



2023 CHARTER



RICCARTON HIGH SCHOOL
Te Kura Tuarua o Pūtaringamotu

Te Kura Tuarua o Pūtaringamotu

We are a **forward-thinking** school aiming to prepare our **diverse student community** for a **rapidly changing world** by equipping them with the **relevant skills**, a **global perspective** and the ability to embrace our **core values** associated with Te Wairua o Pūtaringamotu.

Students will experience **success** today and will be prepared for tomorrow.



OUR VISION

We are a forward thinking school aiming to prepare our diverse student community for a rapidly changing world by equipping them with the relevant skills, a global perspective and the ability to embrace our core values associated with Te Wairua o Pūtaringamotu (The Riccarton Way).

Students will experience success today and will be prepared for tomorrow.

WE ARE

Riccarton High School is a state co-educational, multicultural, Years 9 to 13 secondary school that was established in 1958. A globally connected school, we continue to experience a large increase in English Language Learners including both Maori and Pasifika students. Approximately 70 ethnicities are represented among our student population providing the school with a distinctive and rich culture.

Situated in the western sector of Christchurch city, our catchment area includes parts of the Russley, Avonhead, Ilam, Riccarton, Upper Riccarton and Sockburn residential areas.

Riccarton High School is well supported by the local primary schools and we experience strong demand from our community for children to attend their local high school. Our main contributing schools are Kirkwood Intermediate and Avonhead, Riccarton, Russley and Wharenui Primary Schools. A strong spirit of collaboration with exists among our local schools.

Since 2017, Riccarton High School has been part of the Pūtaringamotu Kāhui Ako. This includes Riccarton Primary, Wharenui School, Springs Community Preschool, Portobelo Preschool, Kidsfirst Lady May, Kidsfirst Riccarton, Kidsfirst McKenzie and Beststart Kilmarnock Street. All members of the Kāhui Ako have agreed on a set of principles around recognising diversity, maintaining strong learner focused relationships and raising achievement particularly with our priority learners.

There also exists a strong spirit of collaboration between ourselves and the three integrated secondary schools in our area, particularly around timetable synchronisation, as well as a strong relationship with the University

of Canterbury.

We are well supported by our parents who make a significant contribution to all aspects of school life and who show a keen interest in their child's education.

WE BELIEVE IN

Riccarton High School believes in preparing our students for a rapidly changing world by ensuring that they possess both wide ranging and relevant skills, no matter what their future pathway.

Our school crest, which through the symbols of the lamp of learning and the book of knowledge, puts a strong focus on the need and satisfaction that comes with the learning process.

The school also places significant emphasis on the building of character and the development of well-rounded young men and women. Our school motto 'Disce ut prosis' - 'Learn that you may be of service' focuses on the importance of leading, serving and supporting others in our immediate and wider community.

The Riccarton Way ethos and its key values of commitment, honesty, respect and excellence, is the spirit behind the way we think, act and feel at Riccarton high School. It is an ethos that promotes a caring, supportive learning culture focused on progress and achievement.

By engaging in the wairua of the Riccarton Way throughout their time at school a Riccarton student is academically successful, well-rounded and self-aware. Riccarton students will be achieving, independent lifelong learners who are caring, responsible, involved, globally connected citizens. The vision of success for our Riccarton student is that they find their way into the workforce or other training and go on to live a life with a strong sense of values and commitment to service.

WE HAVE

Situated on 11 hectares of park-like grounds, Riccarton High School strives to provide facilities that effectively meet the diverse learning needs of its students.

The school continues to review the use of its physical spaces particularly

through the completion of our Master Plan, which will lead in turn, to major redevelopment work being undertaken.

The Board of Trustees purchased an education facility at Orohaki in North Canterbury and officially opened it in 2020. This wonderful asset for the school will provide an opportunity for our students to develop self confidence, team and leadership skills in an outdoor education context facilitated by specialists. This programme allows us to develop well-rounded individuals who will contribute positively to society.

Specialist rooms cater for Music, Art, Drama, Technology and the Sciences. Our gymnasium complex comprises of two gyms, a weights room and classroom facilities. The Technology and Language blocks provide modern learning spaces and the development of a flexible learning environment prototype, complements the strong focus the school has on blended learning. School-wide wireless coverage, well-resourced computer rooms and a strong emphasis on students bringing their own devices is an integral part of our blended learning ethos.

The school/community joint use library, with state of the art teaching and learning facilities has been made possible through a unique partnership with the Christchurch City Council and Christchurch City Libraries.

Demand is constantly high for our Kohanga Ako that caters for students with moderate intellectual disabilities, and for our very successful and well-respected international student programme.

OUR STRENGTHS

At Riccarton High School, student achievement and the pursuit of excellence in a variety of areas underpins all that happens. There is a focus on continual improvement by students and staff with data being used to review teaching and learning programmes to ensure the best possible learning outcomes are achieved.

The school has a clear vision that is articulated by both the Board of Trustees and the Senior Leadership team; two groups who have the faith to believe that the vision can be achieved

and have the courage to make it happen.

The staff at Riccarton High School have high expectations of themselves and the students; they are committed to the vision and the core beliefs of the school and play a significant role in promoting a safe, inclusive environment where positive relationships exist between themselves and students. A high quality pastoral care system operates, including a careers programme, that supports students in developing a strong sense of ownership and well-being.

Strong links with the local and international community enhance learning opportunities for students. Parents are strongly encouraged to get involved in their child's education and are consulted and well informed about their children's progress and achievement and school developments.

OUR PRIORITIES

The Board of Trustees has determined its priorities around:

- The National Education Goals (NEGs) and other identified National priorities for Secondary schools.
- The school's programme of self review.
- Analysis of the school's assessment data.
- The needs of our school community.
- These priorities are included in the Riccarton High School Strategic Plan, Māori and Bicultural Strategy 2022-2025 and the 2022 Annual Plan.

PRIORITY AREAS

Achievement - every student learning and achieving every day.

In particular, all students will:

- Be expected to achieve NCEA Level 2 or equivalent – to ensure they are prepared for successful entry into further studies or work and equipped with a solid learning foundation to be successful.
- Improve their literacy and numeracy skills.
- Progress and achieve at an appropriate level.

The Board aims to achieve this in such ways as:

- Setting annual student achievement targets and action plans that focus on groups of students that are at risk of not achieving.
- Appointing designated literacy and numeracy coordinators.
- Providing for specific literacy and numeracy support programmes to individuals and groups.
- Promoting a collaborative approach to an integrated curriculum within a mixed ability environment.

Assessment

In particular, the school will:

- Develop a range of assessment and evidence gathering practices that provide sufficiently comprehensive data to evaluate the progress and achievement of individuals and groups of students.

The Board aims to achieve this in such ways as:

- Having clear, consistent and fair assessment and reporting policies and procedures in place.
- Regular reviewing of achievement targets and analysing assessment data.

Curriculum

In particular, all students will have:

- The opportunity for success in all the essential learning and essential skill areas of the New Zealand curriculum.
- The skills and qualifications to contribute to their future and New Zealand's.
- Appropriate career guidance.

The Board aims to achieve this in such ways as:

- Providing a relevant curriculum that is accessible to all students, meets their needs, interests and abilities and is reviewed regularly.

Learning environment

In particular, all students will have a safe physical and emotional environment that promotes inclusiveness.

The Board aims to achieve this in such ways as:

- Supporting the school to embed the wairua associated with the Riccarton Way ethos in all areas of school life.
- Providing for a wide variety of leadership and service programmes for students at all levels.
- Maintaining a high quality pastoral care system with clearly defined and understood student behaviour-management systems, and fair assessment and reporting policies and procedures in place.
- Offering health programmes from Year 9 to Year 13 and a strong focus on school-wide wellbeing.
- Planning towards providing a high quality, modern learning environment focused on blended learning that caters for the learning needs of diverse learners.
- Continually monitoring the safety of the buildings and grounds in terms of physical hazards.

