



**Te
Kāpehu**

Riccarton School

CHARTER 2022

Strategic and Annual Plan

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INTRODUCTION

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

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

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

We are committed to getting and maintaining the very best facilities to support teaching and learning. A major building and refurbishment has commenced and will be managed across the next three years. This will deliver a new purpose built 6 learning space flexible learning environment, a redesign and refurbishment of what was the Library and Rooms 7-11 as 6 flexible learning spaces. The final phase of redevelopment will be some earthquake strengthening to the current hall, administrative and office areas and Rooms 4-6. This will include turning the existing 3 classrooms into a larger staffroom, office and resource areas and a designated ESOL teaching area.

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

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

Te Kāpehu Riccarton School Mission and Vision

Our Mission

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

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

Our Vision

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

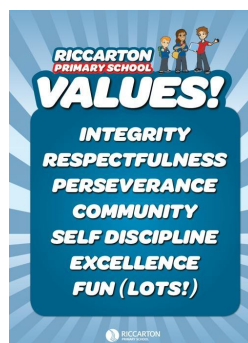
Respectful, Responsible, Real Learners - Kia haepapa kia whakakoha ā tātau ākonga.

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

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


Te Kāpehu Riccarton School Values:

The following values are 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.

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

The Te Kāpehu Riccarton School Curriculum

Te Kāpehu Riccarton Graduates

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

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

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

The Te Kāpehu Riccarton School's **localised curriculum** stems from the New Zealand Curriculum, our school community's vision and values, and the diverse interests and needs of our learners. We are committed to our responsibilities to Te Tiriti o Waitangi (the Treaty of Waitangi), and acknowledge the place of Māori as tangata whenua of Aotearoa, and Ngāi Tūāhuriri as the mana whenua of our school. Our curriculum is increasingly **learner centred**, designed to support all learners to develop deep learning competencies alongside being Responsible, Respectful Real Learners. We seek the input of students to support the design of curriculum and learning programmes. Learner agency supports learner engagement. We actively encourage the development of this by giving increasingly more decision making to learners themselves when and as they are ready to use it purposefully (e.g. learners are given voice and choice around the learning environment, timetabling, learning goals, outputs / tasks, Tuakana Teina opportunities, and learning strategies).

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

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

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

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

Learning areas are integrated where it is meaningful to do so within rich deep learning inquiries. The localised curriculum provides more meaningful and authentic contexts for deep learning inquiries. This enables our learners to see connections between learning areas, their own lived experiences, our wider community and what and how they are learning.

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

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

Learning Support

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

Pūtaringamotu Kāhui Ako

We are part of the Pūtaringamotu Kāhui Ako - three schools and numerous local ECEs and Kindergartens. This includes ourselves (Te Kāpehu Riccarton School), Wharenuī 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 fourth year of collaboration In 2022, to achieve the goals of the strategic plan developed in full consultation with the Kāhui Ako schools and early childhood centres.

TKRS is a PB4L School

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

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

At Te Kāpehu Riccarton School we

- **implement the current 10 National Education Goals.**

The 10 goals include:

achieve 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.**

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|---|---------------------------------|-----------------------------------|--|
| 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 |

- **uphold the MOE's 5 National Education and Learning (NELP) Priorities:**

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

- **recognise New Zealand's Cultural Diversity**

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

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

Te Kāpehu Riccarton School aims to:

- Create a vibrant environment for all learners to learn in
- Lift Māori learner achievement
- Lift the achievement of learners of Pacific origin

- Lift the achievement of all learners, particularly those currently working towards curriculum expectations
- accelerate the achievement of ESOL funded English Language Learners (ELLs)

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 - Ka Hāpaitia' 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 Te Kāpehu Riccarton School
- Report on Pasifika achievement to the BOT at regular intervals
- Continue to develop strong and educationally powerful relationships with our Pacific Nation communities in 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 - PLEASE NOTE: ESOL Funding was predicted to fall to a level in 2022 where we would be unable to fully replace Ma'ilinoa*

