



**CHARTER  
2021**



# **RICCARTON HIGH SCHOOL**

*Te Kura Tuarua o Pūtaringamotu*

NO: 0334  
1 March 2021



*The Riccarton Way*

# 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 Wharenuī 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, Wharenuī 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 2018-2021 and the 2021 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.





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 kauanuano***

- 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 analysed 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:

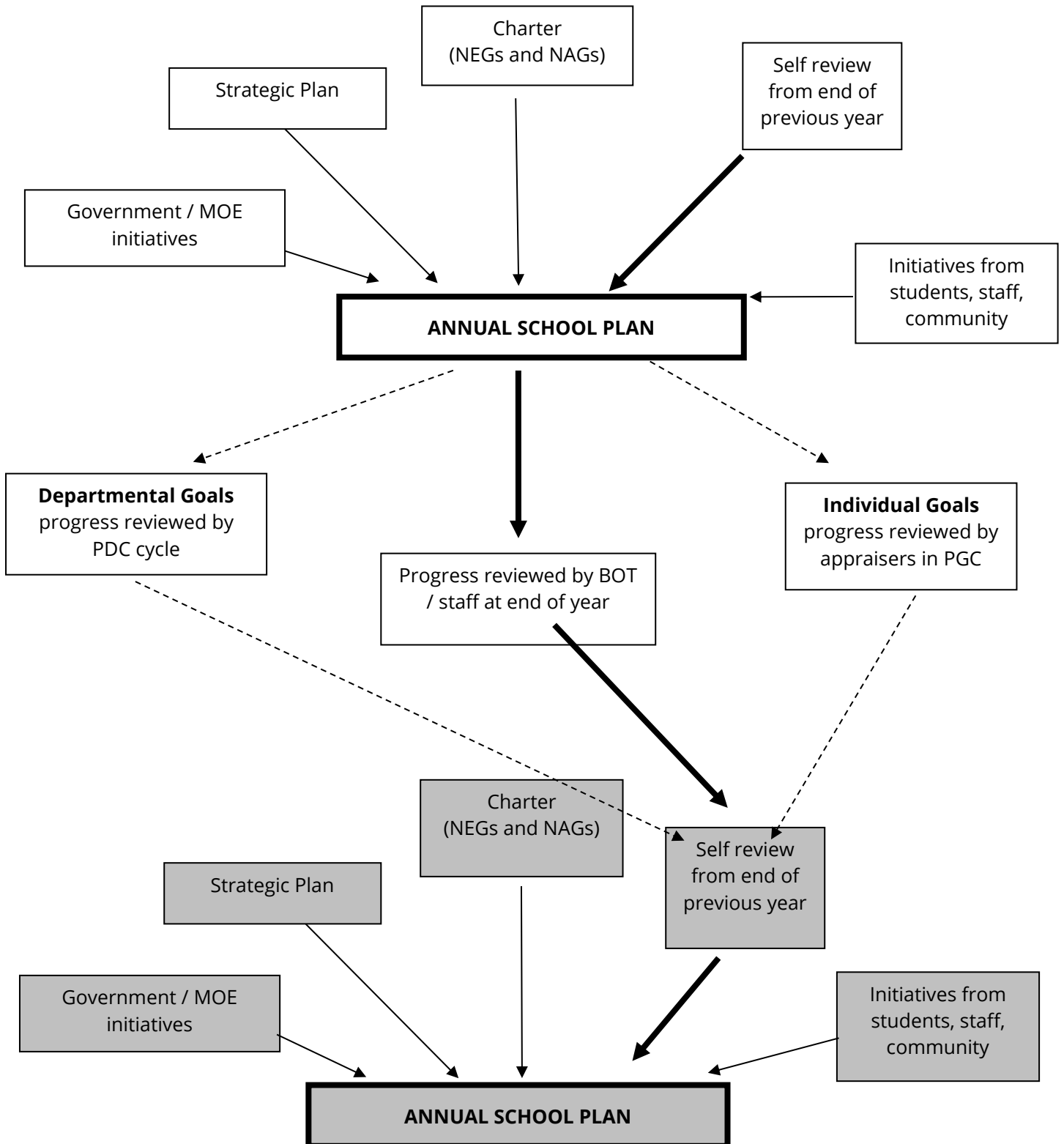
**Achieving independent, lifelong learners and caring, involved, globally connected citizens.**



# RICCARTON HIGH SCHOOL

*Te Kura Tuarua o Pūtaringamotu*

## ANNUAL CYCLE OF CONSTANT IMPROVEMENT



# CURRICULUM AND REVIEW

## Riccarton High School Self Review

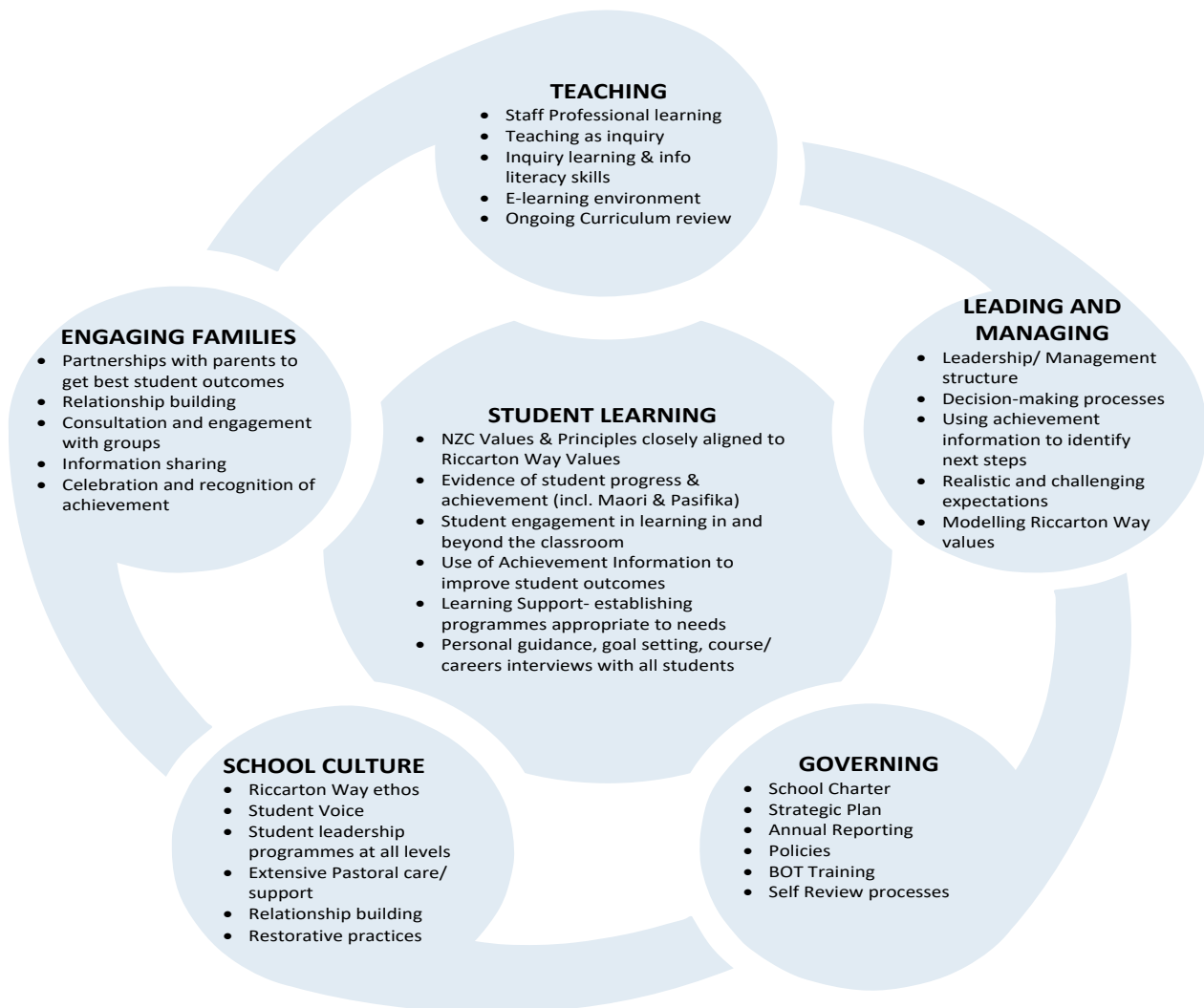
Our self-review focuses on improvement and aims to continually improve our structures, systems and processes to enhance student outcomes. The philosophy is based around the Japanese concept of 'kaizen' - continuous self improvement. We look to improve all that we do that contributes towards the ongoing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

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

**Environment**

**Community**



the spirit behind the way we think, act and feel at Riccarton High School

Board of Trustees

School Leaders

Staff

Students

Parents



# RICCARTON HIGH SCHOOL

*Te Kura Tuarua o Pūtaringamotu*

## Strategic Plan 2018 -2021

*Riccarton High School – a successful school where students excel in learning and serve others.*

***The school of choice for the Riccarton community.***

### KEYSTONE ONE: Student Achievement

**GOAL: To promote and enhance high levels of student achievement and engagement in academic, artistic, cultural, sporting, recreational and service activities.**

To achieve this, we will:

- 1.1 Promote lifelong learners who will strive to be the best that they can be in academic, artistic, cultural, sporting, recreational, leadership and service activities.
- 1.2 Develop engaged lifelong learners and globally connected citizens – passionate about learning, self-directed and collaborative in their approach.
- 1.3 Develop learning partnerships:
  - with parents and whānau
  - with schools/kura that are part of the Pūtaringamotu Kāhui Ako<sup>1</sup>
- 1.4 Have high expectations of teachers, support staff and students.
- 1.5 Provide coordinated and appropriate learning support and extension (e.g. gifted and talented) programmes at all levels.
- 1.6 Maintain and develop:
  - Kohanga Ako as it caters for the needs of our moderately intellectually disabled students.
  - the outdoor education programme at Orohaki.
- 1.7 Ensure the curriculum is accessible to all students, meets their needs, interests and abilities and prepares them for successful transition to tertiary education, training or work, in and beyond New Zealand.
- 1.8 Use effective assessment procedures to report student achievement.

### KEYSTONE TWO: The Riccarton family/whanau – staff, students and parents

**GOAL: To maintain and develop a quality learning environment by promoting an inclusive and diverse Riccarton family/whanau focused on wellbeing.**

To achieve this, we will:

- 2.1 Continually promote and model the wairua that is associated Riccarton Way values to encourage students and staff to learn, understand and live them.
- 2.2 Provide a learning-focussed, safe (physically, emotionally and culturally) and positive school environment focused on wellbeing.
- 2.3 Integrate positive behaviour for learning school-wide strategies (PB4Lsw) into the Riccarton Way ethos.
- 2.4 Encourage and recognise progress, achievement and involvement.
- 2.5 Develop and maintain a positive culture of pride, care, commitment and respect among students, staff and parents who constitute the 'Riccarton family'.
- 2.6 Provide students (both resident and fee-paying) from other countries with opportunities to experience and achieve success in New Zealand society and its education system.<sup>2</sup>
- 2.7 Develop an inclusive community that celebrates diversity and promotes bi-cultural and multi-cultural perspectives and understandings.

<sup>1</sup> Refer to Pūtaringamotu Kāhui Ako vision document

<sup>2</sup> Refer Riccarton International Student Strategy 2018-2021

## KEYSTONE THREE: Teaching and Learning

**GOAL: High quality teaching through effective programmes that engage students in learning.**

To achieve this, we will:

- 3.1 Maintain learning-focussed environments.
- 3.2 Expect high professional standards from all staff and assist them as individuals to maintain those standards.
- 3.3 Support the development of high-quality teaching through effective professional learning, robust appraisal and a focus on teaching as inquiry.
- 3.4 Further develop the leadership capacity of staff.
- 3.5 Analyse and use achievement information to identify trends and patterns of student progress and achievement and to improve programmes, teaching practices and outcomes for students.
- 3.6 Develop and implement specific policies, plans and targets to promote the progress and achievement of Māori and Pacific Island students.<sup>3</sup>
- 3.7 Support a blended learning culture that integrates digital technologies into the school curriculum and infrastructure.<sup>4</sup>
- 3.8 Use the high-quality print, electronic and human resources provided through the joint-use library to enhance research based learning and digital-literacy skills.

## KEYSTONE FOUR: Community

**GOAL: To develop positive relationships with our community that enhance the quality and reputation of the school's learning environment.**

To achieve this, we will:

- 4.1 Effectively promote the worth of the school and its students.
- 4.2 Encourage students to advocate the Riccarton High School learning environment/experience in the wider community.
- 4.3 Establish effective and lasting relationships with ex-students, our contributing schools, community, Kāhui Ako and international organisations.
- 4.4 Regularly seek feedback from our community, and provide feedback to the community, on matters important to the school.
- 4.5 Provide learning and recreational opportunities for the community through programmes provided in collaboration with Risingholme Community Centre in particular.
- 4.6 Actively encourage parent involvement in the board, PTA and the sporting, cultural, social and recreational activities of the school.
- 4.7 Develop and maintain relationships with parents/whanau and the community that help promote the wairua that is associated with Riccarton Way ethos and improve outcomes for our students.