Māori students

In particular, all Māori students will:

- Achieve success as Māori in the school environment with the expectation of gaining NCEA level 2 or equivalent.

The Board aims to achieve this in such ways as:

- Developing procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori Culture.
- Having a permanently employed Māori teacher.
- Maintaining a Māori language department with high quality programmes and outcomes.
- Providing mentoring for individual Māori students.
- Reflecting Te Reo and Tikanga Māori in the school's physical environment.
- Providing professional development for staff in Te Reo and Tikanga Māori to enhance the engagement and achievement of Māori students.
- Ensuring the curriculum reflects the Treaty of Waitangi principles.
- Providing a Whare Ako for use across learning areas.

- Encouraging and supporting a strong Kapa Haka.
- Having Māori representation on the Board of Trustees.
- Providing community education programmes for Te Reo Māori language development.
- Taking all reasonable steps to provide instruction in Te Reo Māori for students whose parents request it.
- Promoting a strong and positive partnership with whanau.

Pasifika students

In particular, all Pasifika students will:

- Progress and achieve at an appropriate level with the expectation of gaining NCEA Level 2 or equivalent.

The Board aims to achieve this in such ways as:

- Establishing partnerships with Pasifika parents and community leaders to improve outcomes for students.

- Reflecting and celebrating Pasifika cultures in the school curriculum and learning environment.
- Encouraging and supporting a Pasifika cultural group.
- Having Pasifika representation on the Board of Trustees.

Teaching and learning

In particular, the school will:

- Expect and support teachers to continually improve their practice.

The Board aims to achieve this in such ways as:

- Identifying and promoting the qualities of effective teachers.
- Maintaining a robust professional growth cycle that focuses on improving teaching and learning.
- Providing and funding whole staff and individual professional development programmes.
- Encouraging and expecting teachers to continually reflect on the effectiveness of their teaching practice.

- Supporting an e-Learning culture by supporting professional learning and providing appropriate levels of resources for staff and students.

Special needs students

In particular, each student will:

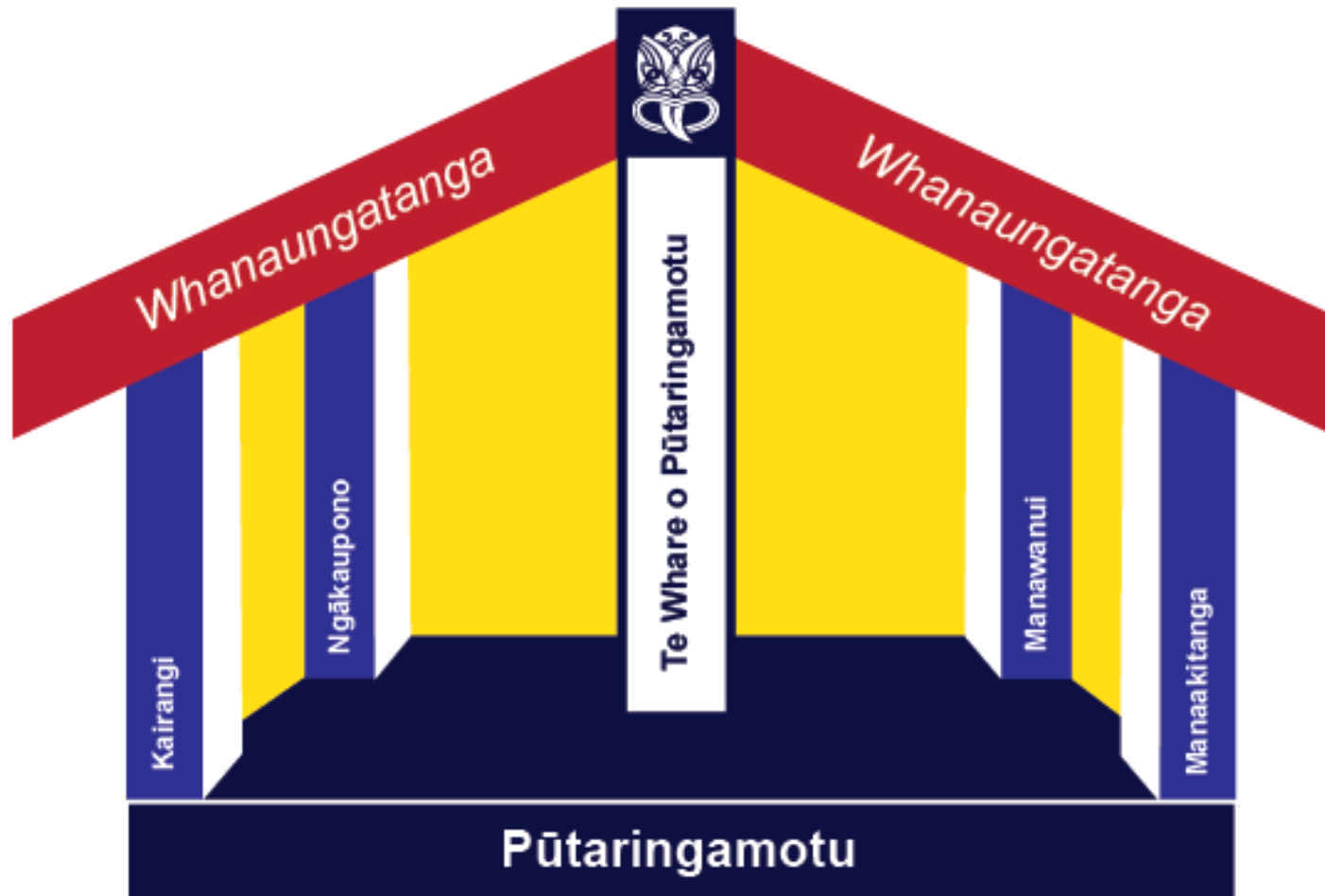
- Progress and achieve so that they realise their true potential.

The Board aims to achieve this in ways such as:

- Providing specialist programmes for identified potential gifted and talented (GATE) and supported learning students.
- Supporting mainstream students with learning needs.
- Maintaining a department for moderately intellectually disabled students that caters for individual needs and also acknowledges the importance of integration with the rest of the school.



Te Whare o Pūtaringamotu



Te Whare Pūtaringamotu represents a Kura which has its roots strongly embedded in Pūtaringamotu (Deans Bush), our last surviving stand of swamp dwelling Kahikatea in the region. The strength and stability of Te Whare o Pūtaringamotu comes from Te Wairua o Pūtaringamotu - The Riccarton Way as its 'centre piece', supported by 4 pou representing our Riccarton values:

- . Kairangi - Excellence
- . Ngā Kaupono - Honesty
- . Manawanui - Commitment
- . Manaakitanga - Respect

These elements are brought together in an environment where Whanaungatanga underpins our mahi. Relationships which provide members of our school community with a sense of unity, belonging and cohesion.



The *Riccarton Way* ethos and its values are shared by the staff and students. This is constantly articulated and modelled by senior leaders, teachers and senior students. The *Riccarton Way* is the wairua or spirit behind the way we think, act and feel at Riccarton High School.

