



RICCARTON
PRIMARY SCHOOL

2019 CHARTER

Strategic Goals
Annual Plan
Targets

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Introduction

Riccarton Primary School is a family oriented full primary school (Years 1-8). Our children are valued for their differences and individuality.

We are located in the suburb of Upper Riccarton. Our school is a diverse mix of cultures including: New Zealand European, Māori, Pacific Island Nations and Asian, amongst others. The support of our parents is very positive, with large numbers participating in school events.

The school has excellent 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, a hall, well-resourced library with a fantastic librarian and classrooms, many of which were modernised some years back. We have now entered the Master Planning phase in the Grow Waitaha process. As many of our classroom blocks as possible, will be refurbished as flexible learning spaces within the next two years.

This charter has been developed in consultation with our community of parents, learners, teachers and the Board of Trustees. We have developed our Mission and Vision to ensure Riccarton learners are strong in the key competencies (assets for living and lifelong learning) and that this is in alignment with the vision, values and principles of the New Zealand Curriculum. We also use the Education Review Office dimensions of effectiveness, including their process indicators and outcome indicators, to develop our goals. 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:



At Riccarton Primary, we believe certain values are important to uphold. Through the 'living' of these values we foster a 'culture of care' / 'ethic of care' for one another. We believe in modelling and learning 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 practices

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 participants 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 our kura gates. 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 (Tuakana Teina) ✓ deliberate and reflective teaching practice that is adaptive and continually improving.

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 / matavuale / 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 are safe, 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

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 to acknowledging 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 Mihimihi with confidence. Teachers are expected, in all formal correspondence, to use beginning and ending salutations in Te Reo Māori. All Teams host Whakanui / Celebrations of Te Reo Māori learning during the year.

Our curriculum is increasingly learner centered. It is designed to support all learners to develop the characteristics and assets of a Responsible, Respectful Real Learner, as outline in our graduate profile. We gather student voice to support the design of curriculum and learning programmes. Learner agency supports engagement and we actively encourage the development of this by handing over increasingly more of the decision making about learning - including when and how to engage with learning (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 and build learner agency to develop lifelong learner capabilities and skills. 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 learn. Because literacy underpins all 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. These draw from neuro and socio-developmental knowledge of learners, and are more aligned with 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.

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 develop conceptual understanding in learners. Teams / Teachers / learners select a major context for inquiry, that links to place based opportunities where possible, that allows them to explore the concept in depth and that has relevance to the learners. Each context draws on a range of curriculum learning areas and strands (with their associated achievement objectives), which are 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. 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 is being redesigned around 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 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. 20% of the school attend Kapa Haka, Te Reo and Tikanga Māori classes and approximately 20% also attend Pasifika Culture Group. In addition, all Filipino learners receive, during instructional time, a class designated to maintaining and growing their Filipino culture and language/s.

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 is provided in Years 7 & 8. Learners in 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 where enriching to do so, in our inquiries. Spaces will need to have the capacity to store and use technologies that support exploration and learning across electronics, foods, hard materials, soft materials / textiles.

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 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, Reading Together, Target Learner Interviews) • Accelerated Learning Initiatives (e.g. Quick 60, ALiM, ALL) • 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 • 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. In 2019 we will be implementing the Kāhui Ako strategic plan which has been 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 much 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 National Education Goals.

NEG 1

The highest standards of achievement, through programmes which enable all learners to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

NEG 2

Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

NEG 3

Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

NEG 4

A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

NEG 5

A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

NEG 6

Excellence achieved through the establishment of clear learning objectives, monitoring learner performance against those objectives, and programmes to meet individual need.

NEG 7

Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

NEG 8

Access for learners to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.

NEG 9

Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

NEG 10

Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

At Riccarton Primary School we adhere to the current 8 National Administration Guidelines.

The themes within each NAG are indicated in précis below.

NAG 1

Curriculum, prioritising success in literacy, numeracy and physical activity, assessment, raising learner achievement, consultation with Māori to improve Māori achievement, Career Education from Year 7, Transitions.

NAG 2

Strategic Plans based on curriculum, National Standards, Staff Professional Development, Self-review, Reporting to learners and parents, Reporting to the Ministry of Education (MOE).

NAG 3

Employment, Personnel.

NAG 4

Finances and property.

NAG 5

*Safe physical and emotional environment for learners;
Promotion of healthy food and nutrition for all learners; and
Compliance with any current safety legislation regarding learners and employees.*

NAG 6

General legislation regarding attendance, length of the school day, length of the school year.