## KEYSTONE FIVE: Environment

**GOAL: To develop and maintain the facilities and landscape to enhance the quality of the teaching and learning environment**

To achieve this, we will:

- 5.1 Develop and manage the financial resources of the school to ensure the provision of a high-quality teaching and learning environment.
- 5.2 Maintain and develop the school grounds and buildings to provide attractive safe spaces for students to learn, relax and play.
- 5.3 Develop a modern learning environment where learning spaces and resources enable teachers to effectively relate to students and deliver the curriculum and address the learning needs, abilities and interests of local and international students.
- 5.4 To establish a long-term property vision.
- 5.5 To ensure our facilities promote a positive sense of collaboration with our community.

<sup>3</sup> Refer *Maori and Bi-cultural Strategy 2018-2021*

<sup>4</sup> Refer *e-Learning Strategy 2018-2021*

# BOARD OF TRUSTEES – Strategic Priorities 2018-2021

These are reflected in the Annual Plan Goals to improve student engagement, learning, progress and achievement. At the end of each school year, Annual Plan goals will be adjusted according to progress made against each of these aims.

## KEYSTONE ONE: Student Achievement

|  |  |
|--|--|
| <b>Student Achievement Target</b><br><b>Strategic Plan Goal 1.1</b><br><i>Refer Annual Student Achievement Target Plan for details</i> | <b>Aims:</b><br>To ensure students achievement at each level of the NCEA is above the Decile 4-7 average for all schools.<br><br>The achievement of the Māori and Pasifika students will be indistinguishable when compared to the whole school. |
|--|--|

## KEYSTONE TWO: The Riccarton family/whanau – staff, students and parents

|  |   |
|--|---|
| <b>Riccarton Way Ethos</b><br><b>Strategic Plan Goal 2.1</b> | <b>Aim:</b><br>To evolve the wairua of the Riccarton way that not only focuses on our four key values, but also is built on a supportive framework around hauora. |
|--|---|

## KEYSTONE THREE: Teaching and Learning

|   |   |
|---|---|
| <b>21<sup>st</sup> Century learning</b><br><b>Strategic Plan Goal 3.1</b> | <b>Aim:</b><br>To support the development of blended learning that integrates digital technologies in learning and encourages an increased BYOD culture in a collaborative teaching and learning environment. |
|---|---|

## KEYSTONE FOUR: Community

|   |  |
|---|--|
| <b>Community</b><br><b>Strategic Plan Goal 1.2, 4.1</b> | <b>Aim:</b><br>To maximise and mobilise people, resources, relationships and services from the community, particularly with the Kāhui Ako, for the benefit of our students, their families and the school. |
|---|--|

## KEYSTONE FIVE: Environment

|  |   |
|--|---|
| <b>Modern Learning Environment</b><br><b>Strategic Plan Goal 5.2.1</b> | <b>Aim:</b><br>To manage the repair and development of the Riccarton High School campus so that it clearly articulates the vision and priorities identified in our Education Brief. |
|--|---|



# RICCARTON HIGH SCHOOL

*Te Kura Tuarua o Pūtaringamotu*

## Riccarton International Student Strategy 2018-2021

Note: Due to the Covid-19 pandemic, significant elements of this strategy remain on hold in 2021, as the New Zealand border remains closed to International students.

*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 2018-2021 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 2018 - 2021

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

To be read in conjunction with:

- the RHS Strategic Plan 2018 - 2021, in particular KEYSTONE ONE: Student Achievement, Goals 1.1 and 1.2
- 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 whare ako.
- 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 Otago University 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 Dean 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.**

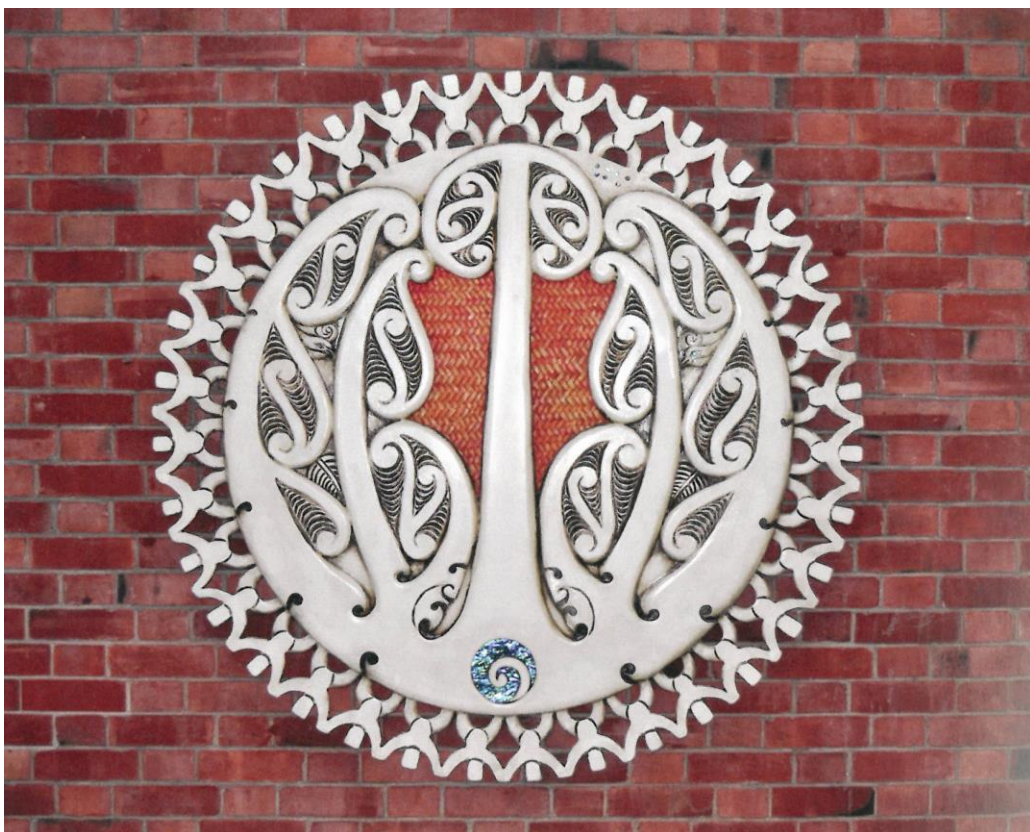
To achieve this, we will:

- 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 2018 - 2021

To be read in conjunction with:

The Strategic Plan 2018-2021, in particular, KEYSTONE THREE: Teaching and Learning Goal 3.1: The development of a blended learning culture.

### **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.

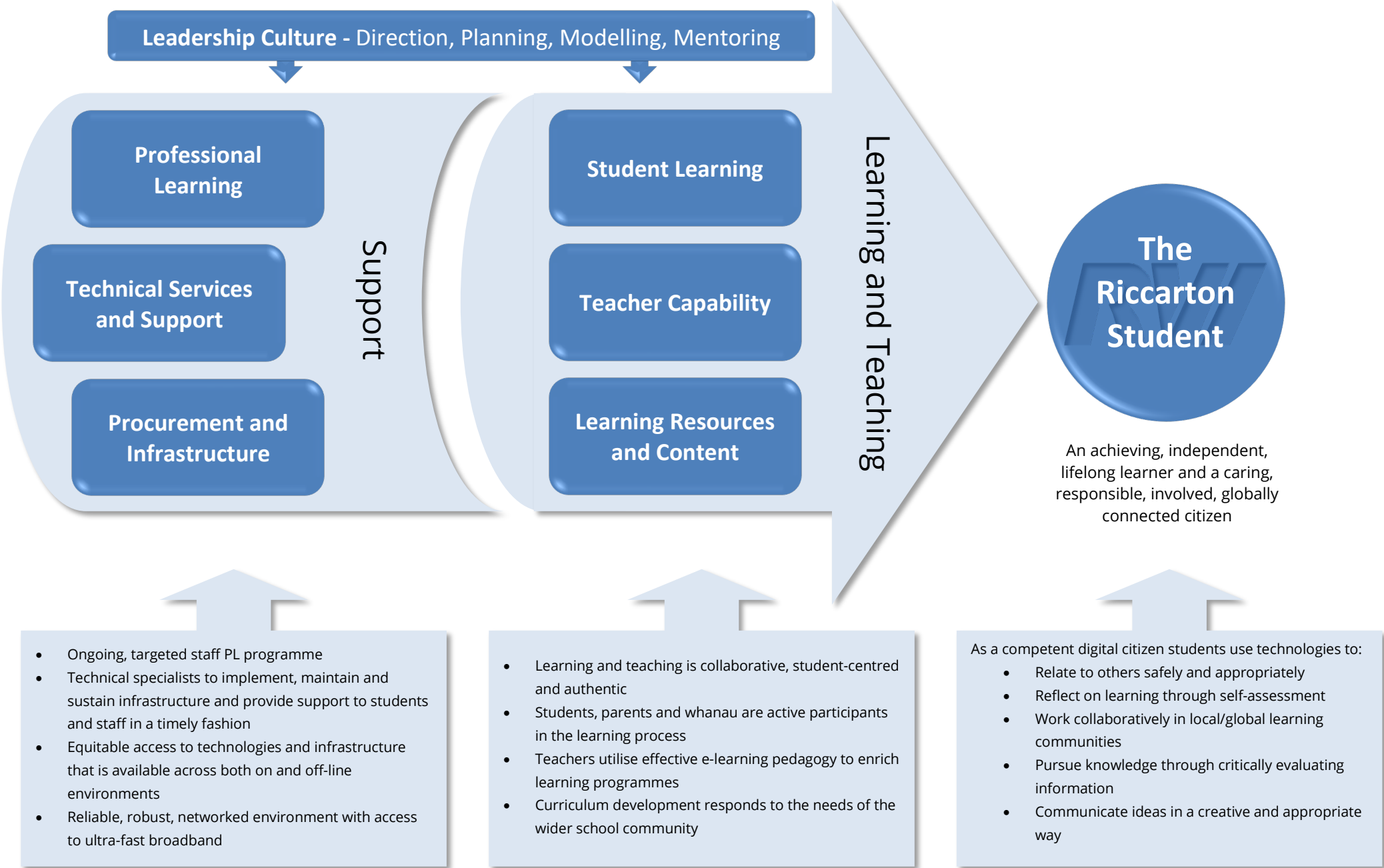
### **Creating an e-Learning environment relies on:**

- 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



# RICCARTON HIGH SCHOOL

*Te Kura Tuarua o Pūtaringamotu*

## Annual Plan 2021

To be read in conjunction with:

The Strategic Plan 2018-2021, Student Achievement Target Plan 2021, International Student Strategy 2018-2021, Maori and Bicultural Strategy 2018-2021, e-Learning Strategy 2018-2021 and Kāhui Ako Strategic Implementation Plan 2020-2021.

### KEYSTONE ONE: Student Achievement

**STRATEGIC GOAL: To promote and enhance student achievement in academic, artistic, cultural, sporting, recreational and service activities.**

**Progress Indicators:**

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

**Analysis of Variance**

| TARGET  | ACTION  | RESPONSIBILITY   | MEASURES/PRODUCTS/OUTCOME  | PROGRESS |   |       |
|---|---|--|--|----------|---|-------|
|   |   |  |  | Term     |   | Final |
|   |   |  |  | 1        | 2 | F     |
| 1.1 To ensure that students' achievement at each level of NCEA remains above the national averages and the decile 4-7 average for all schools. This includes our Māori and Pasifika students.<br><br>Strategic Plan Goals:<br>1.1, 1.2, 3.5<br><br>Māori and Bi-Cultural Strategy:<br>Objectives: 4.3;4.4;4.6 | 1.1.1 <i>Refer to separate Student Achievement Target Plan for details.</i> | DP: Senior School<br>Learning Design Team<br>Curriculum Team<br>All teachers<br>Kaitiaki and Careers Adviser<br>Literacy and Numeracy Coordinators | <i>Students who are doing a full NCEA course and are at risk of not achieving NCEA at their specific level of study are identified and offered targeted support.</i><br><br><i>Students achievement (including Māori and Pasifika) remains above both the national averages and averages for all decile 4-7 schools.</i> | IP       |   |       |

\* Students who are participating in a full NCEA course. This statistic does not include those students (e.g. ELLS) who are only doing a partial NCEA course.

