



**Te  
Kāpehu**

**Riccarton School**

# CHARTER 2021

**Strategic and Annual Plan**

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## INTRODUCTION

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

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

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

We are committed to getting and maintaining the very best facilities to support teaching and learning. We have excellent outdoor facilities (including large park-like grounds, two adventure playgrounds that will be replaced with a new modern playground in 2021, a rugby/soccer field, an upgraded twenty-metre solar heated swimming pool, two courts, large paved areas). Building of a new purpose built 6 learning space flexible learning environment will commence in the middle of 2021. Following this, our Canterbury Block, of Rooms 7-11, will be redesigned and refurbished as 6 flexible learning spaces. The final phase of our school's 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.

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;

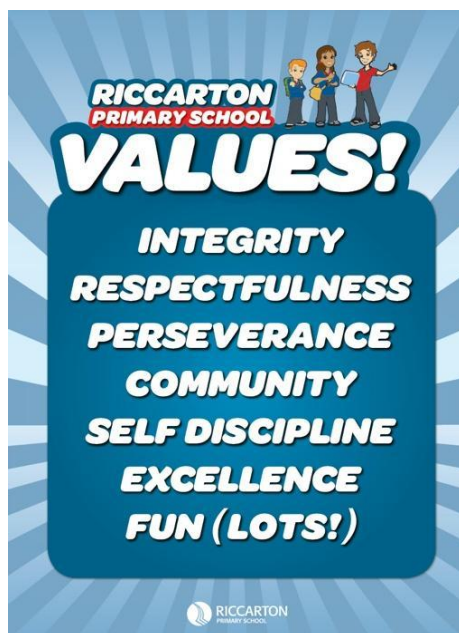
Respectful, Responsible, Real Learners - Kia haepapa kia whakakoha ā tātau ākonga.

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, Taha 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.

### **1. Effective teaching and learning pedagogies**

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

✓ create a supportive learning environment ✓ encourage reflective thought and action ✓ enhance the relevance of new learning ✓ facilitate shared learning ✓ make connections to prior learning and experience ✓ provide sufficient opportunities to learn ✓ inquire into the teaching–learning relationship.

### **2. Te Tiriti o Waitangi - Treaty of Waitangi**

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

#### **We focus on:**

✓ forming strong and engaging relationships with our whānau and community to develop shared knowledge and understanding of how all ākonga learn ✓ collaborating to provide the best support possible for all learners' learning ✓ affording respect and status to the ākonga and whānau of our mana whenua, regional iwi Ngāi Tahu, and the wider Tangata Whenua of Aotearoa.

### **3. Te Ara Pūmanawa ākonga Learners - Potential Approach**

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

#### **We focus on:**

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

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

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

#### **We focus on:**

✓ building positive relationships between teachers and learners ✓ providing engaging, motivating, authentic and purposeful learning experiences ✓ teachers and learners learning alongside each other and from other learners (Ako & Tuakana Teina) ✓ deliberate and reflective teaching practice that is adaptive and continually improving (Teaching as Inquiry).

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

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

**We focus on:**

✓ making links between hauora (well-being), achievement and lifelong success ✓ providing learners with a sense of their identity, and access and exposure to their own language and culture, drawing from what we can access and learn from our community ✓ making connections with what learners already know, including the essence of who they are, as influenced by their identity, language and culture ✓ celebrating learning and success ✓ creating coherence between the lives of learners outside of school and the lives of learners within school by developing strong positive relationships with whānau / aiga / famili / matavuvale / families.

**6. Te hua moe - Productive partnerships**

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

**We focus on:**

✓ understanding that our children and learners are connected to whānau and should not be viewed or treated as separate, isolated or disconnected ✓ involving parents and whānau in conversations about their children and their learning ✓ providing accessible, evidence-based information to whānau on how to support their children's learning and success ✓ the power of two or more teachers collaborating for the benefit of all learners.

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

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

**We focus on:**

✓ stretching the learning challenges for learners to maintain engagement and enjoyment, whilst keeping the outcomes within reach ✓ building lifelong 'learning to learn' attitudes and strategies in all ākonga (learners) ✓ learning that is engaging, authentic and purposeful - prioritising quality over quantity, and depth over coverage.

