



# 2024-2025 STRATEGIC PLAN

(Including 2024 Implementation Plan)



**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 and Learning Priorities (NELPs), 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.





## 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.

OUR MISSION <b>M1: To promote and enhance levels of student achievement, connection and success (Kairangi)</b>	OUR MISSION <b>M2: To maintain and develop a quality learning environment by promoting an inclusive and diverse Riccarton whānau</b>	OUR MISSION <b>M3: High quality teaching through effective programmes that empower learning</b>	OUR MISSION <b>M4: Continue to grow positive partnerships with our community</b>	OUR MISSION <b>M5: To redevelop the facilities and landscape reflecting our cultural narrative and enhancing our pedagogical practice</b>
<p><b>OUR STRATEGIES 2024-2025</b></p> <p>To achieve this we will:</p> <ul style="list-style-type: none"> <li>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.</li> <li>B. Develop across our school community lifelong learners and globally connected citizens who are passionate about learning, self-directed and collaborative in their approach.</li> <li>C. Develop positive and effective learning partnerships with whanau, our KahuiAko, other schools/kura and both tertiary and vocational organisations.</li> <li>D. Provide co-ordinated and appropriate learning support and extension (e.g. gifted and talented) programmes that meet the needs of our diverse ākongā.</li> </ul>	<p><b>OUR STRATEGIES 2024-2025</b></p> <p>To achieve this we will:</p> <ul style="list-style-type: none"> <li>A. Ensure that as a school community we develop and maintain cultural competence including honouring and celebrating our Treaty partnership.</li> <li>B. The learning experiences strengthen our understanding of our people and our place.</li> <li>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.</li> <li>D. Provide a learning focused, safe (physically, emotionally and culturally) and positive school environment focused on wellbeing.</li> <li>E. Develop and maintain a positive culture of pride, care, commitment and respect among students, staff and parents who constitute the Riccarton whānau.</li> </ul>	<p><b>OUR STRATEGIES 2024-2025</b></p> <p>To achieve this we will:</p> <ul style="list-style-type: none"> <li>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.</li> <li>B. Support teacher transition of practice to <i>deeper learning</i>, innovative, collaborative and blended learning environments.</li> <li>C. Support the development of high-quality teaching through effective professional learning, a robust professional growth cycle and focus on inquiry.</li> <li>D. Use effective assessment procedures to report student achievement, and analyse trends and patterns leading to improved programmes, teaching practices and outcomes for students.</li> <li>E. Continue to accelerate the achievement of identified learner groups (e.g. Māori and Pacific)</li> </ul>	<p><b>OUR STRATEGIES 2024-2025</b></p> <p>To achieve this we will:</p> <ul style="list-style-type: none"> <li>A. Progress effective and lasting relationships with mana whenua, alumni, other schools and kura and local/national/international organisations.</li> <li>B. Take the community on the journey as the <i>Riccarton Way</i> evolves into <i>te whare mauri ora</i>.</li> <li>C. Continue to actively encourage whānau involvement in the school.</li> <li>D. Regularly seek feedback from our community and provide feedback to the community on matters important to the school.</li> <li>E. Continue to promote our school as the school of choice for the in-zone community.</li> </ul>	<p><b>OUR STRATEGIES 2024-2025</b></p> <p>To achieve this we will:</p> <ul style="list-style-type: none"> <li>A. Have flexible learning environments where spaces and resources reflect our Education Brief.</li> <li>B. Manage the financial resources to ensure the provision of a high-quality teaching and learning environment at Riccarton High School and Orohaki.</li> </ul>