| TARGET   | ACTION   | RESPONSIBILITY  | MEASURES/PRODUCTS/OUTCOME   | PROGRESS |   |       |
|--|--|---|---|----------|---|-------|
|  |  |   |   | Term     |   | Final |
|  |  |   |   | 1        | 2 | F     |
| 1.2 To foster Māori and Pasifika engagement and achievement.<br><br>Strategic Plan objectives:<br>1.2; 2.9; 3.5<br><br>Māori and Bi-Cultural Strategy<br>Objectives: 1.1 | 1.2.1 To continue to promote opportunities for leadership growth within the group.   | Kaiako Māori Teacher<br>Kapahaka Tutor<br>Bi-Cultural Committee | <i>Increased number of students involved in the Kapahaka (especially boys).<br/>           Perform in assemblies, key school events and Regional Kapahaka competitions.<br/>           Offer credits where appropriate for Kapahaka performance.<br/>           Students embrace the leadership opportunities within the group.<br/>           Regular Mana Toroa workshops and Māori student hui are held throughout the year with a specific focus on achievement and development of student leadership.<br/>           Māori success rates at all levels of NCEA remain higher than the national averages and averages for all decile 4-7 schools.</i> | O        |   |       |
|  | 1.2.2 To continue grow the school Pasifika culture group.  | Pasifika Mentor<br>Pasifika Community representatives           | <i>Increased number of students involved in the culture group (especially boys).<br/>           Perform in assemblies, key school events, and annual regional events where applicable.<br/>           Offer credits where appropriate for Pasifika performance.<br/>           Pasifika success rates at all levels of NCEA remain higher than the national averages and averages for all decile 4-7 schools.<br/>           An opportunity is provided at the end of 2021 to celebrate the successes of our Pasifika students similar to Pō Whakanui model used with our Māori students.</i>   | O        |   |       |
|  | 1.2.3 To promote the growth of numbers within the Pasifika Studies course, with a focus on language acquisition and a greater insight into culture, with the aim of extending the course to include all year levels. | Teacher of Pasifika Studies                                     | <i>Increased number of students enrolled in the Pasifika Studies course.<br/>           A collaborative approach is fostered with outside parties e.g. UC, Ara.</i>   | IP       |   |       |



| TARGET   | ACTION  | RESPONSIBILITY   | MEASURES/PRODUCTS/OUTCOME   | PROGRESS |   |       |
|--|---|--|---|----------|---|-------|
|  |   |  |   | Term     |   | Final |
|  |   |  |   | 1        | 2 | F     |
| 1.3 To continue to increase the achievement levels of our other English language learners. | 1.3.1 To develop effective teaching/learning strategies within the classroom that successfully cater for the learning needs of ELLS.      | Principal<br>HOD ESOL<br>Learning Design Team<br>Teaching staff  | <i>Teaching staff have an informed understanding of the learning levels for ELLS.</i><br><br><i>Teaching staff have developed successful strategies to cater for ELLS that will lead to increased academic success.</i><br><br><i>All teaching staff have shown evidence of the consideration of ELLS through their planning and reflection of lessons.</i> | O        |   |       |
| 1.4 To enhance learning programmes in the Kohanga Ako (Special Needs Department).          | 1.4.1 To further develop the integration Kohanga Ako and mainstream school programmes and use of resources including mainstream teachers. | HOD Kohanga Ako<br>LOL Student Support<br>DP: Senior School      | <i>Closer integration of Kohanga Ako, Learning Support and mainstream programmes with interchange of students as needed. School facilities such as gyms, Arts rooms, and Technology rooms available to and used by Kohanga Ako, where possible. Mainstream teachers also interested in teaching these programmes are involved</i>                           | IP       |   |       |
|  | 1.4.2 To continue to develop the transition programme for senior Kohanga Ako students.  | HOD Kohanga Ako<br>LOL Student Support<br>Transition Coordinator | <i>A well-planned and delivered transition programme, relevant to student interests, needs and abilities, which offers appropriate future pathways wherever possible.</i><br><br><i>Ongoing use and connection with MOE initiatives such as Going Places and Enabling Good Lives in addition to the RHS partnership programme 'Project Search'.</i>         | IP       |   |       |
|  | 1.4.3 To investigate how both parent and student voice can be utilised to enhance learning programmes.                                    | HOD Kohanga Ako<br>Kohanga Ako teachers                          | <i>Feedback from parents and students is used effectively in the design/implementation of learning programmes.</i>  | IP       |   |       |

## KEYSTONE 2: THE RICCARTON FAMILY /WHĀNAU – TEACHERS, STUDENTS AND PARENTS

**STRATEGIC GOAL: To maintain and develop a quality learning environment by promoting the Riccarton Way ethos as the wairua or spirit of the Riccarton family/whānau.**

| TARGET  | ACTION   | RESPONSIBILITY   | MEASURES/PRODUCTS/OUTCOME   | PROGRESS |   | Final |
|---|--|--|---|----------|---|-------|
|   |  |  |   | Term     |   |       |
|   |  |  |   | 1        | 2 | F     |
| 2.1 To continue to integrate the PB4L philosophy into the Riccarton Way ethos.<br>Strategic Plan Goal: 2.3  | 2.1.1 A continuation of embedding the PB4L values into day-to-day teaching, which also show a clear link to the Riccarton Way ethos.   | Principal<br>Deputy Principals<br>Kaiarataki<br>Kaitiaki<br>Guidance Counsellors<br>Team Leaders<br>Teaching staff | <i>Staff apply both the assembly and duty tikanga consistently.</i>   | O        |   |       |
|   |  |  | <i>Students' behaviour reflects the assembly tikanga.</i>   | O        |   |       |
|   | 2.1.2 To fully support the development of a new whare structure introduced in 2020, that promotes inclusiveness, new leadership opportunities and the values of the <i>Riccarton Way</i> .   |  | <i>Increased positive interactions between teaching staff and students.</i>   | O        |   |       |
|   | Moving towards consistency in the way teachers respond to classroom behaviours – Spirit of Riccarton awards, class referrals and stand-down data analysed.<br><br>Each whare regularly promotes and celebrates the wairua behind the spirit of the Riccarton Way.<br><br>New leadership opportunities for students and staff is fostered with each whare.<br><br>Feedback from the students, staff and parents regarding the whare structure remains positive. |  | IP  |          |   |       |
| 2.2 To develop potential International markets as part of our International programme.<br>Strategic Plan Goals: 4.1; 4.3<br>International Strategy Objective: 3.3 | 2.2.1 To rebuild specific markets that have significantly been impacted on due to Covid-19.  | International Student Director<br>International Team   | <i>Relationships with recruiters are rebuilt in an effort to attract higher enrolment numbers once the New Zealand borders reopen.</i><br><br><i>Feedback from the main stakeholders relating to the success of the international programme remains positive.</i><br><br><i>Our international numbers show some recovery once the New Zealand borders reopen.</i> | O        |   |       |

## KEYSTONE 3: TEACHING AND LEARNING

**STRATEGIC GOAL: High quality teaching through effective programmes that engage students in learning.**

| TARGET   | ACTION   | RESPONSIBILITY   | MEASURES/PRODUCTS/OUTCOME  | PROGRESS  |   | Final |
|--|--|--|--|-----------|---|-------|
|  |  |  |  | 1         | 2 |       |
| 3.1 The development and integration of a Blended Learning Culture<br>Strategic Plan Goal: 3.6<br>e-Learning Strategy objective:<br>4.4; 5.1; 5.2; 5.3; 6.5;<br>7.1; 7.2; 7.3 | 3.1.1 Ensuring the operation of an efficient reliable infrastructure to support blended learning at all levels.  | Network Manager<br>Network Assistant<br>Principal                                  | <i>Staff are able to work with a more reliable wireless system.</i>  | <b>O</b>  |   |       |
|  | 3.1.2 Ensuring staff continue to receive support as they look to extend their digital skills.  | Principal<br>Deputy Principals<br>Learning Design Team                             | <i>Teachers will provide evidence that they are integrating e-Learning strategies in their teaching practice with their classes as part of the performance appraisal cycle.</i><br><br><i>Students in Year 9 to 13 compulsory BYOD will report regular use of their devices as an effective learning tool.</i><br><br><i>Teachers will feel confident in implementing blended learning strategies both in the physical classroom and through a distance learning scenario.</i> | <b>IP</b> |   |       |
|  | 3.1.3 Develop teachers' skills to be able to effectively deliver extended learning sessions in the senior school that focuses on innovation, collaboration and project-based learning. | DP: Senior School<br>Leaders of Learning<br>Learning Design Team<br>Class Teachers | <i>Ongoing successful implementation of innovative and collaborative practices within the extended learning times as evidenced by staff and student responses.</i>   | <b>IP</b> |   |       |

| TARGET  | ACTION   | RESPONSIBILITY   | MEASURES/PRODUCTS/OUTCOME   | PROGRESS |        | Final |
|---|--|--|---|----------|--------|-------|
|   |  |  |   | Term 1   | Term 2 |       |
| 3.2 To continue to improve NCEA internal moderation procedures.<br>Strategic Plan Goal: 1.8   | 3.2.1 Actively monitor the application of the reviewed internal assessment moderation procedures.  | DP: Senior School<br>Principal's Nominee<br>LOLs<br>HODs<br>Teachers of NCEA | <i>NCEA internal moderation is compliant with NZQA and school procedures and only those results that have been internally moderated are reported to NZQA.</i>   | IP       |        |       |
| 3.3 To continue to develop the skills of our teaching staff that enables them to effectively cater for student need within a mixed ability environment at Year 9 and 10<br><br>Strategic Plan Goal: 3.4 | 3.3.1 To arrange the Year 9 classes by mixed ability.  | DP: Junior School<br>Guidance Counsellor<br>LOL: Student Support<br>Kaitiaki | <i>Diagnostic information is analysed with Year 9 and 10 teacher teams and used to determine next steps for student learning.</i><br><br><i>Teacher teams are provided with opportunities to share elements of best practice when it comes to dealing with common groups of learners.</i> | IP       |        |       |
|   | 3.3.2 Formative and summative data will be used to inform teaching in mixed ability Year 9 and 10 classes.   | Learning Design Team<br>Teaching staff                                       | <i>LOL will monitor progress as to how effective mixed ability strategies are embedded into class programmes.</i><br><br><i>Increased literacy levels in students identified as having high literacy needs.</i>   | IP       |        |       |
|   | 3.3.3 A specialist literacy teacher supports priority learners in the Junior school.   | Literacy teachers  |   | IP       |        |       |
|   | 3.3.4 Meetings with Junior class teachers held to discuss student learning needs as well as relevant and effective literacy strategies with their classes. | Learning Support<br>Coordinator<br>Junior Teachers                           |   |          |        |       |
|   | 3.3.5 Year 9 and 10 class teachers through department meetings will focus on mixed ability strategies within subject areas.                                | LOLs<br>Year 9 and 10 teachers   |   | IP       |        |       |
|   |  |  |   |          |        |       |

|   |   |   |  |    |    |  |  |
|---|---|---|--|----|----|--|--|
| <p>3.4 To continue to develop our numeracy programme at Years 9 and 10 that enables our ākonga to experience success.</p> <p>Strategic Plan Goal: 3.4</p> | <p>3.4.1 To arrange Year 9 and 10 classes by mixed ability.</p>   | <p>LOL Mathematics<br/>Kaitiaki<br/>Numeracy Coordinator<br/>DP: Junior School</p>                                | <p><i>Diagnostic information is analysed with Year 9 and 10 Mathematics teachers and used to determine next steps for student learning.</i></p> <p><i>LOL will monitor progress as to how relevant numeracy strategies are embedded into class programmes.</i></p> <p><i>Increased numeracy levels in students identified as having high numeracy needs.</i></p> | IP |    |  |  |
|   | <p>3.4.2 Formative and summative Mathematics and Statistics data will be used to inform teaching in Years 9 and 10 Mathematics classes.</p>   | <p>LOL Mathematics<br/>Assistant HOD<br/>Mathematics<br/>Year 9 and 10 class teachers</p>                         |  |    | IP |  |  |
|   | <p>3.4.4 Learning Support Coordinator to meet with Mathematics teachers to discuss student learning needs as well as relevant and effective numeracy strategies with their classes.</p> | <p>LOL Mathematics<br/>Learning Support Coordinator<br/>Numeracy Coordinator<br/>Year 10 Mathematics teachers</p> |  |    |    |  |  |
| <p>3.5 To implement and embed the Digital Curriculum into our students learning programmes across all learning areas.</p> <p>Strategic Plan Goal 3.7</p>  | <p>3.4.5 To ensure that those students not taking Year 10 Digital, or any technology subject, are catered for by learning digital curriculum skills in other areas.</p>                 | <p>LOL in each curriculum area<br/>Senior Leadership Team<br/>Year 10 teachers</p>                                | <p><i>The five key areas under the three Technology strands are taught to all Year 10 students.</i></p>  | IP |    |  |  |

## KEYSTONE 4: COMMUNITY

**STRATEGIC GOAL: To develop partnerships with the wider community to enhance the quality and reputation of the school's learning environment.**

| TARGET   | ACTION  | RESPONSIBILITY  | MEASURES/PRODUCTS/OUTCOME  | PROGRESS |        | Final |
|--|---|---|--|----------|--------|-------|
|  |   |   |  | Term 1   | Term 2 |       |
| 4.1 To continue to develop our Kāhui Ako with a focus on collaborative practice<br>Strategic Plan Goal: 1.3; 3.6 | 4.1.1 To develop collaborative strategies with a particular focus on the Deeper Learning (NPDL) philosophy that will assist us in meeting our Achievement Challenges. | Lead Principal<br>Expert Principals<br>Across School Teachers<br>Within School Teachers | <i>The Kāhui Ako as a collaborative community has developed effective strategies as it focuses on increasing the achievement levels of its ākonga.</i> | IP       |        |       |

Refer to Kahui Ako Strategic Implementation Plan 2020 – 2021.