**8. Teachers and leaders within Te Kāpehu Riccarton School 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.

## 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, Taha and Te Reo Māori

At Te Kāpehu Riccarton School we use the New Zealand Curriculum, alongside our school community's vision and values, to best suit the diverse needs of our learners. We are committed to upholding our responsibilities under Te Tiriti o Waitangi (the Treaty of Waitangi), and acknowledge the place of Māori as tangata whenua of Aotearoa, and Ngāi Tūāhuriri as the mana whenua of the place in which our school stands.

Every day at Te Kāpehu Riccarton School 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 pepeha with confidence. Teachers are expected, in all formal correspondence, to use beginning and ending salutations in Te Reo Māori. Teams are encouraged to host Whakanui / Celebrations of learning during the year, including the use of Te Reo Māori and following tikanga and protocols for celebrations.

Our curriculum is increasingly learner centered, designed to support all learners to develop deep learning competencies of being Responsible, Respectful Real Learners. We gather the voice of students to support the design of curriculum and learning programmes. Learner agency supports learner engagement. We actively encourage the development of this by giving increasing decision making to learners (e.g. learners are given voice and choice around the learning environment, timetabling, learning goals, outputs / tasks, Tuakana Teina opportunities, and learning strategies). We recognise our rapidly changing world calls for us to prepare our learners to be competent 21st Century learners, equipped with the capability to learn throughout their lives. We emphasise the development of the deep learning 6Cs (NZC Key Competencies) across our learning programmes. Literacy and numeracy form the key components of our morning programmes. We believe young learners need to learn to read and write so that reading and writing can then become a means to learning.

We aim to explicitly teach all academic language used to develop conceptual understanding, and to support all learners (particularly our English Language Learners / ELLs) to meet the literacy demands within and across the curriculum (particularly in Inquiry Contexts). We believe learners learn (including how to think, relate to others, use language, symbols, and texts, manage self and participate and contribute) when they are actively engaged within authentic contexts for learning that value and draw upon their culture, language and experiences, and excite them.

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

A wide range of digital technologies is used by our learners to access knowledge, bring the outside world into the classroom, provide virtual learning opportunities, facilitate collaboration with others, and provide a mechanism to create digital records of their learning to collaborate and share with others.

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

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

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

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

Learning another language and Careers Education is provided in Years 7 & 8. Years 7 & 8 also receive a comprehensive specialised Technology programme, delivered by the Kirkwood Intermediate technology team.

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.

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



## Learning Support

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

### **Academic Supports may include:**

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

### **External learning and behaviour supports may include:**

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

### **Pastoral Supports may include:**

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

## Pūtaringamotu Kāhui Ako

We are part of 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 third year of collaboration in 2021, 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

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

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

We know that the expectations we have of learner behaviours and attitudes is in part determined by our own cultural and dominant worldviews and perspectives. We strive to develop culturally responsive practice by becoming more culturally aware and responsive to the 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: achieving the highest achievement for all, removing barriers to achievement, developing knowledge / skills and understandings in learners for the future, foundational learning and whānau as first teachers in the early years, providing a balanced curriculum with priority being given to literacy and numeracy, science and technology and physical activity, excellence through clarity in learning objectives by which to monitor and assess, appropriate support/s for learning needs, access to recognised qualifications, increased participation and success for Māori, respect for diversity and cultures and the unique place of Māori in Aotearoa.

### **- adhere to the current 8 National Administration Guidelines.**

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

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

**Objective One:** Learners at the centre – learners with their whānau are at the centre of education. Wellbeing is fundamental to learning.

**Objective Two:** 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.

**Objective Three:** 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.

**Objective Four:** 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.

**Objective Five:** 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 RPS
- Report on Pasifika achievement to the BOT at regular intervals
- Continue to develop strong and educationally powerful relationships with our Pacific Nation communities in our regular Pasifika Parent Talanoa fono
- Ensure Pasifika learners have their identities, languages and cultures affirmed and supported in classroom programmes, including having opportunities for non-Pasifika learners to experience and learn about their Pasifika classmates' identities, languages and cultures
- Continue to provide a Pasifika Culture Group tutor
- Maintain home language maintenance and support English language acquisition for learners with English as an additional language
- Employ a Pasifika bilingual ESOL Teacher Aide

