) ★ Target Teaching Groups

External learning and behaviour supports may include:

★ RTLB Services ★ LSF ★ MOE / GSE ★ ORs ★ HLN ★ CAF Links / Whakatata House ★ van Asch School - Teachers of the Deaf

Pastoral Supports may include:

★ two low cost after school programmes ★ Youth Workers from the La Vida Youth Trust ★ Breakfast Club ★ Mana Ake Workers ★ Social Worker in Schools (SWIS) ★ School Health Nurse ★ a strong relationship with the neighbourhood policing team ★ 'Big Brothers Big Sisters' Mentors ★ 'Fruit in Schools' ★ 'Milk in Schools' ★ support from the 'Kids Can' charity organisation ★ School Mental Health Team support

Pūtaringamotu Kāhui Ako

We are part of a newly formed Kāhui Ako of three schools and numerous local ECEs and Kindergartens. This includes ourselves (Riccarton Primary 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 second year of collaboration In 2020, to achieve the goals of the strategic plan developed in full consultation with the Kāhui Ako schools and early childhood centres.

RPS is a PB4L School

Positive Behaviour for Learning at Riccarton Primary School is used to support our mission and vision.

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 values, beliefs and behavioural norms of our diverse community and learners.

At Riccarton Primary we;

- implement the current 10 National Education Goals.

The 10 goals include: achieving the highest achievement for all, removing barriers to achievement, developing knowledge / skills and understandings in learners for the future, foundational learning and whānau as first teachers in the early years, providing a balanced curriculum with priority being given to literacy and numeracy, science and technology and physical activity, excellence through clarity in learning objectives by which to monitor and assess, appropriate support/s for learning needs, access to recognised qualifications, increased participation and success for Māori, respect for diversity and cultures and the unique place of Māori in Aotearoa.

- adhere to the current 8 National Administration Guidelines.

The 8 themes include: curriculum and achievement priorities and transitions; strategic planning, review and reporting; employment and personnel; finances property; health and safety and wellbeing; attendance and instructional time, submission of annual Charters, submission of annual analysis of variance.

- support the MOE's National Education and Learning Priorities:

Objective One: Learners at the centre – learners with their whānau are at the centre of education

Objective Two: Barrier free access – great education opportunities and outcomes are within reach for every learner

Objective Three: Quality teaching and leadership – quality teaching and leadership make the difference for learners and their whānau

Objective Four: Future of learning and work – learning that is relevant to the lives of New Zealanders today and throughout their lives

Objective Five: World class inclusive public education – New Zealand education is trusted and sustainable

- recognise New Zealand's Cultural Diversity

Riccarton Primary 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.

Riccarton Primary 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

Māori Responsiveness Plan

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

Pasifika Success Initiative

To achieve this, the school will:

- Use the latest Pasifika Education Plan as a reference point for goal setting
- Further develop and implement a plan for raising the achievement of all Pasifika learners at RPS
- Report on Pasifika achievement to the BOT at regular intervals
- Continue to develop strong and educationally powerful relationships with our Pacific Nation communities in our regular Pasifika Parent Talanoa fono
- Ensure 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
- Continue to provide a Pasifika Culture Group tutor
- Maintain home language maintenance and support English language acquisition for learners with English as an additional language
- Employ a Pasifika bilingual ESOL Teacher Aide

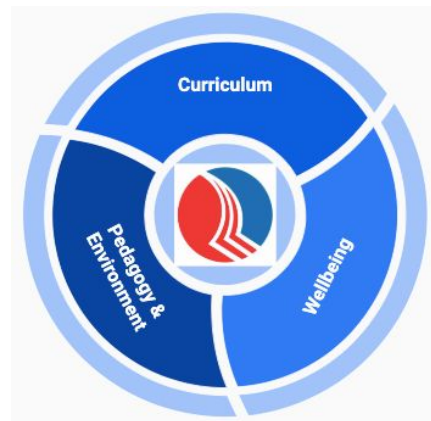
- **regularly evaluate our effectiveness against the Education Review Office (ERO) Overall Findings and Judgement Tool indicators (listed below), to support ongoing improvement.**