## KEYSTONE 5: ENVIRONMENT

**STRATEGIC GOAL: To develop and maintain the facilities and landscape to enhance the quality of the teaching and learning environment.**

| TARGET  | ACTION   | RESPONSIBILITY                              | MEASURES/PRODUCTS/OUTCOME   | PROGRESS |        | Final |
|---|--|---|---|----------|--------|-------|
|   |  |   |   | Term 1   | Term 2 |       |
| 5.1 To continue to develop a Junior outdoor education programme at Orohaki.<br>Strategic Plan Goal: 1.6; 5.2                    | 5.1.1 Orohaki buildings are well maintained.   | Orohaki Committee                           | <i>Accommodation facilities are appropriate for our outdoor programme.</i>                            | IP       |        |       |
|   | 5.1.2 An appropriate education programme is created for Y9 and Y10.  | Executive Officer                           | <i>An appropriate programme is implemented.</i>   | IP       |        |       |
|   | 5.1.3 A coordinated work party is held to complete identified projects.  |   | <i>A work party is held, and projects successfully completed.</i>                                     | IP       |        |       |
| 5.2 To complete the design phase of our redevelopment project ready for construction to commence in the second quarter of 2022. | 5.2.1 To complete the plan for the redevelopment of RHS that clearly reflects the vision articulated in our education brief. | Board of Trustees<br>Project Steering Group | <i>A redevelopment plan for building/renovating is completed that clearly articulates our vision.</i> | IP       |        |       |



# RICCARTON HIGH SCHOOL

*Te Kura Tuarua o Pūtaringamotu*

## Student Achievement Target: 2021 Action Plan

This document is to be read in conjunction with:

The RHS Strategic Plan 2018-2021, the Annual Plan 2021, the RHS Māori and Bicultural Strategy 2018-2021 and the MOE Pasifika Education Plan.

### Strategic Goals:

- To promote and enhance student academic achievement. We expect students 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.
- To maintain the percentage of students who achieve NCEA Levels 1-3 and Scholarship at levels that are consistently at or above the national averages for decile 4 to 7 schools.

#### Annual Target:

**Student achievement (including Maori and Pasifika) will remain above both the National averages and averages for all Decile 4-7 schools.**

#### Target area:

NCEA Level 1-3 Certificate

**Student Group:** Years 11 -13

**Gender:** Male and female

**Ethnicity:** All, including Māori and Pasifika students

**Comment:** Acknowledging Riccarton High School has a number of groups of students (e.g. Kohanga Ako, ELLS), it will continue to report on those students who are entered for at least 80 credits in addition to those in Alternative Education or Job Search, and students in our Kohanga Ako (special needs) programme.

| <b>Action plan:</b>  |  |   |                 |              |
|--|--|---|-----------------|--------------|
| <b>ACTIONS</b>   | <b>RESPONSIBILITY</b>  | <b>MEASURES/ PRODUCTS/OUTCOME</b>   | <b>PROGRESS</b> |              |
|  |  |   | <b>MID-YEAR</b> | <b>FINAL</b> |
| 1.1 To continue to develop a fortnightly report that focuses on students' attitude to learning.  | Student Achievement Manager<br>Kaitiaki<br>Subject Teachers  | <i>Students will show a high level of commitment towards their learning that not only reflects the Riccarton Way ethos but also allows them to experience success.</i><br><br><i>Our measure of success focuses on students achieving at least a '3' average across all subjects.</i>   |                 |              |
| 1.2 To develop the extended <i>whanau time</i> programme.  | SLT<br>Kaiarataki<br>Whanau teachers<br>Kaitiaki   | <i>Junior/senior students develop appropriate personal and academic skills to support their pathways through Riccarton High School and embrace the concept of whanaungatanga.</i>   |                 |              |
| 1.3 Ongoing monitoring of academic progress of all Senior students and the implementation of support programmes for students identified as at risk of not achieving at their particular level with NCEA. | Deputy Principals<br>SAM<br>Kaitiaki<br>HODs<br>Subject teachers<br>LOLs<br>Numeracy and Literacy Coordinators<br>Learning Support Coordinator | <i>Student Achievement Manager and Literacy and Numeracy Coordinators will analyse and report on NCEA level progress data at end of terms 1, 2 and 3.</i><br><br><i>Departments will identify and implement a support programme for underachieving/at-risk students.</i><br><br><i>In term 4, students still identified as at risk of not achieving NCEA at any level, will be provided with a specifically targeted support programme.</i> |                 |              |
| 1.4 To continue the <i>Count Me In</i> strategy by including those students entered for Level 1 and Level 2.   | HODs<br>LOLs<br>Learning Support Coordinator   | <i>Targeted students to take advantage of and benefit from support programmes in order to achieve NCEA Level 1 and Level 2.</i>   |                 |              |



| ACTIONS  | RESPONSIBILITY  | MEASURES/ PRODUCTS/OUTCOME  | PROGRESS |       |
|--|---|---|----------|-------|
|  |   |   | MID-YEAR | FINAL |
| 1.5 To monitor Year 11 cohort to ensure that all students entered for NCEA Level 1 are realistic candidates.   | Careers Adviser<br>Kaitiaki<br>Year 11 teachers<br>Learning Support Coordinator | <i>Class teachers, Careers Adviser and Kaitiaki to ensure students enter standards for which they have a realistic chance of achieving.</i><br><br><i>For some students gaining NCEA Level 1 will be a two-year goal.</i> |          |       |
| 1.6 To raise awareness and understanding of NCEA requirements and procedures.  | Deputy Principal: Senior School<br>Careers Adviser<br>Kaitiaki                  | <i>Student assemblies are held to clarify NCEA requirements and procedures.</i><br><br><i>Student/Parent NCEA Evening to clarify same and how parents can assist their student.</i>                                       |          |       |
| 1.7 To explicitly celebrate student academic progress/success in NCEA – assemblies and newsletters.  | Principal   | <i>Culture of academic success is reinforced.</i><br><br><i>Students feel affirmed and valued for their efforts in academic endeavours.</i><br><br><i>Students are encouraged to achieve academic success in NCEA.</i>    |          |       |
| 1.8 To increase the number of NCEA (overall) endorsements at L1 and L2 so that they match or are better than National and Decile 4-7 averages.                                       | Principal<br>LOLs<br>Kaitiaki<br>Year 11 and 12 teachers                        | <i>Our students are achieving at a Merit/Excellence endorsement level that matches or surpasses both National and Decile 4-7 school averages.</i>   |          |       |
| 1.9 To provide a summer school programme (either during external exams and/or after NCEA results are available) for those students who are within 8 credits of gaining Level 1 NCEA. | Principal<br>Curriculum Team<br>Kaitiaki  | <i>Students are identified and a targeted programme is provided.</i>  |          |       |

# Analysis of Variance





# RICCARTON HIGH SCHOOL

*Te Kura Tuarua o Pūtaringamotu*

## Analysis of Variance - Annual Plan 2020

To be read in conjunction with:

The Strategic Plan 2018-2021, Student Achievement Target Plan 2020, International Student Strategy 2018-2021, Māori and Bicultural Strategy 2018-2021, e-Learning Strategy 2018-2021 and Kāhui Ako Strategic Implementation Plan 2020-2021.

### KEYSTONE ONE: Student Achievement

**STRATEGIC GOAL: To promote and enhance student achievement in academic, artistic, cultural, sporting, recreational and service activities.**

**Progress Indicators:**

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

**Analysis of Variance**

| TARGET   | ACTION  | RESPONSIBILITY   | MEASURES/PRODUCTS/OUTCOME  | PROGRESS |    |       |
|--|---|--|--|----------|----|-------|
|  |   |  |  | Term     |    | Final |
|  |   |  |  | 1        | 2  | F     |
| 1.1 At least 85% of 'participating students', including Māori and Pasifika students, will achieve at each level of NCEA (1-3).<br><br>Strategic Plan Goals:<br>1.1, 1.2, 3.5<br><br>Māori and Bi-Cultural Strategy:<br>Objectives: 4.3;4.4;4.6 | 1.1.1 <i>Refer to separate Student Achievement Target Plan for details.</i> | DP: Senior School<br>Learning Design Team<br>Curriculum Team<br>All teachers<br>Kaitiaki and Careers Adviser<br>Literacy and Numeracy Coordinators | <i>Students who are doing a full NCEA course and are at risk of not achieving NCEA at their specific level of study are identified and offered targeted support.</i><br><br><i>At least 85% of 'participating students', including Māori and Pasifika students, will achieve NCEA Level 1-3.</i> | IP       | IP | PA    |

\* Students who are participating in a full NCEA course. This statistic does not include those students (e.g. ELLS) who are only doing a partial NCEA course.

| TARGET   | ACTION   | RESPONSIBILITY  | MEASURES/PRODUCTS/OUTCOME  | PROGRESS |    | Final |
|--|--|---|--|----------|----|-------|
|  |  |   |  | Term     |    |       |
|  |  |   |  | 1        | 2  | F     |
| 1.2 To foster Māori and Pasifika engagement and achievement.<br>Strategic Plan objectives:<br>1.2; 2.9; 3.5<br>Māori and Bi-Cultural Strategy<br>Objectives: 1.1 | 1.2.1 To continue to promote opportunities for leadership growth within the group.   | Kaiako Māori Teacher<br>Kapahaka Tutor<br>Bi-Cultural Committee | <i>Increased number of students involved in the Kapahaka (especially boys).<br/>           Perform in assemblies, key school events and Regional Kapahaka competitions.<br/>           Offer credits where appropriate for Kapahaka performance.<br/>           Students embrace the leadership opportunities within the group.<br/>           Regular Mana Toroa workshops and Māori student hui are held throughout the year with a specific focus on achievement and development of student leadership.</i> | O        | O  | A     |
|  | 1.2.2 To continue grow the school Pasifika Culture Group.  | Pasifika Mentor<br>Pasifika Community representatives           | <i>Increased number of students involved in the Culture Group (especially boys).<br/>           Perform in assemblies, key school events, and annual regional events where applicable.<br/>           Offer credits where appropriate for Pasifika performance.</i>  | O        | O  | A     |
|  | 1.2.3 To promote the growth of numbers within the Pasifika Studies course with the aim of extending the course to include all year levels. | Teacher of Pasifika Studies                                     | <i>Increased number of students enrolled in the Pasifika Studies course.<br/>           A collaborative approach is fostered with outside parties e.g. UC.</i>   | IP       | IP | A     |

| TARGET  | ACTION  | RESPONSIBILITY   | MEASURES/PRODUCTS/OUTCOME   | PROGRESS  |           | Final     |
|---|---|--|---|-----------|-----------|-----------|
|   |   |  |   | Term      |           |           |
|   |   |  |   | 1         | 2         | F         |
| 1.3 To increase the achievement levels of our other English language learners.    | 1.3.1 To develop effective teaching/learning strategies within the classroom that successfully cater for the learning needs of ELLS.      | Principal<br>HOD ESOL<br>Teaching staff                          | <i>Teaching staff have an informed understanding of the learning levels for ELLS.</i><br><br><i>Teaching staff have developed successful strategies to cater for ELLS that will lead to increased academic success.</i><br><br><i>All teaching staff have shown evidence of the consideration of ELLS in the Inquiry projects (professional learning groups).</i> | <b>O</b>  | <b>O</b>  | <b>O</b>  |
| 1.4 To enhance learning programmes in the Kohanga Ako (Special Needs Department). | 1.4.1 To further develop the integration Kohanga Ako and mainstream school programmes and use of resources including mainstream teachers. | HOD Kohanga Ako<br>LOL Student Support<br>DP: Senior School      | <i>Closer integration of Kohanga Ako, Learning Support and mainstream programmes with interchange of students as needed. School facilities such as gyms, Arts rooms, and Technology rooms available to and used by Kohanga Ako, where possible. Mainstream teachers also interested in teaching these programmes are involved</i>                                 | <b>IP</b> | <b>IP</b> | <b>PA</b> |
|   | 1.4.2 To continue to develop the transition programme for senior Kohanga Ako students.  | HOD Kohanga Ako<br>LOL Student Support<br>Transition Coordinator | <i>A well-planned and delivered transition programme, relevant to student interests, needs and abilities, which offers appropriate future pathways wherever possible.</i><br><br><i>Ongoing use and connection with MOE initiatives such as Going Places and Enabling Good Lives in addition to the RHS partnership programme 'Project Search'.</i>               | <b>IP</b> | <b>IP</b> | <b>A</b>  |
|   | 1.4.3 To investigate how student voice can be utilised to enhance learning programmes.  | HOD Kohanga Ako<br>Kohanga Ako teachers                          | <i>Feedback from students is used effectively in the design/implementation of learning programmes.</i>  | <b>IP</b> | <b>IP</b> | <b>A</b>  |