## RICCARTON HIGH SCHOOL

# ANNUAL IMPLEMENTATION PLAN 2024

### PRIORITY

1. To ensure that the needs of our diverse learners are being met.

### STRATEGIC LINK

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

### WAYPOINTS/ TACTICS

1. Intentional use of key stakeholder feedback to help shape learning programmes
2. Develop a professional development plan for all junior learning area staff to ensure a common understanding and implementation of the RW of learning principles
3. Facilitate PD sessions which ensure consistent and effective strategies are being utilised in both numeracy and literacy to meet the needs of our diverse learners
4. Continue to collect and analyse data on student progress which will help to inform instructional decision making and identify areas for improvement
5. Continue to develop effective strategies which align Mātauranga Maori into learning programmes
6. A clear plan is evident that identifies the capabilities and interests of each individual so that they are able to be supported to access opportunities within and beyond school
7. Ensure best practice approaches are evident in all teachers' pedagogy

### WHO IS RESPONSIBLE?

1. Board  
Senior Leadership Team
2. Deputy Principal  
RW of Learning Team  
Leaders of Learning  
Junior Curriculum Leaders
3. Deputy Principal  
Leaders of learning  
Junior Curriculum Leaders
4. Deputy Principal  
Leaders of learning  
Junior Curriculum Leaders  
Teachers  
Kahui Ako Within School Teachers
5. Senior Leadership Team  
Leaders of learning  
Teachers
6. Kaitiaki  
Whānau Teachers  
Careers Department
7. Senior leadership Team  
Leaders of Learning

### RESOURCES REQUIRED

1. An effective engagement plan devised by the Board/Senior Leadership Team which allows for effective consultation. Time set aside to engage in this consultation. Communications plan
2. Planning Time, Staff Meetings
3. Planning Time, Staff Meetings
4. Student Achievement Manager, Department/Staff Meeting Time
5. Internal/External Facilitation
6. Careers Department Staff Meeting Time

### SUCCESS IS

1. There is a clear alignment between whānau expectations and the design of our learning programmes
2. There is consistency in the implementation of the RW of learning principles across all junior learning areas as evidenced by classroom observations and instructional practices
3. There is consistency in the integration of evidence-based strategies in numeracy and literacy across all junior learning areas
4. Regular collection and analysis of student data to inform instructional decision making and identification of areas for improvement
5. There is clear evidence that Mātauranga Maori principles are being effectively woven through learning programmes
6. Students are being supported to pursue clear, planned pathways that set them up for future success
7. Our diverse population of students are having their learning needs met through a best practice approach





## RICCARTON HIGH SCHOOL

# ANNUAL IMPLEMENTATION PLAN 2024

### PRIORITY

2. To continue to promote/celebrate both our diversity and strong sense of inclusiveness as a school.

### STRATEGIC LINK

M1: A,B,C  
M2: A,B,C,D,E  
M3: A,B,C,E  
M4: A,B,C,D,E

### WAYPOINTS/ TACTICS

1. Opportunities (e.g assemblies) are utilised effectively to reinforce our RW values with a particular focus on desired behaviours
2. Opportunities (e.g. Language Weeks) are used to celebrate and educate members of our school community around diversity
3. Visual elements of the RW ethos (e.g. posters) are referred to in everyday practice
4. Regular opportunities are provided for our diverse whanau to engage with the school
5. Both the Pastoral Team and Whanau Teachers focus on reinforcing a consistent approach to desired behaviours
6. Student Voice is effectively utilised as a tool in promoting a strong sense of inclusiveness

### WHO IS RESPONSIBLE?

1. Senior leadership Team  
Kaiarataki  
Kaitiaki  
Teachers
2. Senior Leadership Team  
Cultural Diversity Facilitator  
Cultural Committee
3. Senior Leadership Team  
Media Co-ordinator  
MAD
4. Senior Leadership Team  
Cultural Diversity Facilitator  
Bi-cultural Team
5. Kaiarataki  
Kaitiaki  
Whānau Teachers
6. Principal
7. Student Voice Committee

### RESOURCES REQUIRED

1. Regular Assembly slots  
Pastoral Team
2. Assigned Budget  
Planning Time
3. Assigned Budget  
Media Co-ordinator  
MAD
4. Events Budget  
Identified staff to attend