NAG 7

Annual submission of Charters by 1st March, to the MOE Secretary of Education.

NAG 8

Annual analysis of variance to the MOE Secretary of Education.

At Riccarton Primary School we support the MOE's 'Ambitions for New Zealand - Four Year Plan - 2016-2020' priorities including:

- Boosting the achievement of Māori and Pasifika
- Championing 21st Century teaching and learning
- Strengthening inclusion
- Implementation of Communities of Learning
- Improving learner centred pathways, particularly at transition points

At Riccarton Primary we 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 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

At Riccarton Primary School we regularly evaluate our effectiveness against the Education Review Office (ERO) process indicators, as a means of achieving ongoing improvement.

Domain 1: Stewardship

Domain 2: Leadership for equity and excellence

Domain 3: Educationally powerful connections and relationships

Domain 4: Responsive curriculum, effective teaching and opportunity to learn

Domain 5: Professional capability and collective capacity

Domain 6: Evaluation, inquiry and knowledge building for improvement and innovation

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 2019 - 2021

1. The school's curriculum and teaching practices engage and motivate all learners, and supports their interests, strengths and learning needs in order to raise their achievement. *(ERO Domains 1, 2, 3, 4, 5, 6).*
2. Learners presenting with challenges that impede their progress and achievement, receive what they need to succeed. *(ERO Domains 2, 3, 4, 5, 6).*
3. Collaborative leadership and governance capacities support improvement, innovation, equity and excellence. *(ERO Domains 1, 2, 3, 5, 6).*
4. The physical environment of Riccarton Primary School reflects our community and upholds our aspirations for curriculum design and teaching and learning pedagogies *(ERO Domains 1, 2).*

Strategic Plan 2019 - 2021

Strategic Goal 1 1. The school's curriculum and teaching practices engage and motivate all learners, and supports their interests, strengths and learning needs in order to raise their achievement. <i>(ERO Domains 1, 2, 3, 4, 5, 6).</i> Success indicators are indicated in the annual plan section		
Priorities for the next three years		
2019	2020	2021
Curriculum design <ul style="list-style-type: none"> • increasingly bicultural in nature • reflects Māori aspirations • affirms Culture, Language and Identity (CLI) • flexible and responsive to diverse learners • inclusive • supports English Language Learners • develops learner assets 	Further development of Learning centred relationships support strong <ul style="list-style-type: none"> • learner hauora / wellbeing • learner agency / regulation / efficacy • whānau engagement • academic achievement • Teaching as Inquiry processes / teacher effectiveness 	Collaborative learning communities <ul style="list-style-type: none"> • flexible learning environments • flexible teaching and learning approaches • teacher / teacher collaboration • learner / learner collaboration • teacher / learner collaboration • teacher / learner / whānau collaboration • tuakana teina principles • universal design for learning principles

Strategic Goal 2 2. Learners presenting with challenges that impede their progress and achievement, receive what they need to succeed. (ERO Domains 2, 3, 4, 5, 6). Success indicators are indicated in the annual plan section		
Priorities for the next three years		
2019	2020	2021
Investigate best practice wellbeing, learning and behaviour practices	Trial best practice wellbeing, learning and behaviour practices	Implement best practice wellbeing, learning and behaviour practices schoolwide

Strategic Goal 3 3. Collaborative leadership and governance capacities support improvement, innovation, equity and excellence. (ERO Domains 1, 2, 3, 5, 6). Success indicators are indicated in the annual plan section		
Priorities for the next three years		
2019	2020	2021
Distributed Leadership <ul style="list-style-type: none"> • support leadership capacity in staff • strengthen collective evaluation & Inquiry capability • strengthen organisational leadership in collaboration • further refine leadership roles & responsibilities 	Professional Practice & Development <ul style="list-style-type: none"> • ako - everyone is a leader / teacher / learner • tuakana teina - reciprocity in leadership / teacher relationships & collaboration • collaborative inquiry 	Collaborative learning & decision making <ul style="list-style-type: none"> • Class • Teachers • Team • All Staff • Leaders • Whānau / Parents • BOT • Iwi

Strategic Goal 4

4. The physical environment of Riccarton Primary School reflects our community and upholds our aspirations for curriculum design and teaching and learning pedagogies (ERO Domains 1, 2).