KEYSTONE 2: THE RICCARTON FAMILY /WHĀNAU – TEACHERS, STUDENTS AND PARENTS

**STRATEGIC GOAL: To maintain and develop a quality learning environment by promoting the Riccarton Way ethos as the wairua or spirit of the Riccarton family/whānau.**

| TARGET  | ACTION   | RESPONSIBILITY   | MEASURES/PRODUCTS/OUTCOME   | PROGRESS |    | Final |
|---|--|--|---|----------|----|-------|
|   |  |  |   | Term     |    |       |
|   |  |  |   | 1        | 2  | F     |
| 2.1 To continue to integrate the PB4L philosophy into the Riccarton Way ethos.<br>Strategic Plan Goal: 2.3  | 2.1.1 A continuation of embedding the PB4L values into day-to-day teaching, which also show a clear link to the Riccarton Way ethos.                                   | Principal<br>Deputy Principals<br>Kaiarataki<br>Kaitiaki<br>Guidance Counsellors<br>Team Leaders<br>Teaching staff | <i>Staff apply both the assembly and duty tikanga consistently.</i>   | O        | O  | A     |
|   |  |  | <i>Students' behaviour reflects the assembly tikanga.</i>   | O        | O  | A     |
|   | 2.1.2 To fully support the introduction of a new whare structure that promotes inclusiveness, new leadership opportunities and the values of the Riccarton Way.        |  | <i>Increased positive interactions between teaching staff and students.</i>   | O        | O  | A     |
|   |  |  | <i>Moving towards consistency in the way teachers respond to classroom behaviours – Spirit of Riccarton awards, class referrals and stand-down data analysed.</i><br><br><i>Each whare regularly promotes and celebrates the wairua behind the spirit of the Riccarton Way.</i><br><br><i>New leadership opportunities for students and staff are fostered with each whare.</i><br><br><i>Feedback from the students, staff and parents regarding the whare structure remains positive.</i> | IP       | IP | A     |
| 2.2 To develop potential International markets as part of our International programme.<br>Strategic Plan Goals: 4.1; 4.3<br>International Strategy Objective: 3.3 | 2.2.1 To continue to develop marketing structures/strategies in the International Department with a particular focus on Latin America and Europe as potential markets. | International Student Director<br>International Team   | <i>Strengthen relationships with recruiters to attract higher enrolment numbers (goal is 65 FTE).</i><br><br><i>Feedback from the main stakeholders relating to the success of the international programme remains positive.</i>  | O        | NA |       |

## KEYSTONE 3: TEACHING AND LEARNING

**STRATEGIC GOAL: High quality teaching through effective programmes that engage students in learning.**

| TARGET  | ACTION  | RESPONSIBILITY   | MEASURES/PRODUCTS/OUTCOME  | PROGRESS |    | Final |
|---|---|--|--|----------|----|-------|
|   |   |  |  | Term     |    |       |
|   |   |  |  | 1        | 2  | F     |
| 3.1 The development and integration of a Blended Learning Culture<br>Strategic Plan Goal: 3.6<br>e-Learning Strategy objective:<br>4.4; 5.1; 5.2; 5.3; 6.5; 7.1; 7.2; 7.3 | 3.1.1 Ensuring the operation of an efficient, reliable wireless system.   | Network Manager<br>Network Assistant   | <i>Staff are able to work with a more reliable wireless system.</i>  | O        | O  | A     |
|   | 3.1.2 Continue to employ a part-time technician to assist Network Manager.  | Principal  |  |          |    |       |
|   | 3.1.3 Ensuring staff continue to receive support as they look to extend their digital skills.   | Principal<br>Deputy Principals<br>Learning Design Team                             | <i>Teachers will provide evidence that they are integrating e-Learning strategies in their teaching practice with their classes as part of the performance appraisal cycle.</i><br><br><i>Students in Year 9 to 12 compulsory BYOD will report regular use of their devices as an effective learning tool.</i><br><br><i>Teachers will feel confident in implementing blended learning strategies prior to full BYOD at Year 13 level in 2021.</i> | IP       | IP | A     |
|   | 3.1.4 Develop teachers' skills to be able to effectively deliver extended learning sessions in the senior school that focuses on innovation, collaboration, and project-based learning. | DP: Senior School<br>Leaders of Learning<br>Learning Design Team<br>Class Teachers | <i>Ongoing successful implementation of innovative and collaborative practices within the extended learning times as evidenced by staff and student responses.</i>   | IP       | O  | O     |

| TARGET  | ACTION   | RESPONSIBILITY   | MEASURES/PRODUCTS/OUTCOME   | PROGRESS |        | Final |
|---|--|--|---|----------|--------|-------|
|   |  |  |   | Term 1   | Term 2 | F     |
| 3.2 To continue to improve NCEA internal moderation procedures.<br>Strategic Plan Goal: 1.8   | 3.2.1 Actively monitor the application of the reviewed internal assessment moderation procedures.  | DP: Senior School<br>Principal's Nominee<br>LOLs<br>HODs<br>Teachers of NCEA | <i>NCEA internal moderation is compliant with NZQA and school procedures and only those results that have been internally moderated are reported to NZQA.</i>   | IP       | IP     | A     |
| 3.3 To continue to develop the skills of our teaching staff that enables them to effectively cater for student need within a mixed ability environment at Year 9 and 10<br>Strategic Plan Goal: 3.4 | 3.3.1 To arrange the Year 9 classes by mixed ability.  | DP: Junior School<br>Guidance Counsellor<br>LOL: Student Support<br>Kaitiaki | <i>Diagnostic information is analysed with Year 9 and 10 English teachers and used to determine next steps for student learning.</i><br><br><i>LOL will monitor progress as to how effective mixed ability strategies are embedded into class programmes.</i><br><br><i>Increased literacy levels in students identified as having high literacy needs.</i> | IP       | IP     | A     |
|   | 3.3.2 Formative and summative reading and writing data will be used to inform teaching in mixed ability Year 9 and 10 English classes.                     | Teacher in Charge of Junior English<br>Literacy teacher<br>English teachers  |   | IP       | IP     | A     |
|   | 3.3.3 A specialist literacy teacher supports priority learners in the Junior school.   | Literacy teachers  |   | IP       | IP     | A     |
|   | 3.3.4 Meetings with Junior class teachers held to discuss student learning needs as well as relevant and effective literacy strategies with their classes. | Learning Support Coordinator<br>Junior Teachers                              |   |          |        |       |
|   | 3.3.5 Year 9 class teachers through department meetings will focus on literacy strategies within subject areas.  | LOL: English<br>TIC: Junior English<br>Literacy teachers<br>Year 9 teachers  |   | IP       | IP     | A     |



|   |   |   |  |           |           |           |          |
|---|---|---|--|-----------|-----------|-----------|----------|
| <p>3.4 To continue to develop our numeracy programme at Years 9 and 10 that enables our ākongā to experience success.</p> <p>Strategic Plan Goal: 3.4</p> | <p>3.4.1 To arrange Year 9 and 10 classes by mixed ability.</p>   | <p>LOL Mathematics<br/>Kaitiaki<br/>Numeracy Coordinator<br/>DP: Junior School</p>        | <p><i>Diagnostic information is analysed with Year 9 and 10 Mathematics teachers and used to determine next steps for student learning.</i></p> <p><i>LOL will monitor progress as to how relevant numeracy strategies are embedded into class programmes.</i></p> <p><i>Increased numeracy levels in students identified as having high numeracy needs.</i></p> | <b>IP</b> | <b>IP</b> | <b>A</b>  |          |
|   | <p>3.4.2 Formative and summative Mathematics and Statistics data will be used to inform teaching in Years 9 and 10 Mathematics classes.</p>   | <p>LOL Mathematics<br/>Assistant HOD<br/>Mathematics<br/>Year 9 and 10 class teachers</p> |  |           | <b>IP</b> | <b>IP</b> | <b>A</b> |
|   | <p>3.4.4 Learning Support Coordinator to meet with Mathematics teachers to discuss student learning needs as well as relevant and effective numeracy strategies with their classes.</p> | <p>LOL Mathematics<br/>Learning Support Coordinator<br/>Year 10 Mathematics teachers</p>  |  |           |           |           |          |
| <p>3.5 To implement and embed the Digital Curriculum into our students learning programmes across all learning areas.</p> <p>Strategic Plan Goal 3.7</p>  | <p>3.4.5 To ensure that those students not taking Year 10 Digital, or any technology subject, are catered for by learning digital curriculum skills in other areas.</p>                 | <p>LOL in each curriculum area<br/>Senior Leadership Team<br/>Year 10 teachers</p>        | <p><i>The five key areas under the three Technology strands are taught to all Year 10 students.</i></p>  | <b>IP</b> | <b>O</b>  | <b>O</b>  |          |

## KEYSTONE 4: COMMUNITY

**STRATEGIC GOAL: To develop partnerships with the wider community to enhance the quality and reputation of the school's learning environment.**

| TARGET   | ACTION   | RESPONSIBILITY  | MEASURES/PRODUCTS/OUTCOME  | PROGRESS |    | Final |
|--|--|---|--|----------|----|-------|
|  |  |   |  | Term     |    |       |
|  |  |   |  | 1        | 2  | F     |
| 4.1 To continue to develop our Kāhui Ako with a focus on collaborative practice<br>Strategic Plan Goal: 1.3; 3.6 | 4.1.1 To develop collaborative strategies with a particular focus on the Deeper Learning (NPD) philosophy that will assist us in meeting our Achievement Challenges. | Lead Principal<br>Expert Principals<br>Across School Teachers<br>Within School Teachers | <i>The Kāhui Ako as a collaborative community has developed effective strategies as it focuses on increasing the achievement levels of its ākonga.</i> | IP       | IP | O     |

Refer to Kahui Ako Strategic Implementation Plan 2020 – 2021.

## KEYSTONE 5: ENVIRONMENT

**STRATEGIC GOAL: To develop and maintain the facilities and landscape to enhance the quality of the teaching and learning environment.**

| TARGET   | ACTION  | RESPONSIBILITY                           | MEASURES/PRODUCTS/OUTCOME  | PROGRESS |    | Final |
|--|---|--|--|----------|----|-------|
|  |   |  |  | Term     |    |       |
|  |   |  |  | 1        | 2  | F     |
| 5.1 To effectively introduce a Junior outdoor education programme at Orohaki.<br>Strategic Plan Goal: 1.6; 5.2 | 5.1.1 New buildings are prepared for occupation.  | Orohaki Committee<br>PTA                 | <i>New accommodation facilities are appropriate for our outdoor programme.</i>                 | IP       | IP | A     |
|  | 5.1.2 An appropriate education programme is created for Y9 and Y10.   | Executive Officer                        | <i>An appropriate programme is implemented.</i>  | IP       | IP | A     |
|  | 5.1.3 A coordinated work party is held to complete identified projects.   |  | <i>A work party is held, and projects successfully completed.</i>                              | IP       | IP | A     |
| 5.2 To begin the master planning phase of our redevelopment ready for work to commence in 2021.                | 5.2.1 To plan for the redevelopment of RHS that clearly reflects the vision articulated in our education brief. | Board of Trustees<br>Redevelopment Group | <i>A master plan for building/renovating is completed that clearly articulates our vision.</i> | IP       | IP | IP    |

## ANALYSIS OF VARIANCE

### Comment:

- 1.1** The goal for 2020 was to have 85% of our students at levels 1-3 achieve NCEA including Māori and Pasifika. Specific analysis of those students participating in a full NCEA course compared to NZQAs figures based on all students enrolled for at least 70 days reveals the following; Overall, 85% achieved the qualification at level 1 (59.3% Māori and 60% Pasifika) 88% of our level 2 students achieved the qualification (65% Māori and 72% Pasifika) and at level 3, 87% achieved the qualification (68% Māori and 70% Pasifika).

While the overall statistics reveal the impact of Covid 19 and the lockdown did not have a detrimental effect on the results, the levels of success and internal evidence suggests that engagement within our Māori and Pasifika groups was down on previous years. It should also be noted that care also needs to be taken with analysis when looking at the sample size for both Māori and Pakeha.

- 1.2.1** Despite the interruptions caused by Covid 19, regular Mana Toroa and Māori student hui continued to be held throughout 2020, with a focus on achievement and the development of student leadership. Over the year, there were a number of opportunities for our Kapa Haka group to perform, including school assemblies, our community Cultural Festival, and celebrations around Matariki. At least 15 members were involved in the handover of our departing Kaiako to her new kura in Kaikoura, and the entire group performed with immense pride and passion at the pōwhiri for our new Kaiako at the beginning of term 3.