- Overall Judgement
- Outcomes for learners
- Culturally responsive education
- Responsive curriculum, effective teaching and opportunity to learn (*previously Domain 4*)
- Educationally powerful connections and relationships (*previously Domain 3*)
- Professional capability and collective capacity (*previously Domain 5*)
- Leadership for equity and excellence (*previously Domain 2*)
- Stewardship (*previously Domain 1*)
- Evaluation, inquiry and knowledge building for improvement and innovation (*previously Domain 6*)

Strategic Plan

Our Strategic Planning responds to the above ERO process indicators, that **provide a common frame of reference for determining what outcomes are valued for every learner and what matters most in improving those outcomes** (ERO School Evaluation Indicators. pg.6) This strategic plan sets out the Board of Trustees' key aims and direction for the next three years.

Strategic Goals 2020 - 2022



Strategic Plan 2020 - 2022

Strategic Goal 1



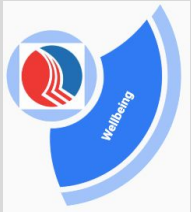
Curriculum - a localised coherent curriculum pathway for learners, effective teacher professional development and insightful evaluation will support strong progress and achievement for all ākonga.

Success indicators are indicated in the annual plan section

Priorities for the next three years

2020	2021	2022
Localised curriculum <ul style="list-style-type: none"> • learner hauora / wellbeing • learner agency / regulation / efficacy • whānau engagement • academic achievement 	Collaborative 21st C learning communities <ul style="list-style-type: none"> • flexible learning environments • flexible teaching and learning approaches 	Innovative learning environments and pedagogy <ul style="list-style-type: none"> • inclusive • relational • holistic • digitally enhanced

<p>Teacher development and evaluation</p> <ul style="list-style-type: none"> • collaboration • Teaching as Inquiry / Teacher effectiveness • inclusive pedagogies 	<ul style="list-style-type: none"> • teacher / teacher collaboration • learner / learner collaboration • teacher / learner collaboration • teacher / learner / whānau collaboration • tuakana teina principles • universal design for learning principles 	
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<div>  <p>Strategic Goal 2</p> <p>Wellbeing - learning and working environments support positive emotional wellbeing, ensuring teachers are able to teach, and learners are able to learn.</p> <p>Success indicators are indicated in the annual plan section</p> </div>		
Priorities for the next three years		
2020	2021	2022
<p>PB4L School-wide development & consistency</p> <ul style="list-style-type: none"> • knowledge of diversity (ethnic, cultural, religious, neuro, learning, other...) and how these impact behaviour • identification of lagging skills / learner needs → learner centered and appropriate expectations • teaching of school-wide expectations • adaptive inclusive environments <p>Staff Wellbeing</p> <ul style="list-style-type: none"> • Professional learning (CORE Modules) 	<p>Strong and positive Teacher / learner / whānau relationships support learner wellbeing</p> <p>Staff / Leadership knowledge and school processes and systems support learner and staff wellbeing</p> <p>Positive self-regulation strategies support staff and learner wellbeing</p>	<p>Universal design for learning underpins:</p> <ul style="list-style-type: none"> • PB4L • RPS Curriculum and Teaching and Learning Programmes • Special Educational supports, programme design and delivery • upholds individuals culture, language/s and identity <p>Staff exhibit and model positive wellbeing</p>

Strategic Goal 3



Pedagogy and Environment - the function and design of the RPS rebuild showcases the cultural narrative of Ngāi Tahu and enhances 21st Century teaching and learning pedagogies.

Success indicators are indicated in the annual plan section

Priorities for the next three years

2020	2021	2022
<p>Design phase</p> <p>Learning hub design:</p> <ul style="list-style-type: none">• Ngāi Tahu cultural narratives throughout the design support learning about and upholding cultural kaupapa, tikanga, art and history• follows universal design for learning principles• supports the greatest flexibility for use (power of 3, power of 2 +1, powers of 1x3)• supports bilingual options for the future• supports the wellbeing of diverse learners with diverse strengths and needs• encourages innovative use of space, 21st C pedagogies and technologies to support and enhance teaching and learning	<p>Building Phase</p> <p>Considered designs are supported to become reality</p> <p>Teaching and learning programmes are maintained and protected during decanting and building phases of the rebuild</p>	<p>Completion of the building phase</p>