Success indicators are indicated in the annual plan section

Priorities for the next three years

2019	2020	2021
<p>Manage Refurbishment</p> <ul style="list-style-type: none">• logistical planning• manage teaching & learning• innovate• maintain learner hauora & academic success• ensure health and safety during refurbishment / rebuilding project	<p>Plan, implement, trial & evaluate - to deliver high quality hauora & academic outcomes for all learners</p> <ul style="list-style-type: none">• RPS vision for 21st Century learning in new spaces• collaborative opportunities• logistics - personnel / resources / planning / programmes / timetabling• Curriculum design• Inclusion / Teaching & learning for diverse learners	<p>Embed our vision for our RPS 21st century curriculum</p> <ul style="list-style-type: none">• effective pedagogies• curriculum design• inclusion / teaching & learning for diverse learners• collaboration• logistics - personnel / resources / planning / programmes / timetabling• integration of digital technologies to enhance learning opportunities

Strategic Goals 2019

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

All strategic goals were developed following evaluations completed in 2018 (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 2019 annual actions on achieving equity and excellence for all learners, particularly those in our target learning groups.

1. The school's curriculum and teaching practices engage and motivate all learners, and supports their interests, strengths and learning needs in order to raise their achievement. (ERO Domains 1, 2, 3, 4, 5, 6).

2019 Annual plan

Annual Student Achievement Targets:

1.1 The progress of learners in reading, writing and maths target groups, will be accelerated by at least 2 years over the course of the year - Learners (without special needs or ELL status), who are below and well below RPS aspirational curriculum levels, will make accelerated progress of at least 1 years progress in half a year, or 2 years progress in 1 year.

2019 Target Groups

[2019 WB Maths Target Group](#) (Demographics of group: 14, Male, 10 Female, 12 ESOL funded ELLs, 5 NZ Māori, 7 Pasifika, 1 NZ Euro)

[2019 B Maths Target Group](#) (Demographics of group: 40, Male, 47 Female, 30 ESOL funded ELLs, 22 NZ Māori, 16 Pasifika, 8 NZ Euro)

[2019 WB Writing Target Group](#) (Demographics of group: 23 Male, 12 Female, 18 ESOL funded ELLs, 7 NZ Māori, 5 Pasifika, 2 NZ Euro)

[2019 B Writing Target Group](#) (Demographics of group: 26 Male, 32 Female, 34 ESOL funded ELLs, 10 NZ Māori, 9 Pasifika, 6 NZ Euro)

[2019 WB Reading Target Group](#) (Demographics of group: 23 Male, 14 Female, 24 ESOL funded ELLs, 6 NZ Māori, 9 Pasifika, 1 NZ Euro)

[2019 B Reading Target Group](#) (Demographics of group: 29 Male, 42 Female, 32 ESOL funded ELLs, 20 NZ Māori, 15 Pasifika, 4 NZ Euro)

1.2 Progress (acceleration) outcomes for Māori learners are in line with that of NZ European (within 10 percentage points)

1.3 Progress (acceleration) outcomes (percentages achieving RPS aspirational curriculum levels) for non-English Language Learners (ELLs) Pasifika are in line with that of NZ European (within 10 percentage points)

1.4 Girls progress (acceleration) is in line with that of boys (within 10 percentage points)

1.5 Progress (acceleration) outcomes for ELL Pasifika are in line (within 10 percentage points) with that of all other ELLs

1.6 ELLs will make at least expected progress (1 stage every 2 years) against the English Language Learning Progressions (ELLP)

1.7 Learners with additional needs achieve their IEP goals

1.8 The reading achievement of learners receiving the Reading Recovery intervention, will be accelerated by 15 PM levels from entry to exit in the programme

1.9 The reading achievement of learners in each 10 week Quick 60 reading intervention will be accelerated by 8 Quick 60 levels, from entry to exit in the programme