TEACHING AND LEARNING WITH THE RICCARTON WAY

Students and staff are encouraged and expected to be the best that they can be. Through our school culture we provide a clear vision and direction to continually enhance our:

HIGH QUALITY LEARNING ENVIRONMENT

Emphasising and reinforcing key values

Commitment, *te pono*

- to develop positive relationships and serve others
- approach life with enthusiasm, confidence and energy

Honesty, *te kauanuanu*

- to ourselves and others
- be trustworthy

Respect, *te hiringa*

- for everyone and the environment
- show courtesy, respect and care for others and the environment

Excellence, *te tapatahi*

- in learning and life
- apply, extend and drive yourself to be the best you can be
(refer *Riccarton Way pamphlet for details*)

Encouraging students to serve and lead

Our school motto:

Disce ut prosis - Learn that you may be of service

Maintaining learning-focused classrooms

- firm, consistent standards with clear procedures and routines

Providing a quality learning environment

- a place where all people feel safe and affirmed
- pleasant, park-like grounds
- well-equipped and resourced facilities

Providing a supportive framework that focuses on hauora (well-being)

HIGH QUALITY TEACHING

Teachers will:

- Show a high level of professionalism and support for the school's vision, strategic goals, targets and values
- Be confident in their knowledge and use of the NZ curriculum vision, values, principles, competencies, pedagogy and learning-area content
- Undertake regular professional learning related to their pedagogy, their learning area and assessment that embraces the concept of lifelong learning
- Identify the interests, abilities, needs and potential in all students
- Establish and consistently articulate high expectations for all students' learning and behaviour, regardless of ethnicity, social background, gender, ability or needs
- Build and maintain a positive, constructive and inclusive learning environment with students and colleagues
- Select and use appropriate learning resources
- Use a wide range of teaching strategies, including blended learning, that best support students to be self-managing and lifelong learners
- Continually use analyzed assessment data to inform planning, identify individuals needing support or extension and to set and monitor goals with students at classroom and school-wide levels
- Provide students with regular, specific and constructive feedback
- Individually and with colleagues, continually reflect on the effectiveness of their teaching practice in providing the best outcomes for students (teaching as inquiry)

THE OUTCOME:

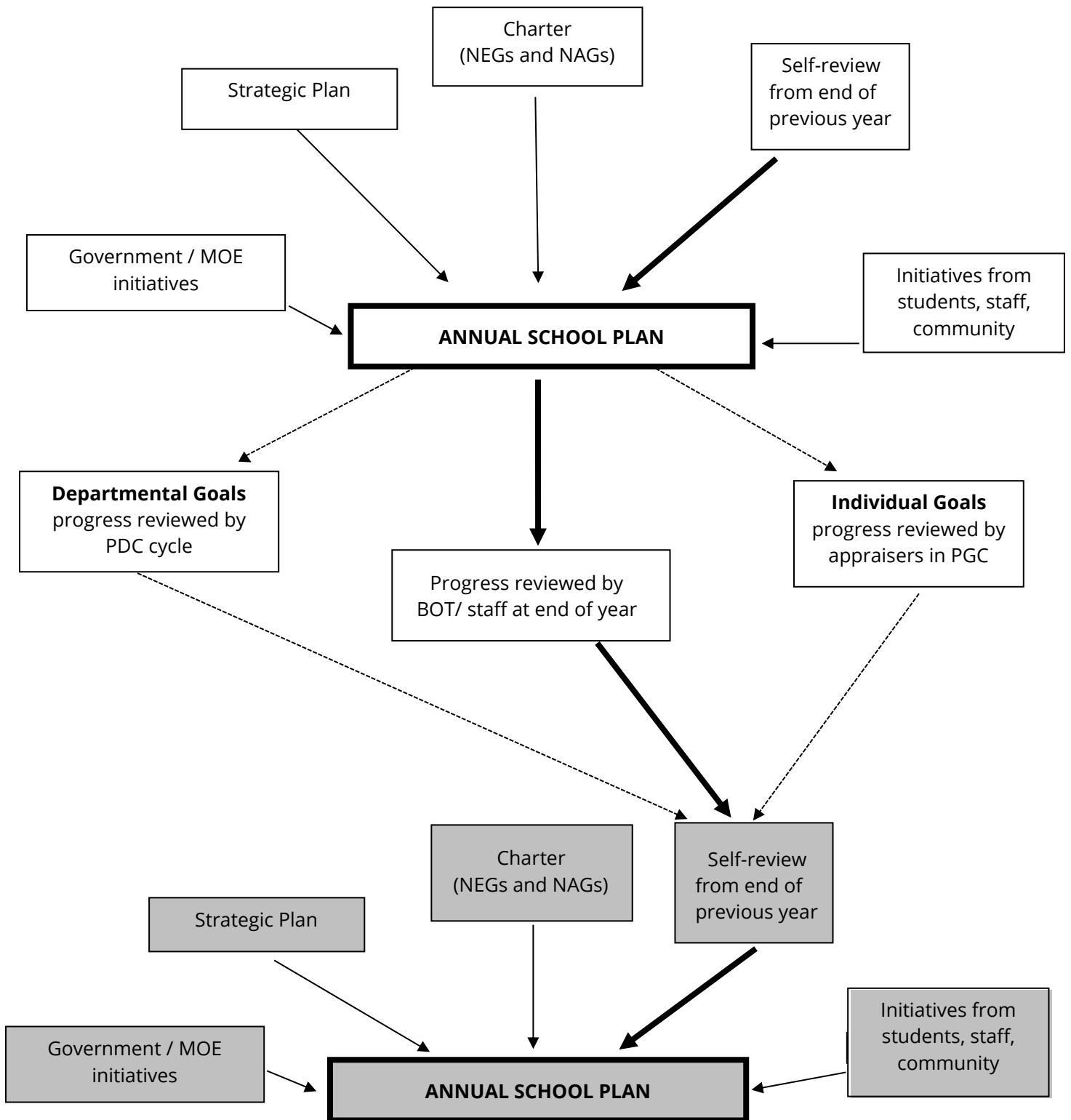
Achieving independent, lifelong learners and caring, involved, globally connected citizens.



RICCARTON HIGH SCHOOL

Te Kura Tuarua o Pūtaringamotu

ANNUAL CYCLE OF CONSTANT IMPROVEMENT



CURRICULUM AND REVIEW

Riccarton High School Self Review

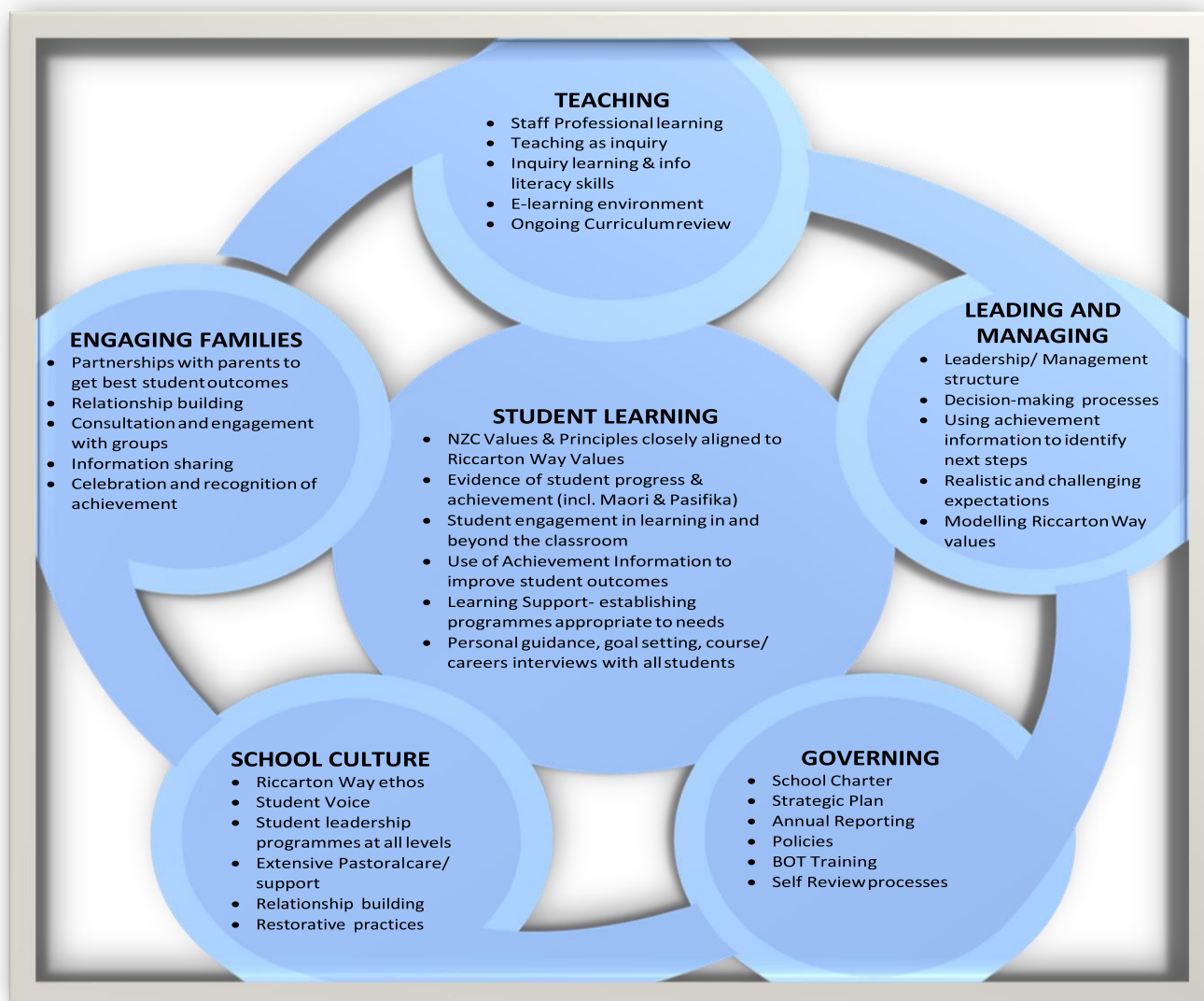
Our self-review focuses on improvement and aims to continually improve our structures, systems and processes to enhance student outcomes. The philosophy is based around the Japanese concept of 'kaizen' - continuous self improvement. We look to improve all that we do that contributes towards the ongoing growth and development of our Riccarton students.