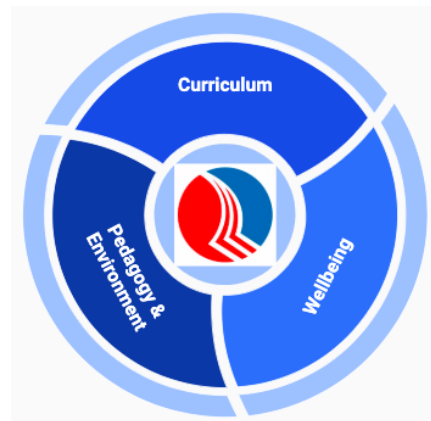
- **regularly evaluate our effectiveness against the Education Review Office (ERO) Overall Findings and Judgement Tool indicators (listed below), to support ongoing improvement.**

- Overall Judgement
- Outcomes for learners
- Culturally responsive education
- Responsive curriculum, effective teaching and opportunity to learn
- 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

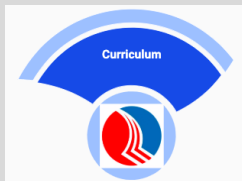
Our Strategic Planning responds to the above ERO process indicators, that **provide a common frame of reference for determining what outcomes are valued for every learner and what matters most in improving those outcomes** (ERO School Evaluation Indicators. pg.6) This strategic plan sets out the Board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

### Strategic Goals 2021 - 2023



### Strategic Plan 2021 - 2023

#### Strategic Goal 1




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

Success indicators are indicated in the annual plan section

Priorities for the next three years

2021	2022	2023
Localised deep learning curriculum <ul style="list-style-type: none"> <li>• learner hauora / wellbeing</li> <li>• learner agency / regulation / efficacy</li> <li>• whānau engagement</li> <li>• academic achievement</li> </ul>	Collaborative 21st C learning communities <ul style="list-style-type: none"> <li>• deep learning design and implementation</li> <li>• universal design for learning principles</li> <li>• flexible learning environments</li> </ul>	Innovative deep learning environments and pedagogy ensure inclusive, relational, holistic and effective learning opportunities for all learners, drawing on the 4 quadrants for effective curriculum design <ul style="list-style-type: none"> <li>• pedagogical practices</li> <li>• learning partnerships</li> </ul>

<p>Teacher development and evaluation</p> <ul style="list-style-type: none"> <li>• deep learning inclusive pedagogies</li> <li>• collaboration</li> <li>• Collaborative Teaching as Inquiry / Teacher effectiveness</li> </ul> <p>Planning for the opening of a bilingual class (in 2022) is undertaken</p>	<ul style="list-style-type: none"> <li>• flexible teaching and learning approaches</li> <li>• teacher / teacher collaboration</li> <li>• learner / learner collaboration</li> <li>• teacher / learner collaboration</li> <li>• teacher / learner / whānau collaboration</li> <li>• tuakana teina principles</li> </ul> <p>A junior bilingual classroom provision is opened to support bilingual curriculum delivery for whānau and tamariki</p>	<ul style="list-style-type: none"> <li>• learning environments</li> <li>• leveraging digital</li> </ul>
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<div>  <p><b>Strategic Goal 2</b></p> <p><b>Wellbeing</b> - learning and working environments support positive emotional wellbeing, ensuring teachers are able to teach, and learners are able to learn.</p> <p>Success indicators are indicated in the annual plan section</p> </div>		
Priorities for the next three years		
2021	2022	2023
<p>PB4L School-wide development &amp; consistency</p> <ul style="list-style-type: none"> <li>• knowledge of diversity (ethnic, cultural, religious, neuro, learning, other...) and how these impact behaviour</li> <li>• identification of lagging skills / learner needs → learner centered and appropriate expectations</li> <li>• teaching of school-wide expectations</li> <li>• adaptive inclusive environments</li> </ul>	<p>Strong and positive Teacher / learner / whānau relationships support learner wellbeing</p> <p>Staff / Leadership knowledge, school processes and systems support learner and staff wellbeing</p> <p>Positive self-regulation strategies support staff and learner wellbeing</p>	<p>Universal design for learning underpins:</p> <ul style="list-style-type: none"> <li>• PB4L</li> <li>• RPS Curriculum and Teaching and Learning Programmes</li> <li>• Additional supports, programme design and delivery</li> <li>• upholds individuals culture, language/s and identity</li> </ul> <p>Staff exhibit and model positive wellbeing</p>