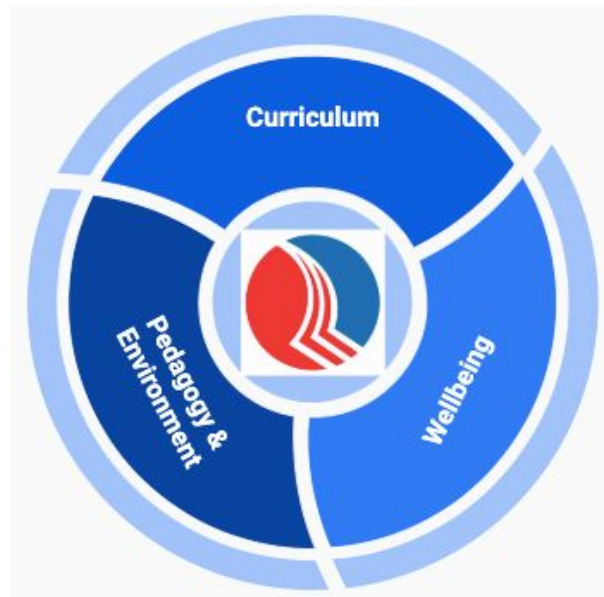
2020 Strategic Goals

Noticing and Investigating: What are the needs in this area?

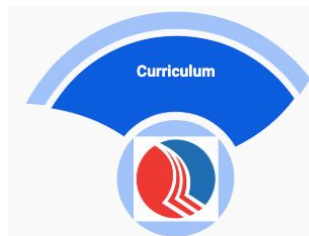
All strategic goals were developed following evaluations completed in 2019 (these included consideration of learner, whānau and teacher voice). Specifically, strategic goal one was developed to address the needs of learners identified as struggling with their core literacy and mathematical skills, who were disengaged with learning and were disinterested in aspects of the current curriculum. As such, there is a distinct focus in 2020 on annual actions to achieve equity and excellence for all learners, particularly those in our target learning groups.

2020 Annual plan

2020 Strategic Goals → 2020 Annual Plan Focus



Strategic Goal 1



Curriculum - a localised coherent curriculum pathway for learners, effective teacher professional development and insightful evaluation support the progress and achievement of all ākonga.

Achievement Targets:

2020 Baseline Data:

Baseline Data Analysis - Summary of trends and patterns

Analysis of the Below and Well Below cohorts for 2020 across Reading, Writing and Maths, shows the following learners are disproportionately negatively represented:

- Males (*in Reading and Writing*)
- Māori (*in Reading and Maths*)
- Pasifika (*in Reading and Maths*)
- Year 2 (*please note, this group includes some learners who RPS has kept classified as Year 1s. Never-the-less, the overall trend is for New Entrants to enter RPS with lower than to be expected stanines when tested against the Observation Literacy Survey, and levels when tested against Junior Assessment in Maths (JAM)*)
- Year 4 (*in Reading and Maths*)
- Year 5 (*in Reading, Writing and Maths*)

Maths at or above achievement (59%) is somewhat lower overall across the whole school, than for that of Reading (67%) and Writing (65%).

Maths achievement across the whole school is disproportionately lower for

Māori (47% at or above, compared to 70% of NZ European)

Pasifika (44% at or above, compared to 70% of NZ European, or 52% of ELLs amongst ME/LA/A learners)

2020 Annual achievement targets

1.1 To accelerate the achievement of all learners below and well below aspirational curriculum levels, by 2 or more year levels, in Reading, Writing and Maths

2020 Strategic annual achievement targets



- 1.2. To accelerate the achievement of Males below and well below aspirational curriculum levels, by 2 or more years, in
Reading
Writing
- 1.3 To accelerate the achievement of Māori below and well below aspirational curriculum levels, by 2 or more years, in
Reading
Maths
- 1.4 To accelerate the achievement of Pasifika below and well below aspirational curriculum levels, by 2 or more years, in
Reading
Maths
- 1.5 To accelerate the achievement of learners in Year 4 below and well below aspirational curriculum levels, by 2 or more years, in
Reading
Maths
- 1.6 To accelerate the achievement of learners in Year 5 below and well below aspirational curriculum levels, by 2 or more years, in
Reading
Writing
Maths
- 1.7 To reduce the disparity between the overall school wide achievement in Maths, of Māori compared to that of NZ European, to within 10 percentage points
- 1.8 To reduce the disparity between the overall school wide achievement in Maths, of Pasifika compared to that of NZ European and ME/LA/A English Language Learners (ELLs), to within 10 percentage points