### SUCCESS IS

1. Our RW in terms of desired behaviours is clearly reinforced to all members of our school community
2. There is a greater sense of celebration and understanding around diversity in the school which leads to a greater sense of inclusiveness
3. Teachers reinforce our RW ethos on a daily basis
4. Our whānau feel a greater sense of belonging to the school and this is reflected in an increase in levels of engagement (e.g. whānau hui)
5. Desired behaviours are clearly reinforced through a consistent approach by our Pastoral/Whānau Teacher Teams
6. Students feel that their voice is being heard in relation to improving the positive culture at RHS





## RICCARTON HIGH SCHOOL

# ANNUAL IMPLEMENTATION PLAN 2024

PRIORITY	STRATEGIC LINK	WAYPOINTS/ TACTICS	WHO IS RESPONSIBLE?	RESOURCES REQUIRED	SUCCESS IS
3. To bring the school's 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	<ol style="list-style-type: none"><li>1. Professional learning time is allocated to enable our staff to feel confident in being able to articulate the meaning behind the narrative</li><li>2. Designs/naming of our new buildings is undertaken which clearly reflects our narrative</li><li>3. Opportunities are provided for our ākonga to understand the cultural narrative and their place in it so that it builds a common understanding around heritage, values, traditional and spiritual connections to the whenua</li><li>4. Continue to develop effective strategies which align Mātauranga Maori into learning programmes</li><li>5. Ongoing professional development is undertaken to upskill our staff on aspects of Te Ao Maori and Te Reo Maori</li><li>6. The school continues to build our relationship with Ngai Tahu as referenced in our MOU</li></ol>	<ol style="list-style-type: none"><li>1. Senior Leadership Team Bi-cultural Team</li><li>2. Senior Leadership Team Bi-cultural Team</li><li>3. Senior Leadership Team Bi-cultural Team</li><li>4. Senior Leadership Team Leaders of learning Teachers</li><li>5. Senior Leadership Team Teachers</li><li>6. Senior Leadership Team Bi-cultural Team</li></ol>	<ol style="list-style-type: none"><li>1. Staff Meeting Time</li><li>2. Allocated Design budget</li><li>3. Assembly slots</li><li>4. Utilising internal/external facilitation</li><li>5. Staff Meeting Time</li><li>6. Ngai Tahu/Ngai Tuahiriri facilitation</li></ol>	<ol style="list-style-type: none"><li>1. Both staff and students can apply the imagery associated with the cultural narrative to their learning and understand the part that they play in it</li><li>2. The designs/names of our new buildings clearly reflect our cultural narrative</li><li>3. Our ākonga clearly understand the meaning behind our cultural narrative and the part that they play in it</li><li>4. There is an effective alignment of Mātauranga Maori into learning programmes</li><li>5. Staff continue to grow their knowledge and skills around Te Ao Maori and Te Reo Maori</li><li>6. There continues to be a positive, productive relationship with local iwi</li></ol>





# RICCARTON HIGH SCHOOL

*Te Kura Tuarua o Pūtaringamotu*

## Riccarton International Student Strategy 2024-2025

*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 2024-2025

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

To be read in conjunction with:

- The RHS Strategic Plan 2024-2025.
- The New Zealand Curriculum.
- 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

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### 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

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### 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:

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### 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:

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### 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 2024 -2025

To be read in conjunction with:  
The Strategic Plan 2024-2025.