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




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

Strategic Plan

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

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

Strategic Goals 2022 - 2024

| Strategic Goals | 2022 | 2023 | 2024 |
|---|---|---|---|
|  | <p>Collaborative 21st C learning communities</p> <ul style="list-style-type: none"> • deep learning design and implementation • universal design for learning • collaboration & tuakana teina principles <p>Introduce Numicon</p> <p>Introduce Better Start Literacy Approach</p> | <p>Innovative deep learning environments and pedagogy; inclusive, relational, holistic learning opportunities for all learners</p> <p>Develop Numicon</p> <p>Develop Better Start Literacy Approach</p> <p>Planning phase for potential Junior Te Reo Māori / English bilingual class</p> | <p>Embed NPDL approaches to curriculum design</p> <p>Embed Numicon</p> <p>Embed Better Start Literacy Approach</p> <p>A junior bilingual classroom to support bilingual curriculum delivery</p> |
|  | <p>Investigate Te Whare Mauri Ora model - developed by Wiremu Gray</p> <p>Universal design for learning (UDL) underpins:</p> <ul style="list-style-type: none"> • PB4L • upholds individuals culture, language/s and identity <p>Staff exhibit and model positive wellbeing</p> | <p>Develop Te Whare Mauri Ora holistic pastoral model</p> <p>UDL underpins:</p> <ul style="list-style-type: none"> • RPS Curriculum and Teaching and Learning Programmes • Additional supports, values individuals culture, language/s and identity <p>Staff exhibit and model positive wellbeing</p> | <p>Embed Te Whare Mauri Ora =</p> <p>Strong positive Teacher/ learner/whānau relationships support wellbeing</p> <p>Staff/Leadership knowledge, school processes and systems support wellbeing</p> <p>Positive self-regulation strategies support wellbeing</p> |
|  | <p>Building Phase</p> <p>Maintain and protect learning throughout the stages of onsite building and development</p> <p>Ongoing design decisions uphold</p> <ul style="list-style-type: none"> -Ngāi Tahu cultural narratives (including tikanga, art and history) -UDL principles -wellbeing of diverse learners with diverse strengths and needs -future potential bilingual designated learning areas | <p>Building Phase continued</p> <p>Maintain and protect learning throughout the stages of onsite building and development</p> <p>Ongoing design decisions uphold</p> <ul style="list-style-type: none"> -Ngāi Tahu cultural narratives (including tikanga, art and history) -UDL principles -wellbeing of diverse learners with diverse strengths and needs -future potential bilingual designated learning areas | <p>Completion of the building phase supports deep learning curriculum design, inclusive pedagogy and practice, in fully flexible learning environments</p> |

2022 Annual Plan

2022 Baseline Achievement Data Analysis

N.B. Total school roll as at 14 February 2022 = 259

Data was analysed from all that was available for a total of 232 learners at BOY 2022 (i.e. no data was available for newly enrolled learners)

The following areas of concern were identified as priorities for 2022:

- 47% of the school are AT or ABOVE the desired curriculum levels in Maths.
- 46% of males, compared to 63% of females are AT or ABOVE the desired curriculum levels in Writing.
- NZ European learners are performing 23% (Writing), 29% (Reading), and 34% (Maths) better than Māori and Pasifika learners.

Achievement targets:

Target 1

For 55% of the whole school to be AT or ABOVE the desired curriculum levels in Maths by the end of the year.

Target 2



To move 25% of all learners below and 25% of all learners well below the desired curriculum levels in Maths, to AT or ABOVE.



Target 3



For 55% of males to be AT or ABOVE the desired curriculum levels in Writing by the end of the year.



Target 4

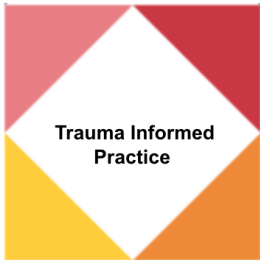

To reduce the disparity between Māori and Pasifika learners (when compared to NZ European) by 10 percentage points for Reading, Writing and Maths.



| Annual Plan Goals STRATEGIC GOAL 1 CURRICULUM | Alignment with... | Actions/Personnel / Timeframe | Indicators of success |
|---|--|---|---|
|  |  <p>NELP 2 - Barrier free access 3 - Quality teaching and leadership</p> | <p>Maths leads will:</p> <p>Coordinate an introduction to Numicon TOD for January 2022</p> <p>Run Numicon focus sessions across the year for teachers and support staff using the programme (at least one Staff Meeting and one Team Meeting each term)</p> <p>Coordinate observations & feedback of Maths teaching and learning sessions - at least one per teacher</p> <p>Analyse whole school Maths data - mid year and end of year - in conjunction with DP 1 Curriculum</p> <p>Update Hero Goals to align with NZC and Numicon</p> <p>Update Mathematics and Statistics Curriculum Programme guidelines, LTPs and planning templates and processes</p> <p>DP1 Curriculum will:</p> | <p>All teachers plan and deliver a Mathematics and Statistics programme, supported by Numicon, that is</p> <ul style="list-style-type: none"> • Inclusive and appropriate for all learners, including those requiring additional support, and gifted and or talented learners • Culturally affirming for Māori and Pasifika - uses Tuakana Teina / peer and collaborative small group learning opportunities • Implemented using whole class versus streaming • Based on the use of materials to build conceptual understanding in learners • Explicit in the teaching |