Our practice is inclusive, collaborative, data driven and reflective with clearly defined and shared goals informing its direction.

There are four levels of self-review:

- Strategic - which includes the Charter, Strategic Plan/Annual Plan requirements and Board policies and procedures are on a regular review cycle.
- Annual - planned and/or targeted annual reviews of our programmes and learning areas (departments)
- Daily operations - everything we do is reviewed, evaluated, audited, self-assessed and self-inspected as it happens.
- Immediate - reacting to circumstances at the time.

Our concept of self-review flows from our Guiding Principles document.





School of Choice for the Riccarton Community

The Riccarton Family/Whānau
Staff, Students and Parents

An inclusive and diverse Riccarton family / whānau built on the wairua, or spirit, of the Riccarton Way

Teaching and Learning

High quality teaching through effective programmes that engage students with diverse learning needs in the learning process

Student Achievement

High levels of student engagement and performance in academic, artistic, cultural, sporting, recreational and service activities

We share the values of:

Commitment

Our Vision

We are a forward-thinking school, aiming to prepare our diverse student community for a rapidly changing world by equipping them with the relevant skills, a global perspective and the ability to embrace our core values associated with Te Wairua o Pūtaringamotu.

Students will experience success today and will be prepared for tomorrow.

Respect

Honesty

Excellence

We are one

Facilities and landscape which enhance the quality of the teaching and learning environment

Environment

Positive relationships with the local and international community that enhances the quality and reputation of the school's learning environment

Community

RWJ
The Riccarton Way

behind the way we think, act and

I at R

Board of Trustees

School Leaders

Staff

Students

Parents



OUR CORE VALUES AND BELIEFS

We embrace the principles of He Whānau Kotahi Tātou and Te Wairua o Pūtaringamotu

OUR PURPOSE

We are a forward-thinking school aiming to prepare our diverse student community for a rapidly changing world by equipping them with the relevant skills, a global perspective and the ability to embrace our core values associated with Te Wairua o Pūtaringamotu. Students will experience success today and will be prepared for tomorrow.

<p>OUR MISSION</p> <p>M1: To promote and enhance levels of student achievement, connection and success (Kairangi)</p>	<p>OUR MISSION</p> <p>M2: To maintain and develop a quality learning environment by promoting an inclusive and diverse Riccarton whānau</p>	<p>OUR MISSION</p> <p>M3: High quality teaching through effective programmes that empower learning</p>	<p>OUR MISSION</p> <p>M4: Continue to grow positive partnerships with our community</p>	<p>OUR MISSION</p> <p>M5: To redevelop the facilities and landscape reflecting our cultural narrative and enhancing our pedagogical practice</p>
<p>OUR STRATEGIES 2022-2025</p> <p>To achieve this we will:</p> <ul style="list-style-type: none"> A. Promote life-long learners who will strive to be the best that they can be in academic, artistic, cultural, sporting, recreational, leadership and service activities. B. Develop across our school community lifelong learners and globally connected citizens who are passionate about learning, self-directed and collaborative in their approach. C. Develop positive and effective learning partnerships with whanau, our KahuiAko, other schools/kura and both tertiary and vocational organisations. D. Provide co-ordinated and appropriate learning support and extension (e.g. gifted and talented) programmes that meet the needs of our diverse ākongā. 	<p>OUR STRATEGIES 2022-2025</p> <p>To achieve this we will:</p> <ul style="list-style-type: none"> A. Ensure that as a school community we develop and maintain cultural competence including honouring and celebrating our Treaty partnership. B. The learning experiences strengthen our understanding of our people and our place. C. Continually promote and model the wairua that is associated with the Riccarton Way values to encourage students and staff to learn, understand and live them. D. Provide a learning focused, safe (physically, emotionally and culturally) and positive school environment focused on wellbeing. E. Develop and maintain a positive culture of pride, care, commitment and respect among students, staff and parents who constitute the Riccarton whānau. 	<p>OUR STRATEGIES 2022-2025</p> <p>To achieve this we will:</p> <ul style="list-style-type: none"> A. Ensure that we have an adaptive authentic local curriculum that strengthens our people, celebrates our place and is responsive to a rapidly changing world and the needs of our diverse ākongā. B. Support teacher transition of practice to <i>deeper learning</i>, innovative, collaborative and blended learning environments. C. Support the development of high-quality teaching through effective professional learning, a robust professional growth cycle and focus on inquiry. D. Use effective assessment procedures to report student achievement, and analyse trends and patterns leading to improved programmes, teaching practices and outcomes for students. E. Continue to accelerate the achievement of identified learner groups (e.g. Māori and Pacific) 	<p>OUR STRATEGIES 2022-2025</p> <p>To achieve this we will:</p> <ul style="list-style-type: none"> A. Progress effective and lasting relationships with mana whenua, alumni, other schools and kura and local/national/international organisations. B. Take the community on the journey as the <i>Riccarton Way</i> evolves into <i>te whare mauri ora</i>. C. Continue to actively encourage whānau involvement in the school. D. Regularly seek feedback from our community and provide feedback to the community on matters important to the school. E. Continue to promote our school as the school of choice for the in-zone community. 	<p>OUR STRATEGIES 2022-2025</p> <p>To achieve this we will:</p> <ul style="list-style-type: none"> A. Have flexible learning environments where spaces and resources reflect our Education Brief. B. Manage the financial resources to ensure the provision of a high-quality teaching and learning environment at Riccarton High School and Orohaki.