Staff Wellbeing <ul style="list-style-type: none"> <li>Professional learning (CORE Modules)</li> </ul>		
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### Strategic Goal 3



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

Success indicators are indicated in the annual plan section

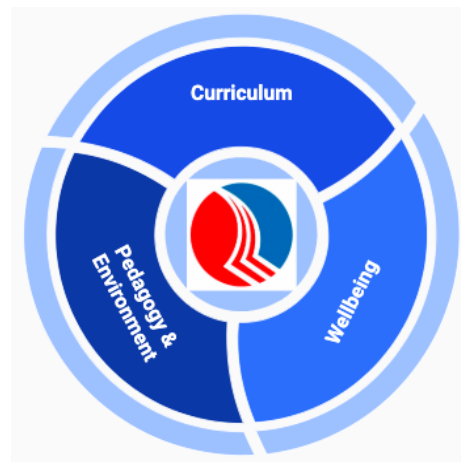
Priorities for the next three years

2021	2022	2023
Design phase  Learning hub design: <ul style="list-style-type: none"> <li>Ngāi Tahu cultural narratives throughout the design support learning about and upholding cultural kaupapa, tikanga, art and history</li> <li>follows universal design for learning principles</li> <li>supports the greatest flexibility for use (power of 3, power of 2 +1, powers of 1x3)</li> <li>supports bilingual options for the future</li> <li>supports the wellbeing of diverse learners with diverse strengths and needs</li> <li>encourages innovative use of space, 21st C deep learning pedagogies and technologies to support and enhance teaching and learning</li> </ul>	Building Phase  Considered designs are supported to become reality  Teaching and learning programmes are maintained and protected during decanting and building phases of the rebuild	Completion of the building phase supports deep learning curriculum design, pedagogy and practice implementation, in fully flexible learning environments

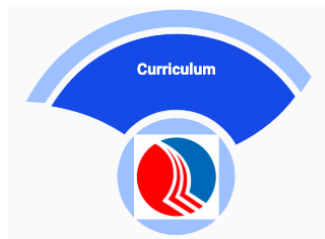
# Te Kāpehu

## Riccarton School

### 2021 Strategic Goals and Annual Action Plan



#### Strategic Goal 1



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

### **Achievement Targets:**

#### **2021 Baseline Data Analysis**

Whole School End of 2020 data for all current students at the beginning of 2021 (excluding all newly enrolled students at the beginning of the year) revealed the following **trends and patterns amongst this cohort**

- Similar achievement levels for the whole school for Reading as for Writing.
- Females are doing better in Reading and Writing compared to males, but similarly to males for Maths.
- Māori and Asian are doing better for Writing than for Reading.
- Māori achievement levels are significantly below that of NZ European in all areas.
- Pasifika achievement levels are similar to all MELAA (English Language Learners - ELLs) for Reading and Writing, but are significantly lower than MELAA (ELLs) for Maths.
- Asian achievement levels are virtually the same as NZ European for Writing and Maths, but are lower for Reading.
- MELAA are doing significantly better in Maths compared to Reading and Writing.
- NZ European are doing significantly better than all other learners for reading, virtually the same as Asian for Writing, and the same as Asian and MELAA for Maths.

*Please note, there is no particular pattern to where the above learners are distributed throughout the school.*

*In the main, the diverse demographic of our school is represented within all year levels and classes, therefore all teams and classes will develop, using Collaborative Spirals of Inquiry, strategies to accelerate the progress and achievement of these different cohorts.*

#### **2021 Annual achievement targets**

1. To accelerate the achievement of all learners below and well below aspirational curriculum levels, by 2 year levels, in Reading, Writing and Maths
2. To reduce the disparity between Males and Females to within 5 percentage points for Reading and Writing
3. To reduce the disparity between the achievement of Māori and NZ European to within 10 percentage points for
  - 3a. Reading
  - 3b. Writing
  - 3c. Maths
4. To reduce the disparity between Pasifika and other ELLs ( as measured by MELAA progress and achievement, being a comparable ELL group) to within 10 percentage points for Maths


N.B. We aim to accelerate the achievement of all learners. We understand that despite this goal, it is unlikely we will achieve this for 100% of the learners in these cohorts, however we do not want to limit our aspirations by setting a potentially 'realistic target', rather choosing to " 'stretch' our expectations for success". ('Raising student achievement through targeted actions'. ERO / MOE, December 2015 p.5)