Annual Goal	Actions	Personnel	Success Indicators
Student achievement targets promote equity and excellence for all learners	<p>Establish achievement target groups for reading, writing and maths to track learners who are yet to meet RPS NZ curriculum aspirational levels Set targets and TAI goals to maximise the pace of progress for Māori learners who are yet to meet aspirational RPS NZ curriculum levels in reading, writing and maths.</p> <p>The progress and achievement of learners in target groups is a core focus for -Whole Staff Meetings -Teaching as Inquiry (Individual & Collaborative inquiry actions) -Team Meetings -Pūtaringamotu Kāhui Ako</p> <p>Implement TAI as a means for teachers, team leaders, Senior Leaders to -know the learner/s -understand achievement challenges -identify strengths & needs of learners -identify own teacher professional needs (in regards to building the required knowledge and BES teaching practice / strategies to meet learner needs) -evaluate impact/effectiveness of own teaching practice on learning</p> <p>Research and professional supports (including TKI, Best Evidence Synthesis) inform</p>	<p>Principal DPs Kāhui Ako Across School Teacher / Teaching as Inquiry Leader Literacy Leaders Maths Leaders Team Leaders</p> <p>Principal DPs Kāhui Ako Across School Teacher / Teaching as Inquiry Leader Kāhui Ako Within School Teacher & TALL project leader Literacy Leaders Maths Leaders Team Leaders</p> <p>Principal DPs Kāhui Ako Across School Teacher / Teaching as Inquiry Leader Kāhui Ako Within School Teacher & TALL project leader Literacy Leaders Maths Leaders Team Leaders Teachers</p> <p>Principal DPs Kāhui Ako Across School Teacher /</p>	<p>BOT, Leaders and teachers make informed decisions based on analysed evidence</p> <p>Research and professional development supports and informs actions to meet the needs of diverse learners</p> <p>Meetings maximise the time spent on using analysed student learning for collective inquiry into the effectiveness of teaching practice</p> <p>TAI and PLD professional learning opportunities: -integrate theory and practice -engage, and if necessary, challenge teachers' prior beliefs -promote cultural and linguistic responsiveness -encourage teachers to individually and collectively take responsibility for their own professional learning and improvement -deepen understanding of the curriculum and of pedagogical and assessment practices that promote conceptual understanding and learning-to-learn capabilities -develop teacher knowledge and adaptive expertise using context-specific approaches that are informed by research -provide multiple opportunities to learn and apply new knowledge, and to process it with others -enable teachers to activate educationally powerful connections</p> <p>Leaders and Teachers demonstrate awareness and consideration of Hattie's (2015) top 10 positive influences on outcomes for students, in classroom / team planning / schoolwide planning, Teaching as Inquiry, Appraisal. Teacher estimates of achievement - reflect high expectations and associated supports for learners</p> <ol style="list-style-type: none"> 1. Collective teacher efficacy - teachers work and learn together to increase collective expertise and capability 2. Student self-reported grades - students predict own performance as they are supported to gain confidence in their own ability to learn (i.e. learners self assess against RPS learner assets and develop growth mindsets using learning pit and learning map initiatives) 3. Piagetian programmes - programmes are tailored to the Piagetian developmental stages of different age groups in the implementation of the 4 differing inquiry approaches across the school 4. Conceptual change programmes - programmes are carefully planned to move learners from surface to deeper conceptual understanding 5. Response to intervention - prevention of academic failure through early intervention and regular monitoring of progress