N.B. We aspire to accelerate the achievement of all learners in the strategic annual target areas. We understand that despite this goal, it is unlikely we will achieve this for 100% of the learners in these cohorts, however we resist limiting our aspirations by setting a potentially realistic target, rather choosing to "stretch" our expectations for success". ('Raising student achievement through targeted actions'. ERO / MOE, December 2015 p.5)

Resources:

<https://www.ero.govt.nz/assets/Uploads/Accelerating-student-achievement-synthesis.pdf>

<https://www.ero.govt.nz/assets/Uploads/ERO-15298-Raising-Student-Achievement-FULL-v6b-WEB-002.pdf>

Annual Goal	Goals → Actions	Personnel / Actions	Success Indicators
 <p>A blue diagonal banner with the text 'Deep Learning PLD' and a small circle with the number '1'. Below the banner, the text 'New pedagogies', 'Learning Partnerships', and 'Leveraging digital Learning Environments' is written in a smaller font, separated by dots.</p>	<p>All teachers and leaders will participate in the MOE funded and Kāhui Ako delivered Deep Learning PLD, to implement the 6Cs Curriculum Framework.</p>	<p>Across School Pūtaringamotu Kāhui Ako Teacher/s</p> <p>Within School Pūtaringamotu Kāhui Ako Teacher/s - Aaron Taylor</p> <p>Deep Learning PLD Facilitators</p>	<p>By the end of the year, Teachers and Leaders at RPS have a working knowledge of and utilise the 6C practices, consistent with the following 4 drivers:</p> <ol style="list-style-type: none"> 1. new pedagogies - a fusion of proven and emerging innovative practices 2. learning partnerships - newly conceived and structured relationships between learners, teachers, whānau & community 3. learning environment - interactive, where learners are deeply engaged and motivated 4. leveraging digital - digital technologies are embedded into classroom practice to accelerate, amplify and add value to learning
 <p>A blue diagonal banner with the text 'RPS Curriculum' and a small circle with the number '2'. Below the banner, the text 'Local Curriculum pathway', 'Inclusive Pedagogies', and 'Curriculum Inquiries' is written in a smaller font, separated by dots.</p>	<p>Local Curriculum Pathway Leadership works collaboratively with teachers to; plan and evaluate the RPS LTP for 2020</p> <p>Curriculum Inquiries Planning is responsive and adaptive to learners, and promotes ease of planning and delivery of the RPS Curriculum.</p> <p>Inclusive Pedagogies Curriculum, Learning Support and Pastoral Care personnel and systems work collaboratively to support all ākonga.</p>	<p>2x term meetings - implement the updated RPS curriculum, using Kath Murdoch Inquiry Planning Model, embedding inclusive pedagogical thinking and actions into planning - Margie Askin-Jarden, Sarah Cooper and Team Leaders</p> <p>Appropriate resourcing via identification of need in planning process - teachers & Team Leaders & Curriculum Leaders and Margie Askin-Jarden and Sarah Cooper</p> <p>Digital technologies curriculum is integrated into the planning process, supported by</p> <ul style="list-style-type: none"> - technology curriculum 	<p>The RPS localised curriculum is:</p> <ul style="list-style-type: none"> -authentic, -relevant and -adaptive; <p>supportive of</p> <ul style="list-style-type: none"> -Māori tikanga, -te reo Māori, and -Ngāi Tahu narratives <p>The RPS Inquiry template (Kath Murdoch's) to support planning, assessment and reporting, is monitored and adapted as required.</p> <p>The unique strengths, interests and needs of our community, school and of</p>