Resources:


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

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

Annual Goal	Goals	Actions / Personnel	Success Indicators
 <p>The graphic shows a blue diagonal bar with the text 'Deep Learning PLD' in white. Below it, in smaller text, are the phrases 'New pedagogies', 'Learning Partnerships', 'Leveraging digital', and 'Learning Environments'. A small circle with the number '1' is at the bottom left of the bar.</p>	<p>Kāhui Ako delivered Deep Learning PLD, to implement the 6Cs Curriculum Framework across RPS Team planning</p>	<p>Key Deep Learning PLD Team members will create an action plan outlining the roll out of Deep Learning PLD across 2021, to upskill teachers and implement the curriculum/inquiry design 4 quadrants and the 6Cs of learning</p> <p><i>Pūtaranganotu Kāhui Ako Lead - Paul Irving</i>  <i>Within School Pūtaranganotu Kāhui Ako Teacher/s - Adele Staples and Richelle Reid</i>  <i>DPI curriculum lead - Margie Askin-Jarden</i>  <i>Junior teacher - Haley Forrester</i></p>	<p>By the end of the year, Teachers and Leaders at RPS have a working knowledge of and utilise the 6C practices, consistent with the following 4 drivers:</p> <ol style="list-style-type: none"> <li>1. new pedagogies - a fusion of proven and emerging innovative practices</li> <li>2. learning partnerships - newly conceived and structured relationships between learners, teachers, whānau &amp; community</li> <li>3. learning environment - interactive, where learners are deeply engaged and motivated</li> <li>4. leveraging digital - digital technologies are embedded into classroom practice to accelerate, amplify and add value to learning</li> </ol>