	<p>Teachers', Curriculum Leaders, Teaching as Inquiry leader and Senior Leaders' inquiries, decisions, evaluations and reviews</p> <p>Maintain and strengthen initiatives that engage parents and learners in goal oriented and learning focused partnerships, including -Ako Tahi -3 Way Learning Conferences -Additional Target Group 3 Way Learning Conferences</p> <p>Implement supplementary literacy learning programmes and supports, including -Reading Recovery -Quick 60</p> <p>Evaluate the effectiveness of current transition into, within and out of RPS, against research and BES/best practice. Identify areas for improvement, plan and implement desired change elements</p>	<p>Teaching as Inquiry Leader Kāhui Ako Within School Teacher & TALL project leader Literacy Leaders Maths Leaders</p> <p>Principal DPs Team Leaders Teachers Ako Tahi Coordinator Literacy Leaders Maths Leaders</p> <p>Principal DP1 - Curriculum DP2 - SENCO Literacy Leaders</p> <p>Pūtarangamotu Kāhui Ako Across School Teacher New Entrant Teacher/ Team Pātiti Leader Team Kahikatea Leader Year 8 Teachers DP2 - SENCO</p>	<ol style="list-style-type: none"> 6. Teacher credibility - teachers are seen by learners as being able to help them (and teachers know learners will disengage if they are not seen as credible) 7. Micro-teaching - videoing of lessons, with subsequent debriefing opportunities, supports teachers to improve teaching and learning experiences 8. Cognitive task analysis - teachers analyse the thinking (and literacy) skills required within tasks, to scaffold learner performance 9. Classroom discussion - involve learners in whole class / smaller group discussions to improve communication skills and opportunities to learn from each other 10. Classroom discussions - learners through whole and small group discussions have the opportunity to improve their communication skills and learn from each other <p>Māori, Pasifika, Filipinos, & or ELL learners experience culturally sustaining pedagogies and practices</p> <p>Boys experience supportive and engaging environments and programmes.</p> <p>Learners with additional needs (pastoral, wellbeing, learning disabilities, physical disabilities, neurodiversity's) receive appropriate supports</p> <p>Students, parents, whānau and the community are actively involved in reciprocal and collaborative learning-centred relationships to support improvement</p>
<p>Review & Evaluation</p> <p>2019 WB Maths Target Group (Demographics of group: 14, Male, 10 Female, 12 ESOL funded ELLs, 5 NZ Māori, 7 Pasifika, 1 NZ Euro) 2019 B Maths Target Group (Demographics of group: 40, Male, 47 Female, 30 ESOL funded ELLs, 22 NZ Māori, 16 Pasifika, 8 NZ Euro) 2019 WB Writing Target Group (Demographics of group: 23 Male, 12 Female, 18 ESOL funded ELLs, 7 NZ Māori, 5 Pasifika, 2 NZ Euro) 2019 B Writing Target Group (Demographics of group: 26 Male, 32 Female, 34 ESOL funded ELLs, 10 NZ Māori, 9 Pasifika, 6 NZ Euro) 2019 WB Reading Target Group (Demographics of group: 23 Male, 14 Female, 24 ESOL funded ELLs, 6 NZ Māori, 9 Pasifika, 1 NZ Euro) 2019 B Reading Target Group (Demographics of group: 29 Male, 42 Female, 32 ESOL funded ELLs, 20 NZ Māori, 15 Pasifika, 4 NZ Euro)</p>			

Annual Goal	Actions	Personnel	Success Indicators
Implement the revised learner centred RPS inquiry curriculum, developed in 2018	<p>Implement</p> <ul style="list-style-type: none"> -Design -Planning -Assessment -Evaluation <p>For the RPS integrated Inquiry curriculum pathway, using Kath Murdoch's model of inquiry</p> <p>Implement play based inquiry approaches across the school</p> <p>Pātītī - play based</p> <p>Harakeke - STEAM / Garden to Table</p> <p>Kāpuka - STEAM</p> <p>Kahikatea - Project based</p> <p>Establish assessment processes and systems to support meaningful analysis of progress and achievement across the wider inquiry curriculum</p>	<p>DP1 - Curriculum / Inquiry</p> <p>Play Based Learning Coordinator</p> <p>Team Leaders</p> <p>Teachers</p> <p>DP1 - Curriculum / Inquiry</p> <p>Play based learning coordinator</p> <p>Team Leaders</p> <p>Teachers</p> <p>Principal</p> <p>DP1 - Curriculum / Inquiry</p> <p>Team Leaders</p> <p>Curriculum Leaders</p>	<p>RPS Curriculum</p> <ul style="list-style-type: none"> -is engaging -is authentic -promotes learner agency -increases self-regulation, -includes Māori content/contexts, -teaches te reo and tikanga -is responsive to the linguistic strengths and needs of ELLs -offers place based learning opportunities -tells the stories of importance to Ngāi Tahu -is responsive to learner and whānau voice <p>Learners experience a developmentally progressive 'play-based' learning pathway that promotes and draws on their natural curiosity and inclination to learn through active 'play'.</p> <p>The RPS curriculum is coherent. Learning builds on previous years, to support learners to achieve our profile of outcomes for graduates.</p> <p>Systems are in place to meaningfully assess learners' progress and achievement to</p> <ul style="list-style-type: none"> -show their acquisition of RPS learner assets (key competencies) -determine across curricular achievement -provide valid progress and achievement data for schoolwide evaluative purposes <p>Assessment activities are inclusive, authentic and fit-for-purpose; they provide meaningful evidence of achievement and progress and a basis for determining next steps. They are integral to the teaching and learning process, rather than separate to it.</p>
Review & Evaluation			