		<p>statement updated to include digital technology - Term 1 - Margie Askin-Jarden and Nick Shimasaki</p> <ul style="list-style-type: none"> - integrative digital technology pedagogies - all year - Nick Shimasaki <p>Literacy (and oral language development in Years 1 & 2) factored into all planning</p> <ul style="list-style-type: none"> - every term - responsibility of Teachers / Supported by Team Leaders & Literacy Leaders <p>ELL needs are factored into planning - every term - all teachers / Team Leaders & Margie A-J</p>	each ākonga are considered to ensure equitable educational experiences for all.
	<p>Collaborative Teaching as Inquiry Teachers collaborate in Teams to raise professional knowledge, pedagogies and effectiveness.</p>	<p>Establish Collaborative Teaching as Inquiry Process in Term 1 - Paul Irving (Kāhui Ako Lead) and Aaron Taylor (Kāhui Ako WiST)</p> <p>Facilitate Collaborative Teaching as Inquiry in Team Meetings across the year</p> <ul style="list-style-type: none"> - Team Leaders <p>Regular report backs to SLT, via Team Leader's Meetings, the progress and effectiveness of collaborative team inquiries - Team Leaders</p>	<p>Each teaching Team engages in Teaching Spirals of Inquiry, documenting collaborative thinking and actions in Team minutes:</p> <ul style="list-style-type: none"> • Scanning <ul style="list-style-type: none"> - Progress and achievement data is analysed for -patterns of progress of learners in Target Groups, and • Focusing • Developing hunches • New Learning • Acting • Checking <p>-links between collaborative inquiries of teachers / leaders and effective improvement of learners</p>
	<p>Staff, learners & whānau voice Annual NZCER Wellbeing and RPS Whānau Surveys give voice to the knowledge and experiences of personnel.</p>	<p>NZCER Wellbeing - Term 2 - Margie Askin-Jarden</p> <p>Whānau Surveys - Term 3 - Paul Irving</p>	RPS continually adapts and improves to best suit ākonga, whānau, community and staff

	<p>Progress & Achievement data analysis Teachers, Teams, and Leadership, every term, monitor and track progress of ākonga.</p>	<p>SMS Learning Goals - update every term → update NZC Levels for all learners - all Teachers (overseen by SLT & Team Leaders)</p> <p>3 way learning conferences - 4x a year for selected learners in target groups - all teachers</p> <p>Facilitate teachers (in teams) to monitor and track target learner progress via collaborative inquiry processes (twice termly) - Team Leaders (supported by SLT)</p> <p>Provide achievement updates to BOT - mid year (end of T2), end of year (end of T4) - Paul Irving & Margie Askin-Jarden</p>	<p>Progress and achievement data is analysed for</p> <ul style="list-style-type: none"> • patterns of progress of learners in Target Groups, • reading, writing, maths school wide data twice yearly <p>Home / school / learner engagement - term by term Target Interviews, and the range of whānau hui (Māori hui, Pasifika fono, Filipino parent evenings) promotes strong school / parent engagement</p>
	<p>BOT Reporting & Evaluation The BOT has systems in place to determine effective governance of the school and its obligations to staff, learners, community and MOE</p>	<p>BOT Chair - Julie Batstone, along with Paul Irving & Margie Askin-Jarden</p> <p>A 2020 BOT reporting cycle is established in Term 1 - Paul Irving, Margie Askin-Jarden and Julie Batstone, including</p> <ul style="list-style-type: none"> • Policy review • Strategic Goal reporting • Curriculum Presentations • Achievement Target reporting <p>BOT receives alternate meeting Strategic Goal progress updates for Goals 1 and 2, and every meeting updates for Strategic Goal 3 - Paul Irving & Margie Askin-Jarden</p> <p>The BOT establishes a school community engagement plan in Term 1 - Paul Irving & Julie Batstone</p>	<p>The BOT effectively plans for, and acts, in the school's medium-long term interests.</p> <p>The BOT meets its statutory and regulatory responsibilities.</p> <p>The BOT effectively scrutinises its own and the school's performance in achieving equity and excellence.</p>

Strategic Goal 2



Wellbeing - learning and working environments support positive emotional wellbeing, ensuring teachers are able to teach, and learners are able to learn.