Before our senior students departed at the end of 2020, a very successful Pō Whakanui was held with students, staff and whānau, allowing the opportunity to celebrate success and commitment on the areas of sport, leadership and the Arts. In addition to the presentation of Manukura o Pūtaringamotu, a Korowai was presented to the Year 13 student who embodies Te Ao Māori as a whole within the school and wider community.

- 1.2.2** 2020 saw the Pasifika Cultural Group make the decision to take time to rebuild themselves after the departure of a number of senior students the previous year. We look forward to seeing the product of their efforts at the annual Polyfest event in March 2021.
- 1.4.1** Throughout 2020, two Kohanga Ako classes were taught by mainstream teachers (P.E and Dance). It was wonderful to see the high levels of enjoyment being experienced by the students in both curriculum areas, in addition to the high levels of satisfaction displayed by the teachers taking the group. Investigations continued in the 2<sup>nd</sup> half of 2020 around how to best integrate our students, particularly within our new four Whare structure. In term 3, our Year 13 P.E. class ran a successful module with our Kohanga Ako students around the promotion of healthy lifestyles.
- 1.4.2** We continued to remain an active partner in Project Search (based at Burwood Hospital) in 2020, which focuses on transitioning senior ORRS students to employment. Two of our own students were among the 10 graduates at the end of the year.
- 1.4.3** As a result of student voice throughout the Covid 19 distance learning experience, a number of initiatives continued back at school, and have found their way into planning for 2021. For example, it was discovered that a particular group of learners preferred to use visual elements when studying maths and this has results in the utilisation of Google slides.
- 2.1** After the Covid 19 lockdown, the 3Rs approach introduced by the school (Reset, Refresh, Refocus) meant a return to the vision articulated to both students and staff at the beginning of 2020. This focused on expectations, responsibilities and opportunities associated with the new Whare and Vertical Whanau Class structure. Applying the 3Rs made for an effective way of reinforcing our Riccarton Way ethos.

**2.2** The impact of Covid 19 on our International Student numbers has been significant with confirmed numbers reduced to approximately 20 for the beginning of the 2021 academic year. In a normal year we budget for approximately 65 full time equivalents. While the borders remained (and continue to remain) shut, our focus turned to how we could support or redirect staff from this area of the school, in addition to ensuring that we were in a strong position with marketing material etc once the borders do eventually open.

**3.1.3** All teaching staff experienced significant professional learning as a result of online distance teaching and learning during the lockdown, particularly in the area of virtual classrooms such as Google Meets. Investigations into the lessons learnt from this experience are ongoing, with discussion centred on what can be brought into the physical classroom.

**3.3** A series of meetings were held both in late term 2 and term 3 where teacher teams focused on:

\*Getting teachers of individual classes together to share elements of best practice when it came to dealing with their group of learners.

\*Examining pastoral and learning data alongside anecdotal practice with thought given to potential cross-discipline/collaboration and/or shared routines and pedagogies

\*Informing our pastoral team of those students requiring interventions.

This regular meeting format worked well and will be repeated in 2021.

**4.1** The Kāhui Ako vision at the beginning of 2020 was to work towards a more shared and localised curriculum with our partners, aimed at achieving a consistent understanding of what quality teaching and learning looks like. As a catalyst to this, we applied and were successful in gaining some PLD funding that has enabled us to begin to undertake a programme around New Pedagogies for Deeper Learning. Through the Covid 19 experience the importance of home/school partnerships, digital online learning and student agency was reinforced. We continue to weave these aspects into our Kāhui Ako plans.

**5.1** After the interruptions and delays caused by Covid 19, it was with a sense of relief that we could finally run an outdoor education programme for both our Year 9 and 10 students in term 4. This was made possible through the employment of a Camp Manager and three adult instructors. The official camp programme will continue to be developed in early 2021.



# RICCARTON HIGH SCHOOL

*Te Kura Tuarua o Pūtaringamotu*

## Analysis of Variance - Student Achievement Target: 2020 Action Plan

This document is to be read in conjunction with:

The RHS Strategic Plan 2018-2021, the Annual Plan 2020, the RHS Māori and Bicultural Strategy 2018-2021 and the MOE Pasifika Education Plan.

### Strategic Goals:

- To promote and enhance student academic achievement. We expect students 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.
- To maintain the percentage of students who achieve NCEA Levels 1-3 and Scholarship at levels that are consistently at or above the national averages for decile 4 to 7 schools.

#### Annual Target:

- **At least 85% of 'participating students'\*, including Māori and Pasifika students, will achieve NCEA Level 1-3.**

**\*participating students are those who are entered for at least 80 credits. At Riccarton High School we strongly recommend students enter 18 credits or four standards in each course.**

#### Target area:

NCEA Level 1-3 Certificate

**Student Group:** Years 11 -13

**Gender:** Male and female

**Ethnicity:** All, including Māori and Pasifika students

**Comment:** As at 2018, NZQA will report on all students enrolled for at least 70 days. For RHS, this will include ELLS not enrolled in a full course, those in Alternative Education or Job Search, and students in our Kohanga Ako (special needs) programme. With respect to our Annual Target, our focus will continue to be on those entering a full-credit NCEA course.

## Action plan:

| ACTIONS  | RESPONSIBILITY   | MEASURES/ PRODUCTS/OUTCOME   | PROGRESS |       |
|--|--|--|----------|-------|
|  |  |  | MID-YEAR | FINAL |
| 1.1 To continue to develop a fortnightly report that focuses on students' attitude to learning.  | Student Achievement Manager<br>Kaitiaki<br>Subject Teachers            | <i>Students will show a high level of commitment towards their learning that not only reflects the Riccarton Way ethos but also allows them to experience success.</i> | IP       | A     |
| 1.2 To develop the extended <i>whanau time</i> programme.  | SLT<br>Kaiarataki<br>Whanau teachers<br>Kaitiaki                       | <i>Junior/senior students develop appropriate personal and academic skills to support their pathways through Riccarton High School.</i>                                | IP       | A     |
| 1.3 Ongoing monitoring of academic progress of all Senior students and the implementation of support programmes for students identified as at risk of not achieving at their particular level with NCEA. | Deputy Principals<br>SAM<br>Kaitiaki                                   | <i>Student Achievement Manager and Literacy and Numeracy Coordinators will analyse and report on NCEA level progress data at end of terms 1, 2 and 3.</i>              | IP       | A     |
|  | HODs<br>Subject teachers<br>LOLs<br>Numeracy and Literacy Coordinators | <i>Departments will identify and implement a support programme for underachieving/at-risk students.</i>  | IP       | A     |
|  | Learning Support Coordinator   | <i>In term 4, students still identified as at risk of not achieving NCEA at any level, will be provided with a specifically targeted tutorial programme.</i>           | IP       | A     |
| 1.4 To continue the <i>Count Me In</i> strategy by including those students entered for Level 1 and Level 2.   | HODs<br>LOLs<br>Learning Support Coordinator                           | <i>Targeted students to take advantage of and benefit from support programmes in order to achieve NCEA Level 1 and Level 2.</i>  | IP       | A     |

| ACTIONS  | RESPONSIBILITY  | MEASURES/ PRODUCTS/OUTCOME  | PROGRESS |       |
|--|---|---|----------|-------|
|  |   |   | MID-YEAR | FINAL |
| 1.5 To monitor Year 11 cohort to ensure that all students entered for NCEA Level 1 are realistic candidates.   | Careers Adviser<br>Kaitiaki<br>Year 11 teachers<br>Learning Support Coordinator | <i>Class teachers, Careers Adviser and Kaitiaki to ensure students enter standards for which they have a realistic chance of achieving.</i><br><br><i>For some students gaining NCEA Level 1 will be a two-year goal.</i> | IP       | A     |
| 1.6 To raise awareness and understanding of NCEA requirements and procedures.  | Deputy Principal: Senior School<br>Careers Adviser<br>Kaitiaki                  | <i>Student assemblies are held to clarify NCEA requirements and procedures.</i><br><br><i>Student/Parent NCEA Evening to clarify same and how parents can assist their student.</i>                                       | IP       | A     |
| 1.7 To explicitly celebrate student academic progress/success in NCEA – assemblies and newsletters.  | Principal   | <i>Culture of academic success is reinforced.</i><br><br><i>Students feel affirmed and valued for their efforts in academic endeavours.</i><br><br><i>Students are encouraged to achieve academic success in NCEA.</i>    | IP       | A     |
| 1.8 To provide a summer school programme (either during external exams and/or after NCEA results are available) for those students who are within 8 credits of gaining Level 1 NCEA. | Principal<br>Curriculum Team<br>Kaitiaki  | <i>Students are identified and a targeted programme is provided.</i>  | IP       | A     |

## Analysis of Variance – Student Achievement Targets 2020

### Comments:

As has been typical for the last few years, the first part of 2020 (pre Covid), saw Riccarton High School continue to receive a substantial number of English Language Learners to add to the large group already enrolled at the school. This group of students are not, for obvious reasons, entered into a full NCEA course, and yet through the NZQA statistics they are still reported on. In addition, those students in our Kohanga Ako programme (Special Needs) are also added to the statistics although none of them sit NCEA (i.e. they are included in the Enrolment Based figures).

### Enrolment Based – Cumulative Overall Results – 2020 Provisional.

| Level   | NZQA Provisional (%) | School Analysis (%)* |
|---------|----------------------|----------------------|
| Level 1 | 77.1 (77.8)          | 85                   |
| Level 2 | 80.5 (76.1)          | 88                   |
| Level 3 | 75.0 (68.4)          | 87                   |

2019 figures in brackets

\* 2020 school analysis (based on those entered for a full NCEA course)

### Enrolment Based Cumulative Results by Ethnicity – 2020 Provisional

| Ethnicity | Level | NZQA Provisional (%) |
|-----------|-------|----------------------|
| Māori     | 1     | 59.3 (65.7)          |
| Māori     | 2     | 65.5 (70.8)          |
| Māori     | 3     | 68.4 (90.9)          |
| Pasifika  | 1     | 60 (60)              |
| Pasifika  | 2     | 72.7 (46.7)          |
| Pasifika  | 3     | 70 (81.8)            |

2019 figures in brackets



## Literacy and Numeracy – 2020 Provisional

| Literacy/Numeracy | Level | Percentage (%) |
|-------------------|-------|----------------|
| Literacy          | 1     | 88.3 (90.2)    |
| Literacy          | 2     | 94.0 (95.0)    |
| Literacy          | 3     | 98.3 (89.5)    |
| Numeracy          | 1     | 90.3 (88.0)    |
| Numeracy          | 2     | 94.9 (98)      |
| Numeracy          | 3     | 99.4 (95.9)    |