	<p><b>Local Curriculum Pathway</b> Collaborative planning and evaluation of the RPS LTP for 2021.</p> <p><b>Inclusive Pedagogies</b> Curriculum, Learning Support and Pastoral Care personnel collaborate to engage all ākonga in programmes and activities that are fun and engaging.</p> <p><b>Curriculum Inquiries</b> RPS Inquiry Curriculum design and planning supports deep learning pedagogies for all learners.</p>	<p>Meetings run efficiently and are learning focused, using -        -MATES agreements        -‘exemplar’ agendas as a baseline        - agended items, responsibilities and timings shared prior to meetings        - key minutes are kept  <i>(All Leaders)</i></p> <p>Continue to develop the RPS Learner Curriculum Pathway, to show a progression of learning across all learning areas and our cultural narrative, that draws on rich authentic learning and place based opportunities. Respond to teacher 2020 feedback that they would like a cyclical approach to contexts.</p> <p>2x term Team planning meetings - align the RPS curriculum with the Deep Learning 4 effective practice quadrants and the 6Cs  <i>(DPI Curriculum Lead - Margie Askin-Jarden and Team Leaders - Adele Staples, Richelle Reid &amp; Caroline Vercoe supported by Haley Forrester)</i></p> <p>The aspirations and kaupapa Māori mana enhancing pedagogies of Māori whānau and of Ngāi Tahu are visible across all planning and learning  <i>(Māori Cultural Advisor &amp; Māori Success lead - Kayla Te Aika, Māori Success Support - Richelle Reid, DP1 - Margie Askin-Jarden, WiSTs - Adele Staples and Richelle Reid, Team Leaders, All teachers)</i></p> <p>ELLs and learners with additional and diverse needs are considered in all planning</p>	<p>The RPS localised curriculum is:        -inclusive        -authentic,        -relevant and        -adaptive        -fun        -engaging        -promotes the teaching of Māori tikanga, te reo Māori, and Ngāi Tahu cultural narratives        -equitable for all ākonga by design</p> <p>The implementation of the RPS Inquiry curriculum design is supported by deep learning pedagogies and planning, assessment, reporting and evaluation resources</p> <p>All students are able to access a suitably resourced learning programme in any future lockdown</p>
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		<p><i>(Teachers / Team Leaders / ESOL Team &amp; ESOL Coordinator &amp; Curriculum Lead - Margie A-J and SENCO - Sarah Cooper, WiSTs - Adele Staples and Richelle Reid, Team Leaders, All teachers )</i></p> <p>Literacy and oral language development (especially in Years 1 &amp; 2) are scaffolded in all inquiry planning <i>(Teachers / Team &amp; Literacy Leaders)</i></p> <p>Team Pātītī investigate the links between Te Whariki and the Play Based Reggio Emilio programme to strengthen Deep Learning Play Based Inquiry approaches, as a means to detailing expected progress, development and expectations for learning using a Play Based approach.</p> <p>Pandemic programmes and resources, (using a blended approach of distance digital learning and hard material packs) are ready for immediate use in any future Alert Level 3 or 4 lockdown <i>(Teachers &amp; team Leaders)</i></p> <p>Introduce a blended BYOD approach to 'providing' digital devices for the enhancement of deep learning in years 5 - 8 <i>(Principal - Paul, DP1 - Margie &amp; ICT Lead - Nick)</i></p>	
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	<p><b>Collaborative Teaching as Inquiry</b> Teacher collaboration raises the collective professional knowledge, pedagogies and effectiveness of all.</p>	<p>Team Collaborative Teaching as Inquiries are focused on</p> <ul style="list-style-type: none"> <li>- implementing the New Pedagogies for Deep Learning (NPDL) PLD and</li> <li>-evaluating its impact on student learning.</li> </ul> <p>Evidence of actions and outcomes is recorded in Team Meeting minutes.</p> <p>Team Leaders present the actions and outcomes to the BOT in Term 3.</p> <p><i>(Paul Irving (Kāhui Ako Lead), Richelle Reid &amp; Adele Staples (Kāhui Ako WithinSchool Teachers), Margie Askin-Jarden (DP1 Curriculum Lead))</i></p> <p>Regular focus on the progress and effectiveness of collaborative team inquiries at Team Leader's Meetings <i>(Team Leaders &amp; SL)</i></p>	<p>Each teaching Team engages in Teaching Spirals of Inquiry, documenting collaborative thinking and actions in Team minutes, incorporating and evaluating progress for all learners within the deep learning curriculum design framework:</p> <ul style="list-style-type: none"> <li>• Scanning</li> <li>- Progress and achievement data is analysed for</li> <li>-patterns of progress of learners in Target Groups, and</li> <li>• Focusing</li> <li>• Developing hunches</li> <li>• New Learning</li> <li>• Acting</li> <li>• Checking</li> </ul> <p>-links between collaborative inquiries of teachers / leaders and effective improvement of teaching and learning</p>
	<p><b>Staff, learners &amp; whānau voice</b> Staff, learner and whānau voice is central to the development of the deep learning learning partnerships quadrant</p>	<p>Teams will collect and respond to learner voice (as part of collaborative inquiries) each term / inquiry, to support curriculum design for the following term (Teachers and Team Leaders)</p> <p>Explore the use of the Auckland Uni CSI Survey for learners in years 5-8 <i>(DP1 Margie)</i></p> <p><i>NZCER Survey/s</i></p> <p>Parent engagement evenings: Māori Whānau Hui <i>(Māori Cultural Advisor &amp; Māori Success lead - Kayla Te Aika, Māori Success Support - Richelle Reid)</i> Whānau hui - whole school - group opportunities within for Filipino specific</p>	<p>RPS continually adapts and improves to best suit all ākonga, whānau, community and staff.</p>

		engagement ( <i>Filipino Parent Engagement - George Lecciones and Seth Tio</i> ) and Pasifika specific engagement ( <i>Pasifika Parent Engagement - Nick Shimasaki</i> )	
	<b>Progress &amp; Achievement data analysis</b> Teachers, Teams, and Leadership, every term, monitor and track progress of ākonga.	Regular monitoring of learner progress and achievements: SMS Learning Goals - updated every term track target learner progress ( <i>Teachers / overseen by Team and Senior Leaders, supported by SLT</i> )  Whole school and target group achievement information provided to the BOT at mid and end of year ( <i>Paul Irving &amp; Margie Askin-Jarden</i> )  The PR1ME programme is implemented with rigour, and effectiveness on learner progress and outcomes is evaluated <ul style="list-style-type: none"> <li>- stocktake and replenish maths 'hands on' materials and equipment (Maths Team)</li> <li>- teachers provide direct instruction for learners every week (Teachers &amp; Team Leaders)</li> <li>- learners receive timely feedback to support the development of maths knowledge and skills and to correct misconceptions</li> <li>- maths materials are used to illustrate concepts and for learners to manipulate</li> <li>- consider how DMIC approaches (mixed ability</li> </ul>	Progress and achievement data is analysed for <ul style="list-style-type: none"> <li>• success for Māori</li> <li>• success for Pasifika</li> <li>• progress of learners in Target Groups</li> <li>• schoolwide reading, writing, maths data</li> <li>• patterns and trends</li> <li>• equity</li> </ul>