ANNUAL PRIORITIES 2023

<p style="text-align: center;">OUR PRIORITIES</p> <p style="text-align: center;">Priority 1: Reinvigorate the Riccarton Way</p>	<p style="text-align: center;">OUR PRIORITIES</p> <p style="text-align: center;">Priority 2: To ensure that the needs of our diverse learners are met.</p>	<p style="text-align: center;">OUR PRIORITIES</p> <p style="text-align: center;">Priority 3: To bring the school's cultural narrative to life</p>
<p style="text-align: center;">STRATEGIC LINKS:</p> <p>M1: A, B, C M2: A, B, C, D, E M3: A, B, C, E M4: A, B, C, D, E</p>	<p style="text-align: center;">STRATEGIC LINKS:</p> <p>M1: A, B, C, D M2: A, B, C, D, E M3: A, B, C, D, E M4: A, B, C, D, E M5: A, B</p>	<p style="text-align: center;">STRATEGIC LINKS:</p> <p>M1: A, B, C M2: A, B, C, D, E M3: A, B, C, E M4: A, B, C, D, E M5: A</p>
<p style="text-align: center;">WAYPOINTS – TACTICS:</p> <ul style="list-style-type: none"> • Opportunities (e.g., assemblies) are utilised effectively to reinforce our Riccarton Way (RW) values and the expected tikanga in terms of behaviours • Opportunities for celebrating successes are utilised regularly (e.g., Spirit of Riccarton Awards) • Visual Elements of our RW ethos (e.g., posters are used and referred to in everyday practice • Regular analysis of data (e.g., referrals to allow for identification of trends with behaviours • Pastoral Collabs are used to upskill staff so that there is a consistent approach with the way that they respond to classroom behaviours • All RW languages are displayed in target languages throughout learning areas 	<p style="text-align: center;">WAYPOINTS – TACTICS:</p> <ul style="list-style-type: none"> • Intentional use of Key Stakeholder feedback to help shape learning programmes • Use staff meeting slots to continue supporting the implementation of Deeper Learning as it becomes the Riccarton Way of Learning • Strategies to ensure alignment of Mātauranga Māori into learning programmes • Develop a stronger plan that identifies the capabilities and interests of each individual to enable them to be supported to access opportunities within and beyond school • Ensure best practice approaches are evident in all teachers' pedagogy • Professional learning time allocated to ensure there is a common approach around literacy/ numeracy & UDL 	<p style="text-align: center;">WAYPOINTS – TACTICS:</p> <ul style="list-style-type: none"> • Strategies to ensure alignment of Mātauranga Māori into learning programmes • A process is worked through with our redevelopment project where designs and the naming of various areas clearly reflect our cultural narrative • Ongoing professional learning time is utilised to upskill our staff on aspects of Te Ao Māori and Te Reo Māori • Teachers use opportunities to practice language and share aspects of Te Ao Māori with our ākonga • Continue to build on our Memorandum of Understanding with Ngāi Tahu

<p style="text-align: center;">SUCCESS IS:</p> <ul style="list-style-type: none"> • After the disruptions caused by COVID-19 over the last few years, the RW will once again take centre place in terms of our way of being – the way we think, feel and act as a school community • Teachers support the Riccarton Way through managing behaviour in a positive manner with the wairua of the school ensuring that everyone feels safe • The whare system is leading the way in the promotion and celebration of the RW with the whare culture reflected throughout the kura • The school is experiencing productive partnerships with both mana whenua and whanau as it delivers a local curriculum through pedagogies that are culturally responsive and lead to accelerating achievement 	<p style="text-align: center;">SUCCESS IS:</p> <ul style="list-style-type: none"> • Students are being supported to pursue clear, planned pathways that set them up for future success • The increasingly diverse population of students are having their needs met by teachers utilising their increasing toolset • Students see the relevance of what they are learning with teachers utilising UDL to differentiate learning delivery in response to ākongā need • Students have a clear understanding of themselves and their place in the world • Teachers see themselves as lifelong learners, proactively designing learning using the tools within the deep learning framework • A greater alignment exists between whānau expectations and what is possible for the school to achieve 	<p style="text-align: center;">SUCCESS IS:</p> <ul style="list-style-type: none"> • Through our relationship with mana whenua, the cultural narrative is brought to life as the papatūānuku and Maori of our kura • People identify themselves in and can apply the imagery to their learning and their place within it • The cultural narrative which underpins the local curriculum, includes local contexts that draw heavily on Pūtaringamotu • There is a productive relationship with the local iwi
<p style="text-align: center;">THREATS – INTERNAL:</p> <ul style="list-style-type: none"> • Students do not always act respectfully towards staff and each other • The lack of value some staff place on our RW ethos may lead to inconsistencies with their approach • Initiatives not being embedded effectively • Students not understanding the true meaning of living life with our RW values taking centre stage 	<p style="text-align: center;">THREATS – INTERNAL:</p> <ul style="list-style-type: none"> • Staff operating in silos • Teachers’ lack of confidence/competence to deal with diverse learning needs • New appointments not knowing how to manage diversity • Student attendance and interactions 	<p style="text-align: center;">THREATS – INTERNAL:</p> <ul style="list-style-type: none"> • A lack of ‘buy-in’ by staff • Te Whare mauri ora model becomes too complicated • Time it takes to integrate the cultural narrative into the schools building plan • Level of understanding of Mātauranga Māori

<p style="text-align: center;">THREATS - EXTERNAL:</p> <ul style="list-style-type: none"> • Curriculum changes and other initiatives at a national level may take people’s energies away from a RW focus 	<p style="text-align: center;">THREATS EXTERNAL:</p> <ul style="list-style-type: none"> • Lack of funding to meet learner needs • Lack of support from external agencies • Refreshed curriculum not aligned with NCEA changes 	<p style="text-align: center;">THREATS EXTERNAL:</p> <ul style="list-style-type: none"> • Not easy to access support around upskilling, connecting with iwi • Lack of resourcing • Time it takes to build a relationship with local iwi
<p style="text-align: center;">BUILDING ON VICTORIES:</p> <ul style="list-style-type: none"> • Students generally behave in a way that embraces the RW • The RW provides a common bond for our diverse community • Staff daily interaction in front of our students consistently models the RW • Resources around the RW have already been created and are in use • Continue to foster positive relationships between staff members and between teachers and students 	<p style="text-align: center;">BUILDING ON VICTORIES:</p> <ul style="list-style-type: none"> • Existing connections and relationships with diverse ākonga • Diverse staff • School is recognised externally for its welcoming of diversity and inclusiveness – for both staff and students • Have existing effective programmes that can be built on • Staff generally care about meeting the diverse needs of our ākonga 	<p style="text-align: center;">BUILDING ON VICTORIES:</p> <ul style="list-style-type: none"> • Existing strong relationship with local iwi • Staff are willing to embrace the narrative and the learnings associated with it • Our redevelopment project provides the ideal time to engage with our cultural narrative • Access to good local knowledge provided by experts – both in-house and external • High participation rate of staff in Te ahu a Te Reo ki Ngāi Tahu





RICCARTON HIGH SCHOOL

Te Kura Tuarua o Pūtaringamotu

Riccarton International Student Strategy 2022-2025

Goal: To attract quality international students who will enrich our school community and to provide international students with opportunities to achieve success in New Zealand and its education system.

Background

Riccarton High School is an internationalised school which:

- has a proud tradition of hosting international students for over 50 years
- draws from an ethnically and culturally diverse local and international community
- has globally connected teachers and students
- has a curriculum that incorporates global content and perspectives
- provides a range of fee-paying students with quality educational and lifestyle experiences

International students mainly come from China, Japan, South Korea, Germany, Malaysia and South America. The school has been experiencing steady growth in international student numbers in recent years, particularly from China and Japan. Simultaneously, the number of new permanent resident enrolments with intensive English Language Learners (ELL) needs has grown significantly, causing classroom pressure due to high English language support needs amongst a number of students.

As a response to this, the International Students Strategy for 2022-2025 focuses on diversification of international student ethnicity to reduce over-reliance on our key markets and to build a more varied international student cohort in terms of origins and ELL levels.

The number of students we take must allow for efficient and appropriate administration, for appropriate placement in classes and for a balance between local students and international students in the overall mix of the school.

To achieve this, a Strategic Plan and Marketing Plan have been developed, and they will require a commitment of resources to action.

Definitions

International: refers to a foreign student who pays fees and official exchange students.

Internationalisation: the process whereby students gain the knowledge, skills and international experiences they need in order to become a vital part of the wider world.

Marketing: defined broadly as a very complex set of arrangements and includes New Zealand based initiatives and local relationships. Overseas travel is only part of our Marketing Plan.