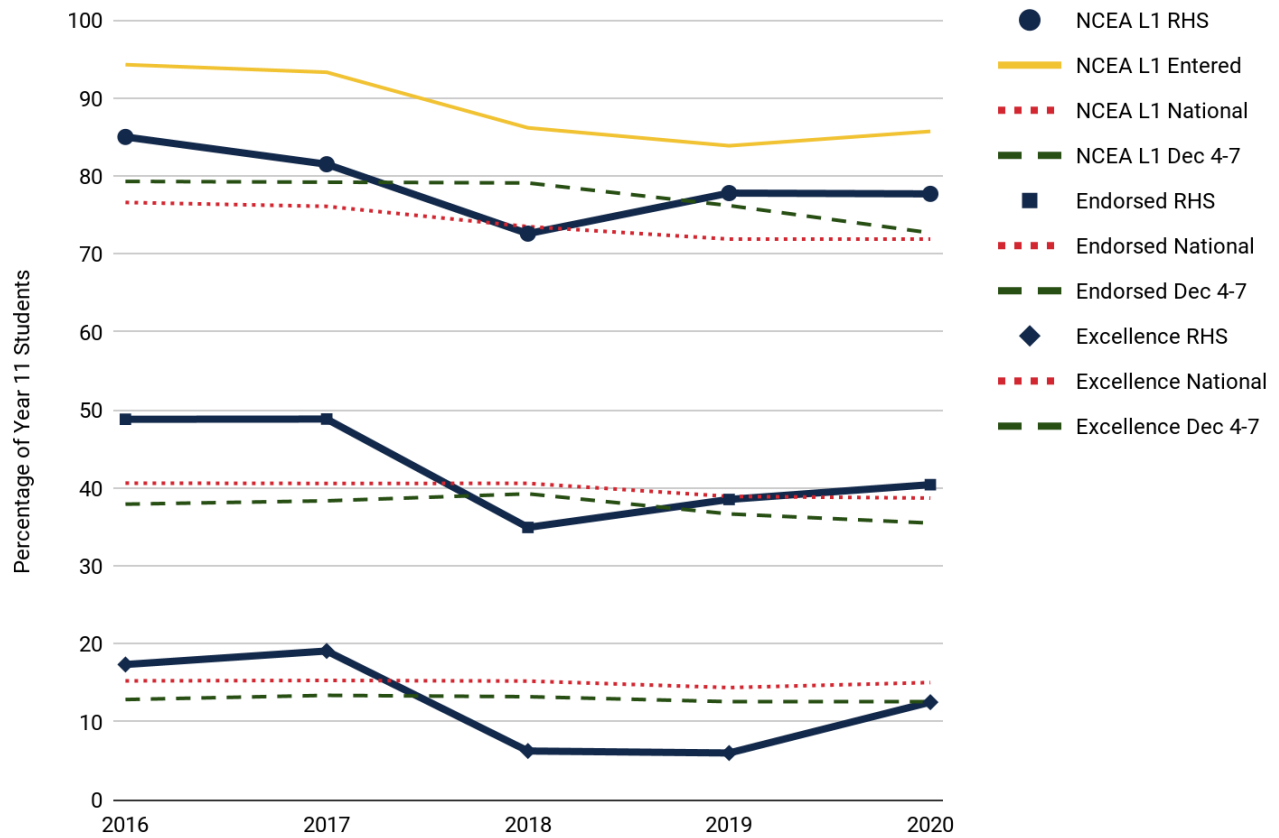
2019 figures in brackets

## Certificate Endorsement – 2020 Provisional

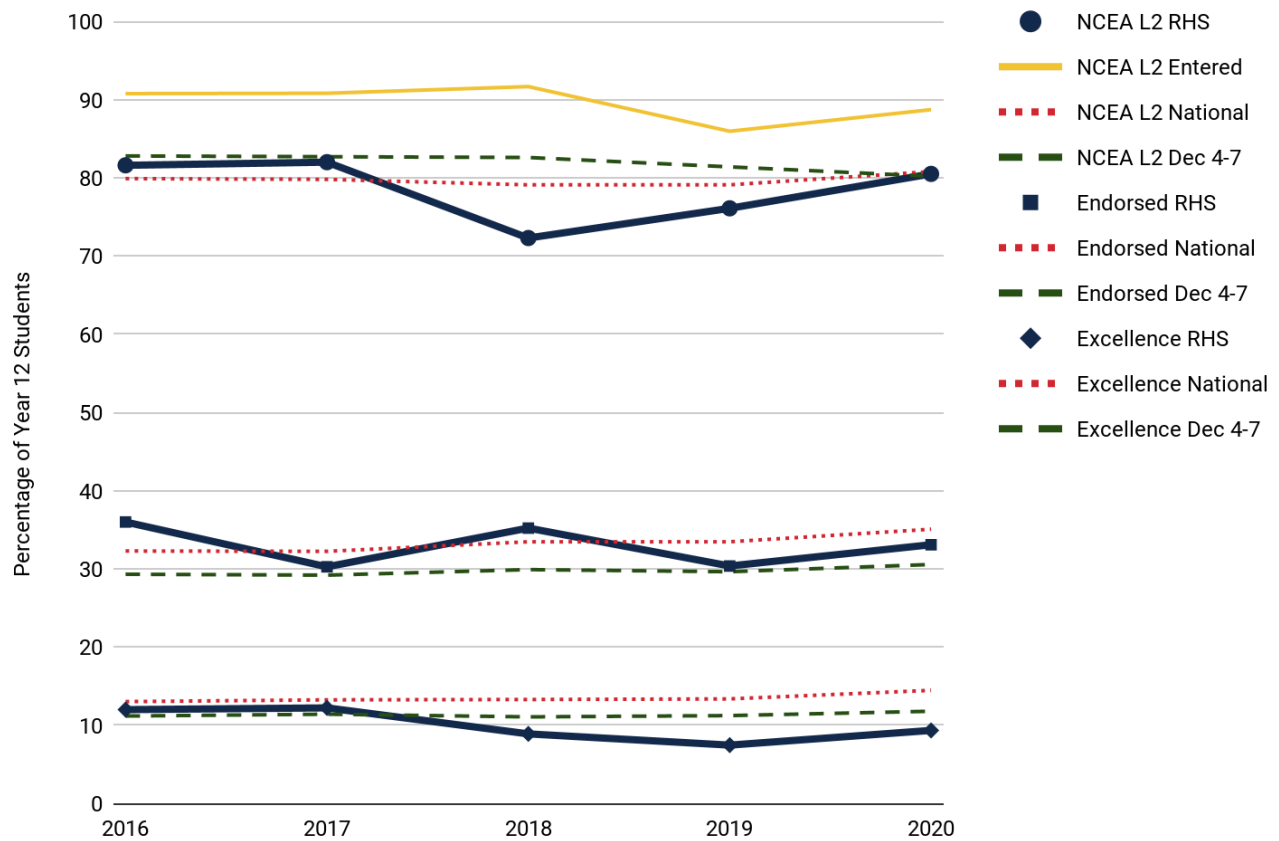
| Level   | Merit/Excellence | Percentage (%) |
|---------|------------------|----------------|
| Level 1 | Merit            | 35.9 (41.8)    |
| Level 2 | Merit            | 29.5 (30.1)    |
| Level 3 | Merit            | 28.7 (31.6)    |
| Level 1 | Excellence       | 16.1 (7.7)     |
| Level 2 | Excellence       | 11.6 (9.8)     |
| Level 3 | Excellence       | 8.5 (11.1)     |