Annual Goal	Actions	Personnel	Success Indicators
Embed English Language Learner (ELL) pedagogy and teaching strategies	<p>Engage in the Team Approach to Language Learners (TALL) project inquiry. Share findings across teams & Pūtaringamotu Kāhui Ako</p> <p>Conduct an inquiry into the use of dual language texts as a means to -affirm, build and sustain culture, language and identity (CLI) in Pasifika ELLs -supporting & accelerating the acquisition of English as a second language for Pasifika ELLs</p> <p>Strengthen collaborative planning systems to include ESOL Team in inquiry planning to ensure there is an explicit focus on -Vocabulary to support concepts / content -scaffolding of literacy based inquiry tasks. Collaborative planning times suitable to teams and ESOL team are scheduled.</p> <p>The literacy demands of inquiry curriculum is identified. Appropriate scaffolding of tasks is planned, delivered & reviewed. This is documented in Inquiry planning</p> <p>Embed the use of the English Language Learning Progressions (ELLP) for tracking of assessment and the Scaffolding English Language Learning in Primary (SELLiPs) for planning, teaching and learning</p>	<p>Kāhui Ako Within School Teacher / TALL Leader & Kāhui Ako Across School Teacher</p> <p>Kāhui Ako Within School Teacher / TALL Leader ESOL Coordinator ESOL Team Literacy Leaders Team Pātiti</p> <p>DP1 - ESOL Coordinator ESOL Team Lead Learning Assistant ESOL Learning Assistants Literacy Leaders Team Leaders</p> <p>DP1 - ESOL Coordinator Kāhui Ako Within School Teacher / TALL Leader Literacy Leaders ESOL Team Literacy Leaders Team Leaders Teachers</p> <p>DP1 - ESOL Coordinator</p>	<p>The progress and achievement of English Language Learners is maximised / accelerated. All ELLs make at least expected progress (1 stage every 2 years) against the English Language Learning Progressions (ELLP)</p> <p>The impact of the explicit teaching and learning strategies used for ELLs in inquiry curriculum is reviewed every term. Successes and areas for improvement are identified and shared</p> <p>English Language Learners indicate that their cultures, languages and identities are 'noticed' and supported in classrooms and curriculum programmes, via -connections being made between first language and English language vocabulary for learning -opportunities for thinking and learning in first languages are promoted -appropriate scaffolding of the literacy demands of all learning tasks, including the explicit teaching of English vocabulary required for concepts / learning tasks alongside the explicit teaching of English language features and structures required for participation in learning activities and tasks</p>

		Kāhui Ako Within School Teacher / TALL Leader Literacy Leaders ESOL Team Team Leaders Teachers	
Review & Evaluation			
Annual Goal	Actions	Personnel	Success Indicators
A digital technologies curriculum is developed and implemented across the school	Develop a clear action plan for the implementation of a developmentally progressive RPS digital technologies curriculum The plan will include: -the writing of an RPS digital technologies curriculum -the integration of digital technologies across the curriculum, that is responsive to the developmental strengths and needs of learners at each curriculum level -professional development needs of personnel -resourcing requirements are strategically managed	Principal DP1 - Curriculum ICT Lead Teacher	RPS has a digital technologies curriculum statement outlining -school belief -learning goals -key competencies -expectations for teaching -quality teaching -planning -instructional strategies -teaching approaches -assessment -glossary -resources & administration Integration of digital technologies learning into other learning areas (especially maths) is evident in planning, TIA and appraisal Teachers demonstrate the necessary knowledge and skills to plan and deliver the digital technologies curriculum Learners have access to and use digital devices and ICT resources in ways that promote productive thinking and digital and technological fluency
Review & Evaluation			

Note:

Evidence for review and evaluation, across Strategic Goal 1, will be drawn from amongst the following - learner progress and achievement against RPS aspirational curriculum levels and English Language Learning Progressions (ELLP), planning, meeting minutes, Teaching as Inquiry (TAI) documents, Inquiry curriculum / teaching plans, Target group interventions, student voice / surveys / feedback, PB4L tracking, Appraisals, Observations / Coaching / Mentoring, Exit surveys, no disparate groups in achievement / PB4L tracking are identified, whānau participation / engagement - including at learning conferences, support register and IEP goal outcomes, end of Term Inquiry reflections

2. Learners presenting with challenges that impede their progress and achievement, receive what they need to succeed. (ERO Domains 2, 3, 4, 5, 6).