Vision of Riccarton International is:

- To provide the best possible service to all our clients (students, agents, parents, homestay network, agents and partners)
- To provide opportunities for quality experiences for international students
- To attract and recruit quality students who will enrich our school community

OBJECTIVES

OBJECTIVE ONE: Diversification

1: To increase diversification among the international student cohort at Riccarton High School

To achieve this, we will:

- 1.1 Focus on raising the school's profile in Latin American key markets (specifically, Colombia, Mexico, Brazil and Chile)
- 1.2 Solidify new and existing European agent partnerships.
- 1.3 Continue to focus on tier-two Asian markets: Korea, Malaysia, Taiwan, Vietnam, and Thailand, leveraging off regional and national in-market and familiarisation activities.

OBJECTIVE TWO: Marketing and Recruitment

2: Position and promote Riccarton High School as a well-established, high-quality institution for international education

To achieve this, we will:

- 2.1 Invest in an up to date, professional suite of images and videos for use in web content print material.
- 2.2 Recreate the International Student Prospectus based on agent feedback.

OBJECTIVE THREE: Quality Student Experience

3: To attract and recruit quality students who will enrich our school community.

To achieve this, we will:

- 3.1 Continue to provide a wide range of opportunities to enrich international students' overall experience.
- 3.2 Work with Riccarton High School teachers in order to identify areas for improvement in resourcing for international students.
- 3.3 Encourage and help facilitate internationalisation among existing Riccarton High School students and staff.





RICCARTON HIGH SCHOOL

Te Kura Tuarua o Pūtaringamotu

MĀORI AND BICULTURAL STRATEGY 2022-2025

Objectives, plans and targets to foster the achievement of Māori students.

To be read in conjunction with:

- The RHS Strategic Plan 2022-2025.
- The New Zealand Curriculum (2007) pages 6-14.
- Ka Hikitia – Accelerating Success: The Māori Education Strategy.
- Tātaiko – Cultural Competencies for Teachers of Māori Learners.



This carving represents Pūtaringamotu, 'place of an echo', Deans Bush, our last surviving stand of swamp dwelling kahikatea.

Some Ngāi Tahu ancestors could put their ear to the ground and hear movement of birds, insects and the footsteps of people coming. Bridges on the boardwalks could be moved to send enemies into the swamp and bubbling springs below. This is how the area got its name.

The young kahikatea tree with its long, straight trunk represents the students of Riccarton High. It is born of the forest floor, growing in soil enriched by ancient trees, sheltered and protected by parents, teachers and ancestors who tell the young to raise their heads high, to seek wider knowledge and to aspire to be better than their elders.

Whakataukī

Te manu e kai i te miro
Nōnā te ngāhere.
Te manu e kai i te mātauranga;
Nōnā te ao.

*The bird that eats the miro berry owns the forest.
The bird that partakes of education owns the world.*

Rationale

Tino Kaupapa

Riccarton High School is committed to supporting the aspirations of Māori students and whānau. This strategy presents a coordinated approach with the purpose of meeting four key objectives and related goals. It represents a formalised commitment by Riccarton High School to act in partnership with Māori, by addressing Māori and bicultural issues in teaching and learning, as they present at Riccarton High School. It is designed to create positive opportunities for individual and collective Māori achievement and for non-Māori to understand bicultural perspectives.

Background

Raupapa

- Riccarton High School has a small and significant number of Māori students, making up 10% of the school roll, and draws from an ethnically and culturally diverse local and international community.
- The principles of the Treaty of Waitangi require teachers of Māori students to develop strategies that will support the learning and cultural needs of our students and acknowledge the bicultural world that they live in. Teachers are encouraged to recognise, support and value Māori cultural identity. This implies awareness of:
 - local Māori history, including our cultural narrative
 - awareness of cultural ceremonies such as pōwhiri and tangihanga requirements
 - the correct pronunciation of Māori words and names
 - marae protocol (kawa) and songs (waiata)
 - welcoming extended family members (whānau) into the school; support for local and national speech competitions (Manu Kōrero) and regional song and dance organisations (Kapa Haka)
- Research shows that 'What is best for Māori students benefits all students. Our aim is for RHS Māori students to enjoy education success as Māori (Ka Hikitia, page 18). This will involve plans, programmes and initiatives which focus on strengthening the profile and sense of identity, and provision of a broad curriculum plan that incorporates Māori content and perspectives.
- Our recent statistics for NCEA results show overall achievement of Māori students is variable but slightly below the level of other Riccarton students. Relatively small numbers of Māori students across the senior school contribute significantly to this statistical variation. Although data shows that our Māori students at level 1 and 2, achieve significantly better than Māori students nationally, we strive to do better, particularly at level 3.
- Retention rates for junior Māori students is lower than for non-Māori.

School developments to date include:

Ngā whanaketanga

- The employment of a permanent teacher of Te Reo Māori.
- Te Reo Māori classes taught at all levels.
- Establishing a Tikanga course at Years 12 and 13.
- Introducing a prize for the most successful senior student in NCEA Te Reo Māori.
- Bicultural signage at entrance, on school buildings and school letterhead that clearly reflects our cultural narrative.
- A Mentor Programme for identified 'at risk' Māori students.
- Introducing a Year 13 mentor role to work with younger ākonga.
- Provision of an NCEA Support Programme for senior Māori students during tutorial periods.
- A Pōwhiri at the beginning of the school year to welcome new students, staff and whānau.
- Development of our new wharehau as part of our redevelopment project.
- Creation of a Pō Whakanui to celebrate Maori success at the end of each year.

- Development of a Mana Toroa Senior Māori leaders within the school.
- Annual whānau meetings/student hui to communicate and consult with our Māori community about issues relating to Māori students.
- Professional learning for staff on strategies to engage Māori students in learning.
- Participation in the Te Tapuae Rehua initiative.
- Established links with local rūnanga and local advisers.
- Celebrating Te Reo Māori week as a school.
- Purchase of Kapa Haka uniforms and employing Kapa Haka tutors.
- Participation in the Regional Secondary Schools Kapa Haka competition on an annual basis.
- Introducing a service award for Kapa Haka.
- A number of notable Māori successes in Rakatahi Awards.
- Collaboration with other schools in Noho Marae, Manu Kōrero workshops and whānaungatanga days.
- Sending Māori students to Canterbury and Otago Universities as part of Careers Programme.
- Compulsory Marae visits for all Year 9 and 10 students and their Whānau teachers.
- Establishment of a pā harakeke.
- Developing our own tracking/profile system to monitor the progress and achievements of senior Māori students. This information is collated electronically. It is utilised by the Careers Adviser when conducting the annual individual career development interviews, and the Kaitiaki when appropriate.
- Participation in the Upper Riccarton Learning Cluster (URLC) Māori Success Project 2014 - 2017.
- Host school for the Manu Kōrero speech competition (2018).

Objectives:

Ngā Tino Whāinga/wawata

1. To develop an inclusive community where Māori students can achieve success as Māori.

To achieve this, we will:

- 1.1 review our earlier developments and renew the kete of opportunities available.

2. To foster the concept of mana tamariki (pride and identity) for Māori students.

To achieve this, we will:

- 2.1 further develop the school's Kapa Haka group so that it has a prominent place in school activities and regularly competes at regional competitions.
- 2.2 support students to participate in Manu Kōrero and other events in the Māori community.
- 2.3 encourage staff to use some Te Reo, such as greetings in class. Expect the correct pronunciation of student names, place names and common Māori words.
- 2.4 promote and support te wiki o te reo Māori.
- 2.5 encourage and support students to research/learn about their own whakapapa.
- 2.6 encourage and support Māori students to take leadership roles in the school .

3. To promote bi-cultural perspectives and understanding among all staff and students.

To achieve this, we will:

- 3.1 hold a Pōwhiri to welcome new students/families and staff to the school.
- 3.2 develop a school haka and waiata.
- 3.3 purchase and display items of Māori Art.

- 3.4 include Māori perspectives and content in teaching programmes, units of work and at assemblies and in the general life of the school.
- 3.5 survey students/hui to identify key factors which enhance/hinder their learning.
- 3.6 develop and embed culturally responsible practices in teaching programmes.