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| | | Provide ongoing mentoring and support to Maths Leads throughout the year | <p>of the language and vocabulary of Mathematics, especially for Māori, Pasifika and English Language Learners (ELLs)</p> <ul style="list-style-type: none"> Māori, Pasifika and ELLs experience academic and non-discriminatory success |
|  <p>Better Start Literacy Approach</p> |  <p>NELP 2 - Barrier free access 3 - Quality teaching and leadership</p> | <p>Team Pātiti teachers will:</p> <p>Attend and actively participate in a BSLA PLD release day with, our appointed Facilitator</p> <p>Complete all BSLA online learning modules in a timely fashion</p> <p>Implement the BSLA in its entirety with their learners, including the carrying out of required assessments and analysis of data</p> <p>Participate in regular Team Meeting agenda BSLA discussions</p> <p>Engage with our appointed BSLA Facilitator as their coach / mentor, including seeking guidance and feedback from her and acting on it</p> <p>The Team Pātiti Leader and the Junior Literacy Leader will:</p> <p>Maintain regular communication with the BSLA Facilitator and the DP1 Curriculum</p> <p>Oversee the implementation of BSLA at Te Kāpehu Riccarton School</p> <p>In conjunction with our Reading Recovery Teacher, and the DP1 Curriculum and DP2 SENCO, determine which learners require additional supports either under BSLA and or Reading Recovery and Quick 60</p> <p>Report formally and informally on effectiveness and progress of the BSLA as required across the year to Senior Leadership Team (SLT) and BOT</p> <p>Analyse Junior School Literacy (reading and writing) data</p> <p>DP1 Curriculum will: Provide ongoing mentoring and support to both the Team Pātiti and Junior Literacy Leaders throughout the year</p> | <p>All young learners in the Junior Team receive explicit directed teaching in order to</p> <ul style="list-style-type: none"> acquire necessary foundational English Literacy skills, including phonics and phonemic awareness Learn to read and write in desired timeframes (as indicated by the Literacy Learning Progressions and English Language Learning Progressions) Additional supplementary Tier 2 opportunities to learn to read and write when their learning pace and trajectory is not as anticipated ensure Māori and Pasifika learners experience success in their early years at school |

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|  <p>NPD</p> |  <p>NELP 1 - Learners at the centre 2 - Barrier free access 3 - Quality teaching and leadership 4 - Future of learning and work</p> | <p>WISTs/NPDL Leads will:</p> <p>Update the Inquiry Curriculum documentation by the end of term 2, to align with Deep Learning Pedagogies (in conjunction with the DP1 Curriculum)</p> <p>By the end of term 4, determine, (in consultation with DP1 Curriculum and teachers, a way to assess and document learner 6C progress over 8 years at Te Kāpehu Riccarton School</p> <p>By the end of term 4, map out a progression of the 6C of Critical Thinking for Te Kāpehu, indicating specific thinking tools that will be introduced to learners at different stages across the school</p> <p>DP1 will: Support teachers to implement the use of Science and Social Science / Histories of Aotearoa Goals in HERO as a means to tracking academic progress across the curriculum / within Deep Learning Inquiries</p> | <p>Deep Learning Pedagogy and Practice underpins the implementation and delivery of Te Kāpehu Riccarton School's localised curriculum</p> <p>All learners are given the support to learn about and acquire the 6Cs for lifelong and ongoing development, in ways most appropriate for them</p> <p>All learners are given access to thinking tools to learn ways to apply critical thinking across all their learning</p> <p>All learners receive deep learning opportunities that stretch them, regardless of whether they are learners on IEPs through to those who are gifted and or talented</p> <p>Te Kāpehu Riccarton School has a robust way of sharing academic curriculum progress across the NZ Curriculum with learners and whānau</p> |
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| Annual Plan Goals STRATEGIC GOAL 2 WELLBEING | Alignment with... | Actions/Personnel / Timeframe | Indicators of success |
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|  <p>Te Whare Mauri Ora</p> |  <p>NELP 1 - Learners at the centre 2 - Barrier free access 3 - Quality teaching and leadership 5 - World class</p> | <p>DP2 SENCO & DP1 Curriculum will:</p> <p>Across the year, access available PLD (via the Pūtaringamotu Kāhui Ako) with Wiremu Gray to learn about Te Whare Mauri Ora holistic pastoral model</p> <p>As soon as is possible, schedule and coordinate 1-2 whole staff meetings per term to be led by Wiremu Gray</p> <p>DP2 SENCO will:</p> <p>By the end of the year have liaised with other SLT and PB4L Team members to draft / develop ways to implement Te Whare Mauri Ora model across all pastoral and PB4L systems for introduction in 2023</p> <p>Teachers will:</p> | <p>Learners are seen first and foremost as whole and capable.</p> <p>A holistic, Te Ao Māori perspective overlays all Pastoral and PB4L systems, supported by understanding and insight into traumatology</p> <p>Deep Learning design and implementation is underpinned by Te Ao Māori holistic conceptualisation of all learners, especially Māori learners</p> <p>Universal Design for Learning Principles are upheld across all pastoral systems, PB4L, learning design and</p> |