Annual Goal	Goals → Actions	Personnel	Success Indicators
	Strengthen Tier 1 & 2 PB4L All staff to participate in MOE led PB4L PLD to refine and strengthen consistency.	Sarah coordinates PB4L PLD timeline in Term 1 and 2 Sarah and Judith establish an action plan for consultation in Term 1, for ongoing development of this goal in 2020	PB4L systems are clearly articulated, and consistently implemented: <ul style="list-style-type: none"> • RPS Respectful, responsible real learner expectation matrices • RPS 6 • WITs • PB4L Celebrations • Teacher PB4L observations • Restorative conversations and actions • An overview of PB4L 5-10 min mini lessons and supporting resources are provided for staff
	Develop RPS Tier 3 PB4L responses PB4L, pastoral and behavioural systems outline and clarify options for supporting Tier 3 learners who are communicating unmet needs via challenging behaviour	Socially Speaking PLD in Term 1 - Sarah Cooper Teachers / team leaders supported to adapt curriculum for diverse tier 3	Learners exhibiting the need for Tier 3 support are identified; and receive what they need to respond to their



		<p>learners (as per IEPs, Curriculum Planning Meetings, Tier 2 supplementary supports) - Sarah Cooper</p>	<ul style="list-style-type: none"> • learning disability/ies, • neurodiversity / disabilities, • stress, • anxiety, • trauma response/s, • sensory needs; <p>and receive appropriate support for their social / communicative needs</p>
	<p>PLD for Staff Teachers and leaders develop an increasing set of strategies to know how to support their own and others' well being</p>	<p>Coordinate Richard Busfield (MOE PLD Facilitator) delivered PB4L PLD - TERM 1 & 2 - Sarah Cooper</p> <p>Zones of Regulation - Socially Speaking PLD - coordinate for 2020 - Sarah Cooper</p> <p>6 Wellbeing Modules - all teachers - 1-2 per term - Sarah Cooper</p> <p>Wellbeing Team - establish and create an action plan - Term 1 - Sarah Cooper</p>	<p>All staff (teachers, leaders & support staff) will participate in all MOE led PB4L PLD Zones of Regulation PLD</p> <p>All teachers and leaders will complete the 5 online CORE Wellbeing Modules</p> <p>A Wellbeing Team will encourage positive staff wellbeing - Staff receive</p> <ul style="list-style-type: none"> • weekly tips • introduction of regular foci from the 5 Ways to Wellbeing Toolkit • fun weekly activities to engage in

Strategic Goal 3



Pedagogy and Environment - the function and design of the RPS rebuild showcases the cultural narrative of Ngāi Tahu and enhances 21st Century teaching and learning pedagogies.

Annual Goal	Goals → Actions	Personnel	Success Indicators
	Internal Layout Learning, support and admin spaces are conducive to learning and working in the 21st C	Ngāi Tahu navigator - Diane Robertson MOE project manager/s Architects RPS Master building committee Fortnightly Building Committee Meetings - facilitated by MOE Project Manager - Natasha Freeman Regular consultation / updates to BOT, Staff and community - Paul Irving	The internal design of learning spaces is in alignment with; <ul style="list-style-type: none"> the Universal Design for Learning (UDL) principles for education - learning and working the aspirations outlined in the RPS design brief

	<p>Internal and external 'storying' Architectural and artistic design incorporates elements of significance to/from Ngāi Tahu</p>	<p>Ngāi Tahu navigator - Diane Robertson MOE project manager/s Architects RPS Master building committee</p>	<p>The art, symbols and knowledge of Ngāi Tahu are present in the design and aesthetics of RPS, so</p> <ul style="list-style-type: none"> • the buildings and surrounds support the cultural narratives of mana whenua, and • the implementation of our localised curriculum.
	<p>Building design supports inclusive pedagogies & practice Decisions are evaluated against UDL principles, to ensure the most flexible and adaptive environments for learning will be built</p>	<p>Ngāi Tahu navigator - Diane Robertson MOE project manager/s Architects RPS Master building committee</p>	<p>Environments are deliberate in design to support:</p> <ul style="list-style-type: none"> • 3 / 2+1 / 1+1+1 teaching and learning spaces • deaf/hard of hearing learners • blind/vision impaired • physically disabled • learning disabled • learners with high health needs • learners with developmental / neurodevelopmental conditions
	<p>Decanting during the building process maintains continuity of teaching and learning programmes</p>	<p>Architects RPS Master building committee Leadership</p>	<p>The decanting plan minimises the necessity / timeframes for any learners to be taught in non-teaching and learning spaces (e.g. hall / library).</p>