4. To develop partnerships with parents/whānau so they can contribute to the promotion of wellbeing and ongoing learning for all Māori students.

To achieve this, we will:

- 4.1 hold whānau meetings to keep whānau up to date with Māori kaupapa happening in the school community so they can be involved.
- 4.2 to increase links with Māori support services and local iwi.

5. To foster high academic achievement levels among Māori students

To achieve this, we will:

- 5.1 monitor attendance information on KAMAR and follow up, as necessary.
- 5.2 organise a mentor system for at risk (of not achieving) Māori students.
- 5.3 provide NCEA support for senior Māori students of Te Reo and Tikanga in tutorial programmes.
- 5.4 set student achievement targets (in consultation with whānau) which focus on Māori academic achievement levels.
- 5.5 provide professional learning opportunities for staff on teaching and learning strategies to engage Māori students.
- 5.6 include goal setting in the annual career development interviews, while other career activities are organised that target Māori students, using Māori liaison staff where appropriate.
- 5.7 introduce an annual award for the highest Māori academic achiever.



RICCARTON HIGH SCHOOL

Te Kura Tuarua o Pūtaringamotu

Riccarton online: e-Learning Strategy 2022-2025

To be read in conjunction with:
The Strategic Plan 2022-2025.

Introduction

e-Learning (electronic learning) is teaching and learning supported by and through digital technologies. e-Learning strategies underpin our blended learning approach across the school.

Education is increasingly based on schools building learning networks rather than being sole providers – being part of a borderless and seamless education system supported by digital technologies. This is a paradigm shift and will require new ways of thinking among educators.

Students of the 21st century have the capability to learn anywhere, at any time, with their own internet-capable devices.

School is now one of many sources of learning. Our students use digital devices as an important tool for their learning and communicating outside of school. Our aim is for all students to bring their internet-capable devices to school to integrate their learning both inside and outside of school. School will still provide devices for specialist uses and for group teaching and assessment activities. Support will be made available to students who cannot provide their own device(s).

New technologies are already transforming and enhancing learning in secondary schools. Learning with and through digital technologies is fundamental to the way we will operate as a 21st century education provider. Therefore, the need to plan for and embrace this continuing education revolution is a major focus for us at Riccarton High School.

Over recent years the school has invested significant resources, including wireless access, to ensure that it has the very best infrastructure to allow us to move into this new age.

Staff are involved in an ongoing professional learning programme (primarily designed by an e-Learning co-ordinator) around digital technology skills (ICT) and e-Learning in line with best practice. The key focus is on Digital Literacy and Digital Citizenship.

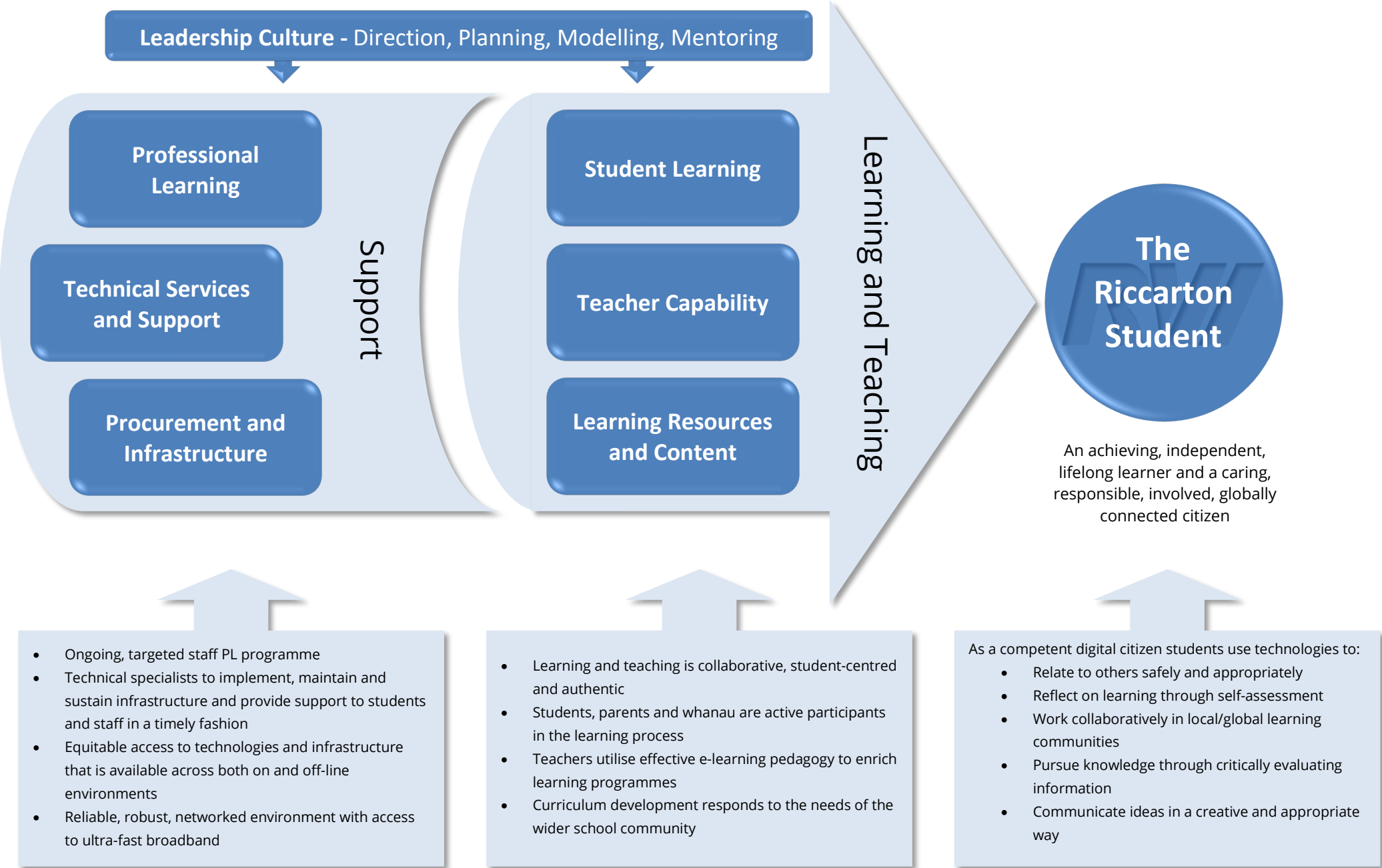
Creating an e-Learning environment relies on:

- a robust IT infrastructure with school-wide wireless provision
- ongoing, regular and targeted professional learning for all staff
- strong leadership by the Senior Leadership Team
- a school leadership model that empowers all stakeholders and draws on the expertise of the wider community and passionate educators as key drivers of change
- planned, coordinated and sustainable investment in digital infrastructure
- implementation of IT systems to support the e-Learning vision including the continued development of our learning management system and parent portal
- students developing their digital technology skills, supported by a digital citizenship programme

To evaluate the success of e-Learning developments we will assess:

- i) the impact digital technologies have on the way the school operates
- ii) the effectiveness of technical support and services provision
- iii) the impact of the integration of digital technologies on teaching practices (blended learning)
- iv) the impact of digital technologies on student engagement, learning, progress and achievement

Developing the Riccarton Student – e-Learning



OBJECTIVES:

OBJECTIVE ONE: Student Learning

1: To improve student learning, engagement, progress and achievement within and beyond school

To achieve this, we will:

- 1.1 Develop students as digital citizens who use technologies in safe, appropriate and constructive ways
- 1.2 Develop students to be competent users of a range of digital tools, to access and enhance learning opportunities
- 1.3 Encourage and support students to take ownership of their own learning, progress and achievement
- 1.4 Engage parents/whanau as partners in students' learning via online communication

OBJECTIVE TWO: Teacher Capability

2: To ensure teachers' pedagogy integrates e-Learning practices effectively

To achieve this, we will:

- 2.1 Expect teachers to use appropriate e-Learning tools to create innovative, exciting and engaging learning experiences for all students
- 2.2 Encourage teachers to work collaboratively with colleagues and students and to share successful practice(s)
- 2.3 Use admin tools effectively to assess, record and report to families/BOT/MOE
- 2.4 Encourage the use of digital tools for timely and personalised feedback

OBJECTIVE THREE: Learning Resources and Content

3: To encourage the collaborative development and use of digital resources across the school community

To achieve this, we will:

- 3.1 Search out and connect to external networks and resources
- 3.2 Develop a critical approach to media and technology when synthesising and creating resources
- 3.3 Encourage and expect teachers to share resources and their use
- 3.4 Provide anytime, anywhere access to learning resources and tools for staff and students

OBJECTIVE FOUR: Leadership Culture

4: To develop leadership in e-Learning throughout the school

To achieve this, we will:

- 4.1 Effectively communicate the vision and focus for e-Learning
- 4.2 Assign roles and responsibilities
- 4.3 Develop, document, implement and review annual plans for e-Learning that focus on improving outcomes for students
- 4.4 Empower digital champions (staff and students) across the school to lead, model and mentor e-Learning

OBJECTIVE FIVE: Professional Learning

5: To provide a sustained programme of professional learning responding to staff needs and identified student learner needs

To achieve this, we will:

- 5.1 Provide and evaluate regular e-Learning professional learning that caters for the diverse needs of staff
- 5.2 Model and share innovative practices that focus on effective teaching and improved outcomes for students
- 5.3 Encourage blended learning practice
- 5.4 Develop collaborative face-to-face and online learning communities both within and beyond the school

OBJECTIVE SIX: Procurement and Infrastructure

6: To provide the infrastructure, systems and support for a ubiquitous e-Learning environment

To achieve this, we will:

- 6.1 Develop and implement an infrastructure renewal programme that reflects best evidence and emerging practice
- 6.2 Externally reference all infrastructure and systems planning
- 6.3 Budget for appropriate depreciation and replacement
- 6.4 Consult on and clearly communicate future spending priorities
- 6.5 Identify and plan support for emerging e-Learning needs and opportunities
- 6.6 Provide a robust wireless infrastructure

OBJECTIVE SEVEN: Technical Services and Support

7: To provide school-wide systems to ensure a reliable infrastructure that is sustainably maintained and supported

To achieve this, we will:

- 7.1 Deliver effective, responsive and reliable network services which support learning delivery, resource management, administration and connectivity
- 7.2 Present a consistent user experience across all school computers including operating systems, applications and connections to resources (excluding specialist rooms)
- 7.3 Provide systems which enable BYO devices to be connected to critical resources for learning and teaching
- 7.4 Enable monitoring, reporting and restriction of digital traffic to support a safe environment for students and staff
- 7.5 Provide mechanisms for the secure storage of teacher and student resources which support collaboration



RICCARTON HIGH SCHOOL

Te Kura Tuarua o Pūtaringamotu

Annual Plan 2023

To be read in conjunction with:

The Strategic Plan 2022-2025, Student Achievement Target Plan 2023, International Student Strategy 2022-2025, Maori and Bicultural Strategy 2022-2025, e-Learning Strategy 2022-2025 and Kāhui Ako Strategic Implementation Plan 2023.

Progress Indicators:

A = Achieved
 PA = Partially Achieved
 IP = In progress
 N = Not Achieved
 O = Ongoing

Analysis of Variance

ANNUAL PRIORITY	STRATEGY	TACTICS	RESPONSIBILITY	SUCCESS	PROGRESS		
					Term		Final
					1	2	F
1. To reinvigorate the Riccarton Way.	M1: A, B, C M2: A, B, C, D, E M3: A, B, C, E M4: A, B, C, D, E	1.1 Opportunities (e.g., Assemblies) are utilized effectively to reinforce our RW values and the expected tikanga in terms of behaviours.	All staff.	Regular opportunities are used to reinforce our expectations.			
		1.2 Opportunities for celebrating successes are utilized regularly (e.g., Spirit of Riccarton Awards).	Senior Leadership Team, Kaiarataki, Kaitiaki, Whānau and subject teachers.	A culture of celebration is promoted & maintained.			
		1.3 Visual elements of our RW ethos (e.g., posters) are used and referred to in everyday practice.	All teaching staff.	Visual elements are not only present but also used as tools in effectively promoting our RW values.			

ANNUAL PRIORITY	STRATEGY	TACTICS	RESPONSIBILITY	SUCCESS	PROGRESS		Final
					Term		
					1	2	F
		1.4 Regular analysis of data (e.g., referrals) is undertaken to allow for identification of trends with behaviours.	Senior Leadership Team, teaching staff.	Staff are regularly presented with data which allows analysis and next steps to be identified.			
		1.5 Pastoral Collabs are used to upskill staff so that there is a consistent approach with the way that they respond to classroom behaviours.	Senior Leadership Team, Kaiarataki, Kaitiaki.	A consistent approach is taken in relation to a range of classroom behaviours.			
		1.6 All RW values are displayed in target languages throughout learning areas.	Senior Leadership Team, Leaders of Learning.	Our culturally diverse students are able to understand our RW values in their own targeted language.			

ANNUAL PRIORITY	STRATEGY	TACTICS	RESPONSIBILITY	SUCCESS	PROGRESS		Final
					Term		
					1	2	F
2. To ensure that the needs of our diverse learners are met.	M1: A, B, C, D M2: A, B, C, D, E M3: A, B, C, D, E M4: A, B, C, D, E M5: A, B	2.1 Feedback from our key stakeholders is used to help shape learning programmes.	Senior Leadership Team, Leaders of Learning, teaching staff.	Learning programmes reflect the needs of our key stakeholders.			
		2.2 Professional learning time is set aside to support the implementation of Deeper Learning as it becomes the Riccarton Way of Learning.	Senior Leadership Team, Deep Learning Team, teaching staff.	Teaching staff continue to embed the principles of Deeper Learning into their practice as it transitions into the Riccarton Way of learning.			
		2.3 Strategies are used to align Mātauranga Māori into learning programmes.	Senior Leadership Team, Leaders of Learning, teaching staff.	Mātauranga Māori is successfully woven into learning programmes.			
		2.4 Each individuals' capabilities and interests are identified which will allow them to be supported to access opportunities within and beyond school.	Teaching staff, Whānau teachers, Careers Department.	Individual pathways are created which meet their needs.			

		2.5 Ensure a best practice approach is promoted with teachers.	Teaching staff, Specialist Classroom Teacher.	Best practice is shared between colleagues.			
		2.6 Professional learning time is allocated to ensure that there is a common approach to literacy/numeracy and UDL.	Senior Leadership Team, Learning Support Team, Literacy/Numeracy Coordinators, teaching staff.	Teachers working collaboratively to produce units of work which show consideration of learner needs.			
3. To bring the schools' cultural narrative to life.	M1: A, B, C M2: A, B, C, D, E M3: A, B, C, E M4: A, B, C, D, E M5: A	3.1 Strategies are used to align Mātauranga Māori into learning Programmes.	Senior Leadership Team, Leaders of Learning, teaching staff.	Mātauranga Māori is successfully woven into programmes.			
		3.2 A process is worked through with our redevelopment project where designs and the naming of various areas clearly reflect our cultural narrative.	Senior Leadership Team, all staff.	Our building spaces clearly reflect our cultural narrative.			
		3.3 Ongoing professional learning time is used to upskill our staff on aspects of Te Ao Māori and Te Reo Māori.	Senior Leadership Team, all staff.	Our staff become more confident and competent in their knowledge of Te Ao Māori and the use of Te Reo Māori.			

		3.4 Teachers use opportunities to practice language and share aspects of Te Ao Māori with our ākongā.	Teaching staff.	Teachers regularly share aspects with their ākongā.			
		3.5 Continue to build on our Memorandum of Understanding with Ngāi Tahu.	Senior Leadership Team.	Riccarton High School continues a close and productive relationship with Ngāi Tūāhuriri.			