		<p>grouping problem solving) can be incorporated into PR1ME and existing Maths programmes  <i>(Maths and Team Leaders)</i></p>	
	<p><b>BOT Reporting &amp; Evaluation</b>  The BOT has systems in place to determine effective governance of the school and its obligations to staff, learners, community and MOE</p>	<p>A 2021 BOT reporting cycle is developed in Term 1</p> <ul style="list-style-type: none"> <li>• Policy review</li> <li>• Strategic Goal reporting</li> <li>• Curriculum Presentations</li> <li>• Achievement Target reporting</li> </ul> <p><i>(Paul Irving, Margie Askin-Jarden and Julie Batstone)</i></p> <p>The BOT receives regular progress updates for Strategic Goals  -Goals 1 and 2 - alternate meetings  -Strategic Goal 3 - every meeting  <i>(Paul Irving &amp; Margie Askin-Jarden)</i></p> <p>The BOT establishes a school community engagement plan in Term 1 - Paul Irving &amp; Julie Batstone</p> <p>The BOT supports all engagement with the RPS school community around pursuing a bilingual class for junior Māori and other interested whānau</p> <p>The BOT provides timely information to the local MOE regarding the application to open a junior bilingual classroom.</p>	<p>The BOT effectively plans for, and acts, in the school's best medium and long term interests.</p> <p>The BOT meets its statutory and regulatory responsibilities.</p> <p>The BOT effectively scrutinises its own and the school's performance in achieving equity and excellence.</p>

## Strategic Goal 2



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

Annual Goal	Goals → Actions	Actions / Personnel	Success Indicators
	<p><b>Strengthen Tier 1 &amp; 2 PB4L</b> All learners experience a supportive and consistent learning environment</p>	<p>3Rs matrices, RPS 6, RPS Learners assets and Key Comps, Zones of Regulation and Sparklers activities are mapped across the Deep Learning 6Cs to work out what to keep, change and discard from current documents and practice. Ensure Kaupapa Māori approaches to wellbeing are incorporated into our systems, practices and strategies to support wellbeing. <i>(WiST - Adele &amp; Richelle, Māori Cultural Advisor &amp; Māori Success lead - Kayla Te Aika, Māori Success Support - Richelle Reid, in consultation with PB4L Team - Sarah, Judith &amp; Leona)</i></p> <p>PB4L classroom practices team meets regularly to consider the needs of tier 2 learners, and provides advice and guidance to teachers and teams <i>(Sarah, Judith &amp; Leona)</i></p>	<p>PB4L systems are clearly articulated, and consistently implemented:</p> <ul style="list-style-type: none"> <li>• RPS Respectful, responsible real learner expectation matrices</li> <li>• RPS 6</li> <li>• WITs</li> <li>• PB4L Celebrations</li> <li>• Team Leaders to observe Teachers using the PB4L observation sheet</li> <li>• Restorative conversations and actions</li> <li>• An overview of PB4L 5-10 min mini lessons and supporting resources are provided for staff</li> <li>• 1 Sparklers lesson / activity per week</li> <li>• All classes will have been taught the Zones of Regulation programme lessons by the end of the year</li> </ul>