2019 Annual plan

Annual Goal	Actions	Personnel	Success Indicators
High expectations are held for all learners, to ensure their potentials are nurtured and supported, so they experience equitable achievement outcomes	<p>Investigate ways to support greater wellbeing and prosocial participation in school amongst learners with significant behavioural, emotional and or social differences (i.e. Tier 3 PB4L learners) Ensure all practices are culturally appropriate first and foremost and support the wellbeing and mana of Māori learners who are struggling to engage and progress. Dovetail this with the PB4L Tier 3 SLT inquiry</p> <p>Administer the Learner Wellbeing survey to establish a baseline for Kāhui Ako sharing, reflecting and to build effective wellbeing practices</p> <p>Research the -Collaborative & Proactive Solutions (CPS) (Dr Ross Greene) -Discipline without stress, punishments or rewards (Dr Marvin Marshall) approaches for supporting learners presenting with behavioural challenges to design a Tier 3 PB4L initiative for RPS, drawing from these research models</p> <p>Risks for disengagement and challenging behaviour are carefully monitored and strategies are enacted to support such learners, including -lateness -attendance -lack of progress / achievement -signs of anxiety/distress -limited self-regulation -learning disabilities -physical disabilities</p>	<p>Principal DP1 - Curriculum / PB4L DP2 - SENCO / PB4L Kāhui Ako Across School Teacher / Teaching as Inquiry Leader</p> <p>Kāhui Ako Across School Teacher / Teaching as Inquiry Leader</p> <p>DP1 - Curriculum / PB4L DP2 - SENCO / PB4L</p> <p>DP1 - Curriculum / PB4L DP2 - SENCO / PB4L Team Leaders</p>	<p>Learners presenting with challenges are identified and receive appropriate support/s via -supplementary/special needs programmes -Tier 3 PB4L supports -Pastoral Care supports, including external supports</p> <p>Schoolwide approaches to managing behaviours conceptualise challenging behaviours as being the result of demands and expectations outstripping learners' skills to respond adaptively i.e. from lagging skills (<i>because kids do well if they can</i>) rather than as a result of poor motivation (<i>kids only do well if they want to</i>)</p> <p>Environments are conducive to and protective of teaching and learning</p> <p>School and community work together to support students to make effective transitions at critical points on their educational journey. Kāhui Ako collaboration draws on Mana Ake resourcing to support learner wellbeing. Documentation shows Kāhui Ako inquiry, outcomes and evaluation of transition</p>

	-neurodiversity's -pastoral needs (Maslow's hierarchies)		
Review & Evaluation			

Note:

Evidence for review and evaluation, across Strategic Goal 2, will be drawn from amongst the following - LS and G&T register, PB4L data, Student engagement, progress and achievement, PB4L analysed data, RPS DPs Wellbeing Inquiry, Pūtaringamotu Kāhui Ako inquiry, outcomes and evaluation

3. Collaborative leadership and governance capacities support improvement, innovation, equity and excellence. (ERO Domains 1, 2, 3, 5, 6).

2019 Annual plan

Annual Goal	Actions	Personnel	Success Indicators
Systematic processes, collaborative inquiry and challenging professional learning opportunities, align with the school vision, values, goals and targets	Schedule time for teachers to plan, assess, and analyse and evaluate Rationalise and simplify systems as and where possible Standardise appraisal documentation and continue to strengthen alignments with strategic and annual plan goals and targets, and Teaching as Inquiry processes	Principal DPs Pūtaringamotu Kāhui Ako Across School Teacher Pūtaringamotu Kāhui Within School Teacher Team Leaders	Conditions for effective evaluation, inquiry and knowledge building in the service of improvement are evident
Review & Evaluation			
Annual Goal	Actions	Personnel	Success Indicators
Leadership capability is systematically developed	Support the development of Leadership Action Plans that support the meeting of strategic and annual plan goals -Kāhui Ako Across & Within School Teachers -Team Leaders -Curriculum Leaders -Other Leadership Investigate alternative Teaching as Inquiry models to increase opportunities for collaborative inquiry/ies	Principal DP1 - Curriculum Pūtaringamotu Kāhui Ako Across School Teacher	Leaders of learning are identified and strategies are in place to build internal professional leadership capacity Distributed leadership supports continuity and coherence across learning programmes and enhances sustainability Evaluation, inquiry and knowledge building are embedded in the policies, systems, processes and practices that collectively express how the school plans for, and takes action, to realise its vision, values, goals and targets Opportunities for professional learning, mentoring and coaching develop the knowledge, skills and confidence required for evaluation and inquiry
Review & Evaluation			