### **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 21<sup>st</sup> 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 21<sup>st</sup> 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:**

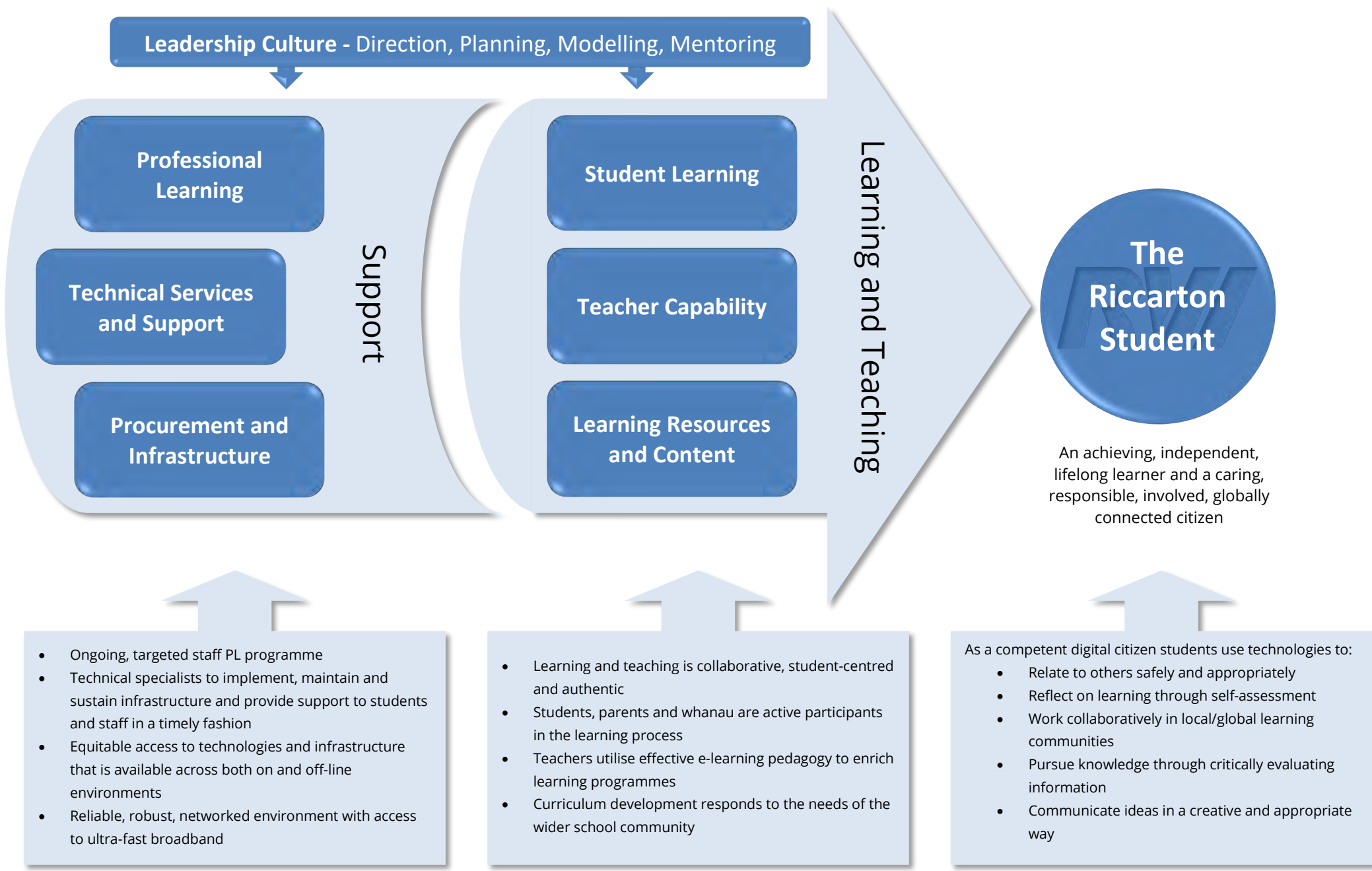
- a robust IT infrastructure with school-wide wireless provision
- ongoing, regular and targeted professional learning for all staff
- strong leadership by the Senior Leadership Team
- a school leadership model that empowers all stakeholders and draws on the expertise of the wider community and passionate 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