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| | inclusive public education | <p>Be introduced to the Te Whare Mauri Ora model via PLD with Wiremu Grey, and ongoing updates and input from Senior Leadership Team (SLT) and WiSTs</p> <p>DP1 Curriculum, DP2 SENCO and NPDL Leads will:</p> <p>By the end of the year have drafted / developed ways to bring a Te Whare Mauri Ora lens across the ongoing implementation of NPDL and curriculum design in 2023</p> <p>SLT and Team Leaders will: Follow all MOE Covid guidelines and will have robust plans to reduce onsite risks posed by Covid (Omicron)</p> <p>Team Leaders and Teachers will: Provide blended learning opportunities to ensure children unable to attend school at any stage have access to ongoing opportunities to engage in academic / curriculum learning</p> <p>Consider safety, equity and wellbeing when planning any EOTC activities, in accordance with MOE guidelines</p> | <p>curriculum programmes</p> <p>Learners, whether un/vaccinated experience equitable and affirming curriculum opportunities that uphold their mana and wellbeing (and are non-discriminatory based on vaccine status)</p> |
|  |  <p>NELP 1 - Learners at the centre 2 - Barrier free access</p> | <p>Principal, DP1 and DP2 will:</p> <p>Investigate the trauma informed Neurosequential Model for Education (by Bruce Perry) to see how this could complement the implementation of Te Whare Mauri Ora, by completing the introductory Course by the End of Term 1</p> <p>Introduce and offer the Neurosequential Model for Education online course/s to the wider staff from Term 2</p> | <p>The mana and potential of Tier 3 Learners is upheld. Tier 3 Learners are nurtured and cared for in ways that allow them to succeed as learners and as young people.</p> <p>Learning environments and programmes are cognisant of UDL principles and barriers to success are removed for learners.</p> <p>Senior Leaders (and all staff) are proactive in supporting each other and learners with compassion and with knowledge of brain functioning, brain development and traumatology</p> |

| Annual Plan Goals STRATEGIC GOAL 3 PEDAGOGY & ENVIRONMENT | Alignment with... | Actions/Personnel / Timeframe | Indicators of success |
|---|---|---|---|
|  <p>Learning</p> |  <p>NELP 1 - Learners at the centre 2 - Barrier free access 3 - Quality teaching and leadership</p> | <p>The Senior Leadership Team will:</p> <p>In consultation with Team Leaders, by the commencement of Term 1, make contingency plans for learners who may find the noise and distractions coming from the building project too intense and or triggering on any given day and therefore negatively impacting both wellbeing and learning</p> <p>By the end of Term 2, create a decanting plan to minimise any loss of learning time, when moving Rooms 7 to 11 into the new learning spaces in the new build</p> <p>Team Kāhikatea Leader will:</p> <p>Incorporate a regular focus in team meetings on building pedagogical understanding across the team of:</p> <ul style="list-style-type: none"> • Collaborative teaching in innovative flexible environments • Local curriculum in Deep Learning design • Culturally affirming curriculum, environment and practice | <p>The wellbeing and learning of students is supported throughout the build process. Alternative spaces / locations to learn, access to noise cancelling headphones, calming breaks and activities - amongst other strategies - are available for students who would benefit from these</p> <p>Decanting is well coordinated and priorities learning time throughout the move into the new learning spaces</p> <p>Teams / Teachers are well prepared to move into the new learning spaces. Teachers are able to maximise learning opportunities by planning and delivering programmes that draw on the flexibility and potential of the new learning spaces = environment enhances learning</p> |