Annual Goal	Actions	Personnel	Success Indicators
The board evaluates its effectiveness as stewards of the school	<p>The board, with the school community, develops a 2019 Charter, Strategic and Annual plan that aligns the school's vision and values with strategic directions, and equity and excellence goals and targets</p> <p>Develop a</p> <ul style="list-style-type: none"> -2019 reporting to the BOT schedule -2019 policy review schedule (as per school docs website) - BOT training plan 	<p>Board Chairperson Board Members Principal DP1</p> <p>-Principal/DP1 -Principal / BOT Chairperson -BOT Chairperson / BOT Members</p>	<p>Trustees:</p> <ul style="list-style-type: none"> -have a shared understanding of the trustee role and responsibilities -identify and use each other's knowledge, expertise and experience -review and reflect on their effectiveness as a board in supporting the school to realise its vision, values, strategic direction, goals and targets -seek relevant advice and resources -maximise their effectiveness through induction and ongoing training, sharing of responsibilities, and succession planning <p>School policies and procedures are coherent and fit for purpose</p> <p>Student learning, wellbeing, achievement and progress is the board's core concern. Trustees access a range of quality student data and evaluative information, including the perspectives of students, teachers parents, whānau and community, and use it to support:</p> <ul style="list-style-type: none"> • their understanding of what is going well, and why, and not well, and why • identification of priorities and targets, based on analysis of trends, patterns and progress • the asking of challenging questions about planning and process ('what difference will this make for students, and how will we know?') • the making of decisions that will improve student outcomes, taking into account evidence about the effectiveness of any proposed approach • coherent planning and development • strategic resourcing of strategies directed at improving student outcomes • rigorous, honest evaluation of the effectiveness of strategies designed to improve student outcomes.
Review & Evaluation			

Note:

Evidence for review and evaluation, across Strategic Goal 3, will be drawn from amongst the following - Appraisals, TAI, SLT/Team/Staff meeting minutes, and Kāhui Ako self-review, learner progress and achievement outcomes, ongoing internal self-review / evaluation and reports to the BOT, BOT meeting minutes, BOT self-evaluation against the ERO Stewardship domain, annual reviewing of school docs policies as per the review schedule, Principal and Leadership appraisals.

4. The physical environment of Riccarton Primary School reflects our community and upholds our aspirations for curriculum design and teaching and learning pedagogies (ERO Domains 1, 2).

2019 Annual plan

Annual Goal	Actions	Personnel	Success Indicators
Master Planning for the refurbishment / rebuilding of RPS is undertaken and successfully completed	<p>Establish a small Master Planning committee (including the Principal, BOT Member and other appropriate personnel)</p> <p>Ensure the essence of the Education Brief is at the forefront of all Master Planning phases</p> <p>Engage with and follow up on all required actions in a timely fashion</p> <p>Maintain regular and open dialogue and information sharing between the Master Planning Committee, the BOT, Staff, whānau, learners & the Ngāi Tahu appointed Mātauraka Mahaanui</p> <p>The safety of learners and the community is paramount throughout the refurbishment and rebuild process</p>	<p>Principal BOT Member - Sharon McKeeman + additional</p> <p>Principal DPs</p> <p>Master Planning Committee Others assigned delegated tasks</p> <p>Principal BOT</p> <p>Project Manager Principal DPs</p>	<p>The physical environment and teaching and learning spaces of the school, support positive student engagement, progress and achievement. Spaces support 21st century teaching and learning pedagogies, as outlined in the school's current curriculum, charter, and strategic and annual plan, and the 2018 Education Brief</p> <p>All stakeholder aspirations (learners, whānau, staff, BOT) are realised in the refurbishment / rebuilding of the school to create a learning environment that sustains and affirms the identities, cultures, languages, and other diversities of our learners</p> <p>The cultural narrative of Ngāi Tahu is evident throughout the school, honouring the significance of mana whenua, -Communal areas (including Hall, Staffroom...) -Administration and reception spaces -Teaching and Learning Spaces -Library -Play areas -School exterior -Grounds</p>
Review & Evaluation			

Note:

Evidence for review and evaluation, across Strategic Goal 4, will be drawn from amongst the following - minutes or feedback from Master Planning meetings, tracking of required RPS actions during the Master Planning