		<p>A new referral to Tier 2 form developed to track and monitor learners needing and receiving Tier 2 supports (Sarah, Judith &amp; Leona)</p> <p>Staff are provided with restorative scripts to use as appropriate with learners. Team Leaders and or Senior Leadership, run restorative conversations for serious incidents requiring this. (PB4L Team, Team Leaders, Senior Leadership)</p> <p>Provide Sensory kits to teams/classes to support learner self-regulation (DP2, SENCO - Sarah)</p> <p>Ensure all learners have access to suitable calm down spaces in classrooms/blocks/school when distressed (Team Leaders)</p> <p>Introduce Bullying prevention programme (Sarah)</p>	<ul style="list-style-type: none"> <li>• Tier 2 learners are monitored and supported to increase prosocial behaviours</li> </ul> <p>Staff understand our overall school approach is PB4L, and that Zones of Regulation is a tool to support learners to understand their emotions and SParklers activities are tools to teach relaxation / calm down strategies</p>
	<p><b>Develop RPS Tier 3 PB4L responses</b> PB4L, pastoral and behavioural systems outline and clarify options for supporting Tier 3 learners who are communicating unmet needs via challenging behaviour</p> <p>Diverse Tier 3 learners' unique learning strengths and needs are considered within curriculum design so they receive what they need to access and experience a supportive engaging curriculum.</p>	<p>Socially Speaking PLD - From 'Mystery to Mastery' on January 27th 2021 TOD (Sarah Cooper)</p> <p>Design, train and implement the Teacher Aide led Urgent Response programme applied for in late 2020. (Sarah Cooper &amp; Margie Askin-Jarden)</p>	<p>Diverse learners with</p> <ul style="list-style-type: none"> <li>• learning disability/ies,</li> <li>• neurodiversity / disabilities,</li> <li>• stress,</li> <li>• anxiety,</li> <li>• trauma response/s,</li> <li>• sensory needs;</li> </ul> <p>receive holistic support for their wider social, emotional and communicative needs.</p> <p>Disengaged learners and whānau are supported to re-engage with school,</p>





	Support full re engagement with schooling for learners who experienced issues transitioning back to school following the 2020 Covid-19 disruption		attend regularly and resume academic learning.
	<b>PLD for Staff</b> Teachers and leaders have strategies to support their own and others' well being	Coordinate Richard Busfield (MOE PLD Facilitator) delivered PB4L PLD - 2021 - Sarah Cooper  Wellbeing Team - establish and create an action plan - Term 1 <i>(Sarah Cooper, Judith Kee &amp; Adele Staples)</i>  All staff Appraisals contain a wellbeing focus <i>(Paul, Margie, Sarah and each staff member)</i>	All staff (teachers, leaders & support staff) will participate in all MOE led PB4L PLD  Staff are supported to attend to their own wellbeing needs via <ul style="list-style-type: none"> <li>• weekly tips</li> <li>• regular wellbeing foci in meetings</li> <li>• fun termly activities</li> <li>• an appraisal well being goal</li> </ul> Teachers will leave work early (by no later than 4pm) once a week

### Strategic Goal 3



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

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

	<p><b>Internal and external 'storying'</b> Architectural and artistic design incorporates elements of significance to/from Ngāi Tahu</p>	<p>Ngāi Tahu navigator - Diane Robertson MOE project manager/s Architects RPS Master building committee</p>	<p>The art, symbols and knowledge of Ngāi Tahu are present in the design and aesthetics of RPS</p> <ul style="list-style-type: none"> <li>• the buildings and surrounds support the cultural narratives of mana whenua</li> <li>• our gifted Ngāi Tahu name for the school brings meaning to our cultural narrative</li> <li>• the implementation of our localised curriculum gives emphasis to the cultural narratives of Ngāi Tahu</li> <li>• the establishment of a bilingual junior class supports the voice and culture of mana and tangata whenua</li> </ul>
	<p><b>Building design supports inclusive pedagogies &amp; practice</b> Decisions are evaluated against UDL principles, to ensure the most flexible and adaptive environments for learning will be built</p> <p>Design features of teaching and learning spaces supportive of bilingual delivery are factored into builds and refurbishments</p>	<p>Ngāi Tahu navigator - Diane Robertson MOE project manager/s Architects RPS Master building committee</p>	<p>Environments are deliberate in design to support:</p> <ul style="list-style-type: none"> <li>• 3 / 2+1 / 1+1+1 teaching and learning spaces</li> <li>• deaf/hard of hearing learners</li> <li>• blind/vision impaired</li> <li>• physically disabled</li> <li>• learning disabled</li> <li>• learners with high health needs</li> <li>• learners with developmental / neurodevelopmental conditions</li> </ul> <p>Refurbishment of the Canterbury Block considers the unique features required for bilingual provisions, and builds these in by design</p>
	<p><b>Decanting during the building process maintains continuity</b> of teaching and learning programmes</p>	<p>Architects RPS Master building committee Leadership</p>	<p>The decanting plan minimises the necessity / timeframes for any learners to be taught in non-teaching and learning spaces (e.g. hall / library).</p>