2019 figures in brackets

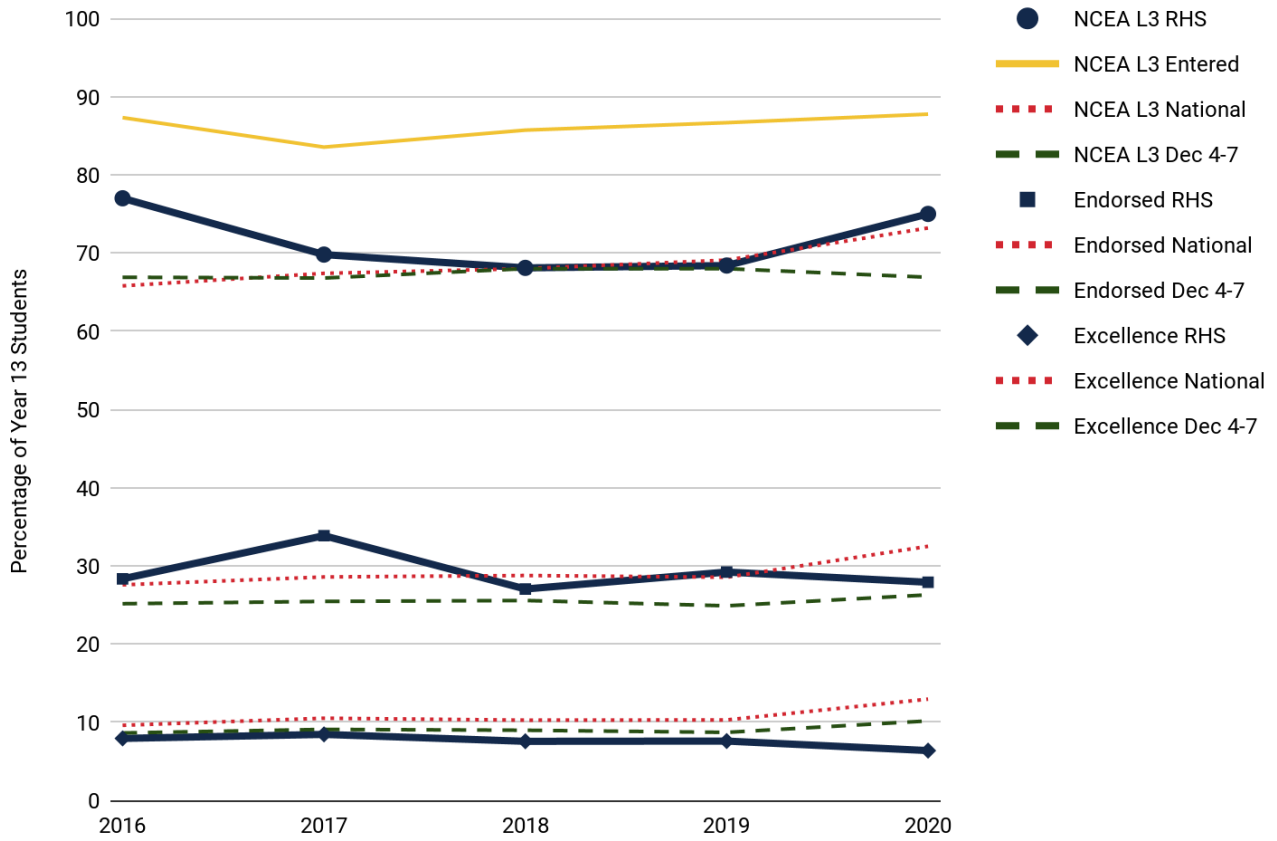
## NCEA Level 1 Results



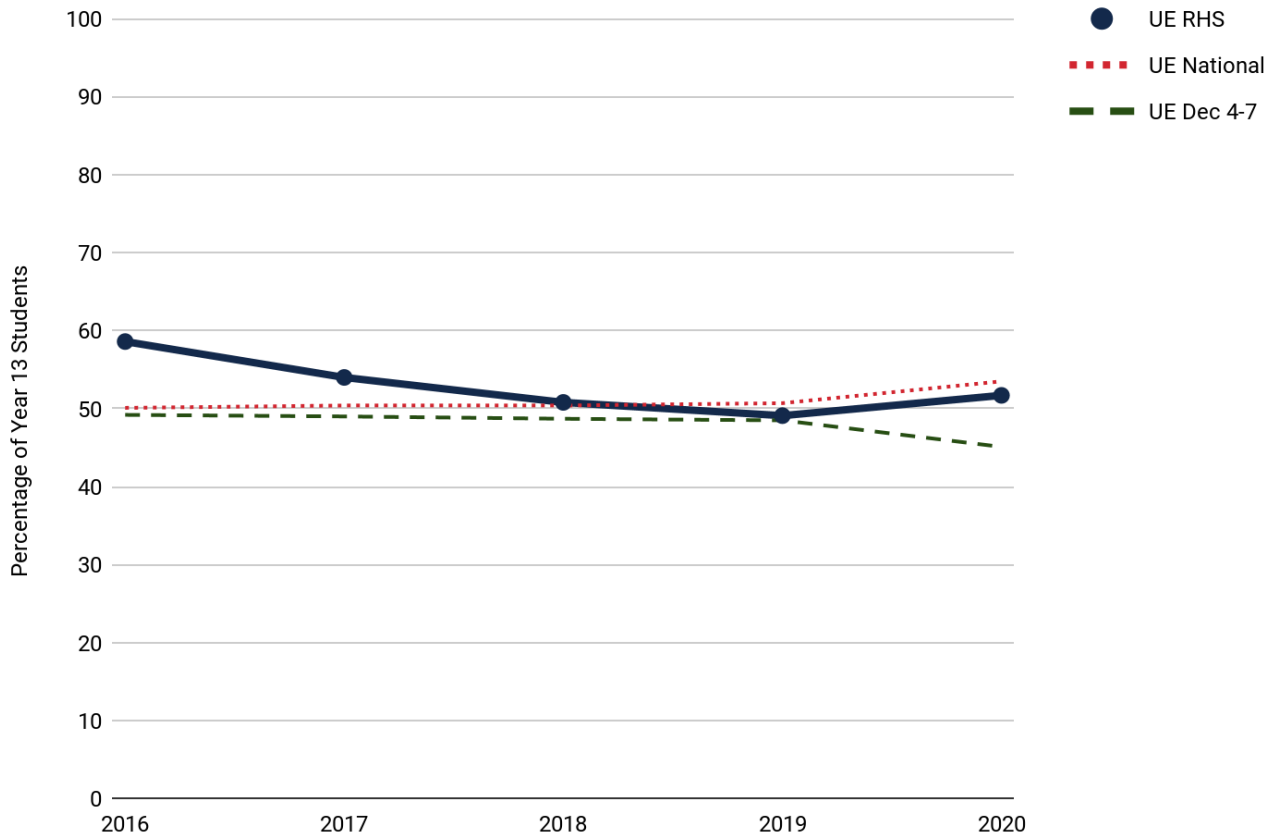
## NCEA Level 2 Results



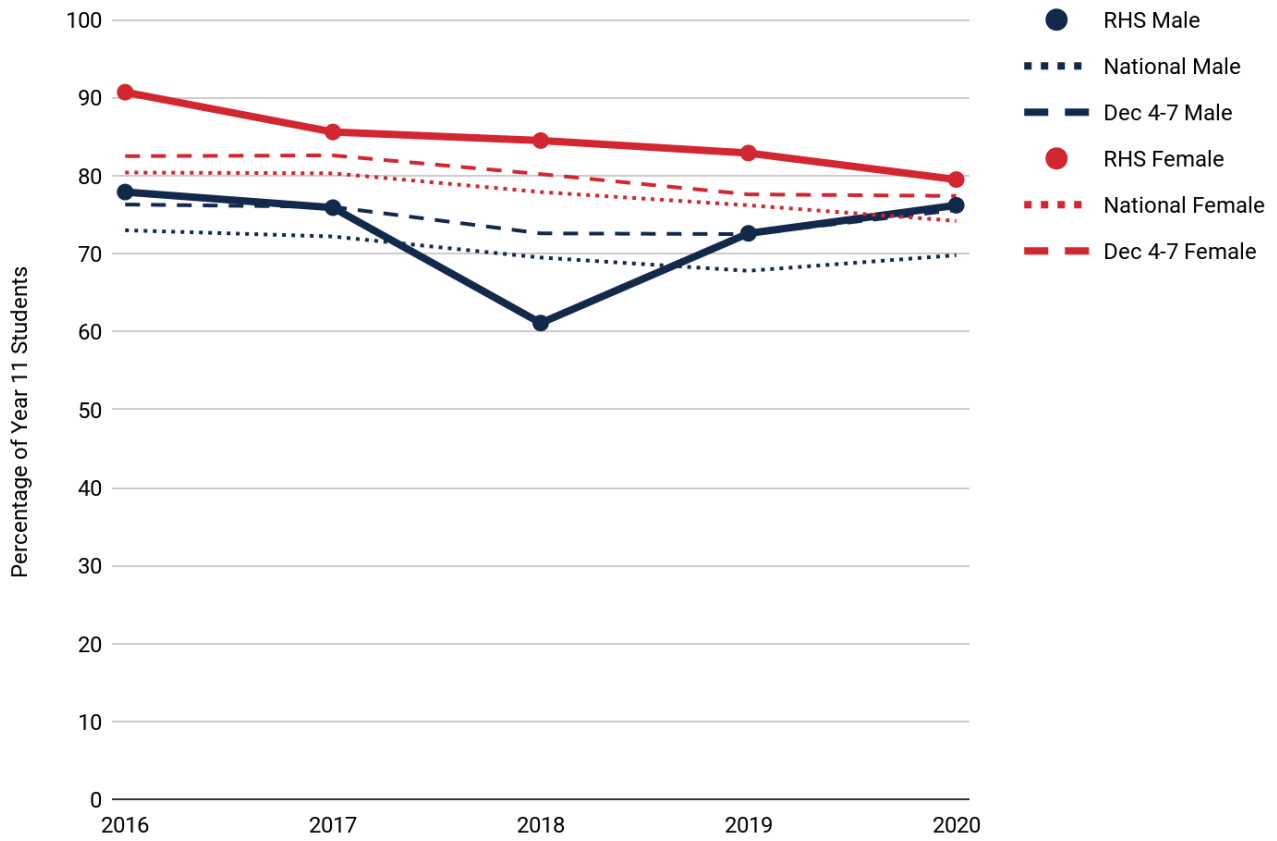
## NCEA Level 3 Results



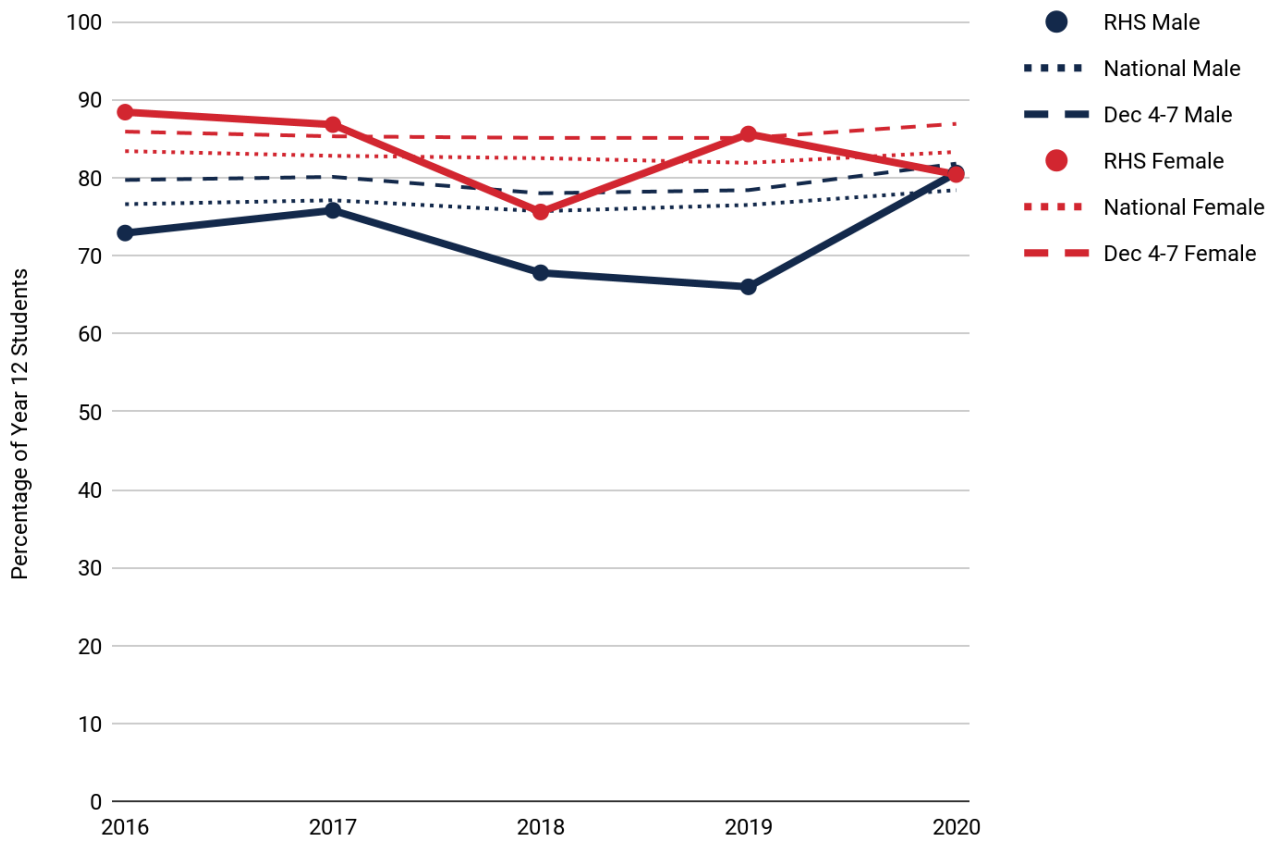
## University Entrance Results



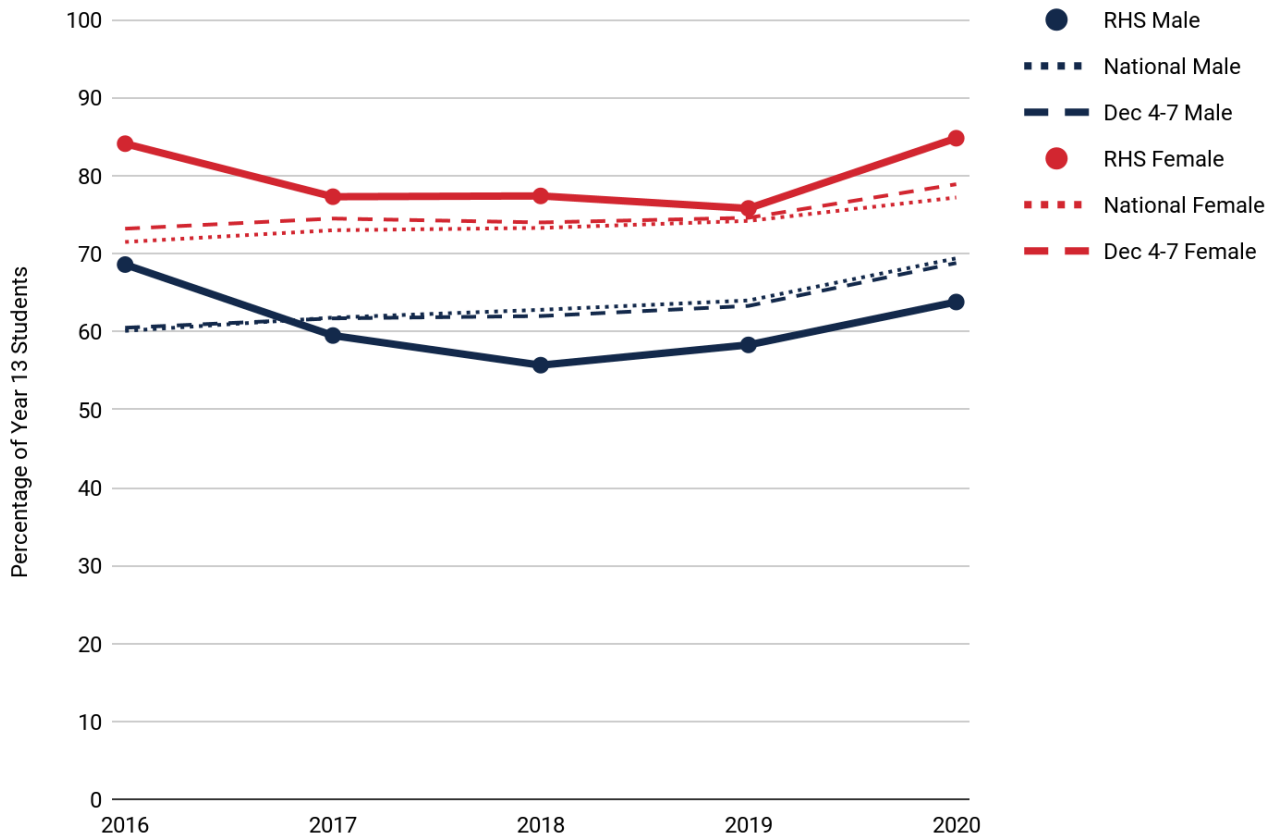
## NCEA Level 1 Results



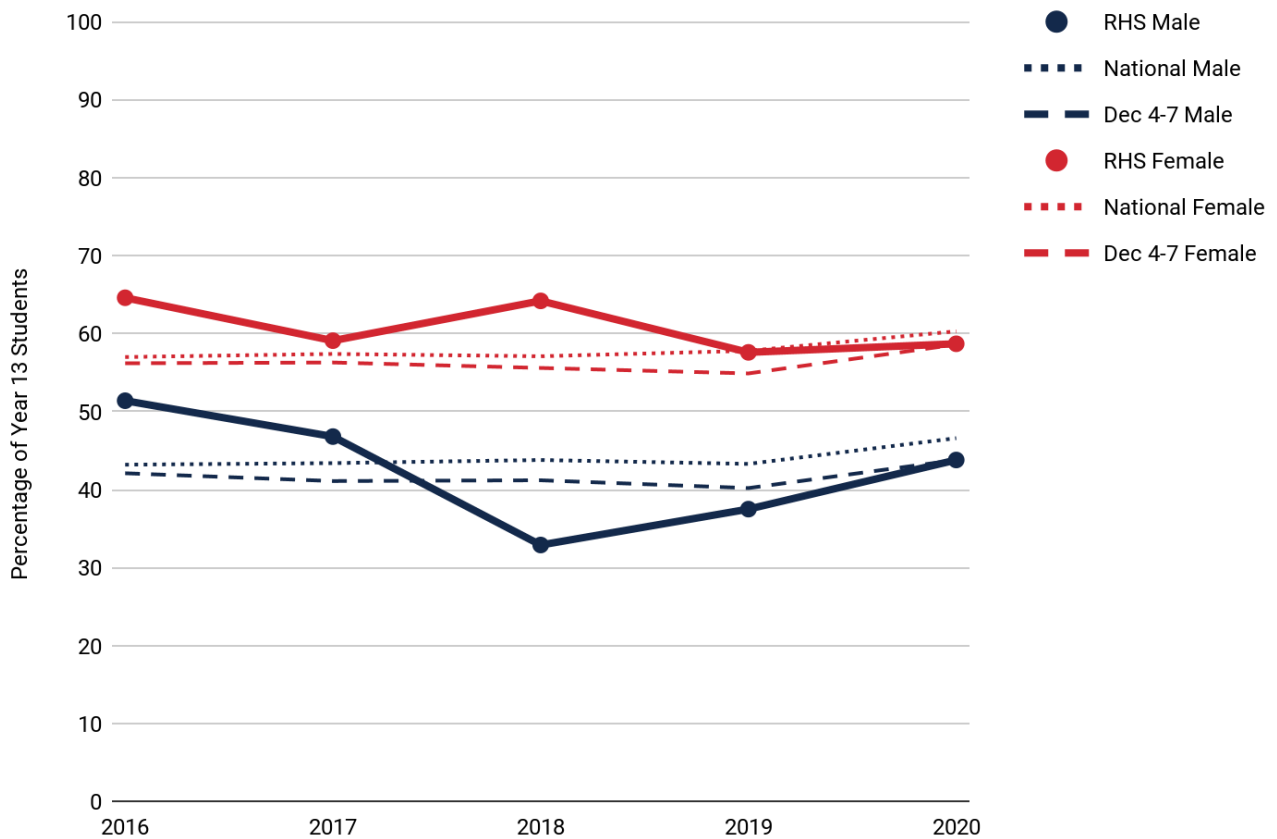
## NCEA Level 2 Results



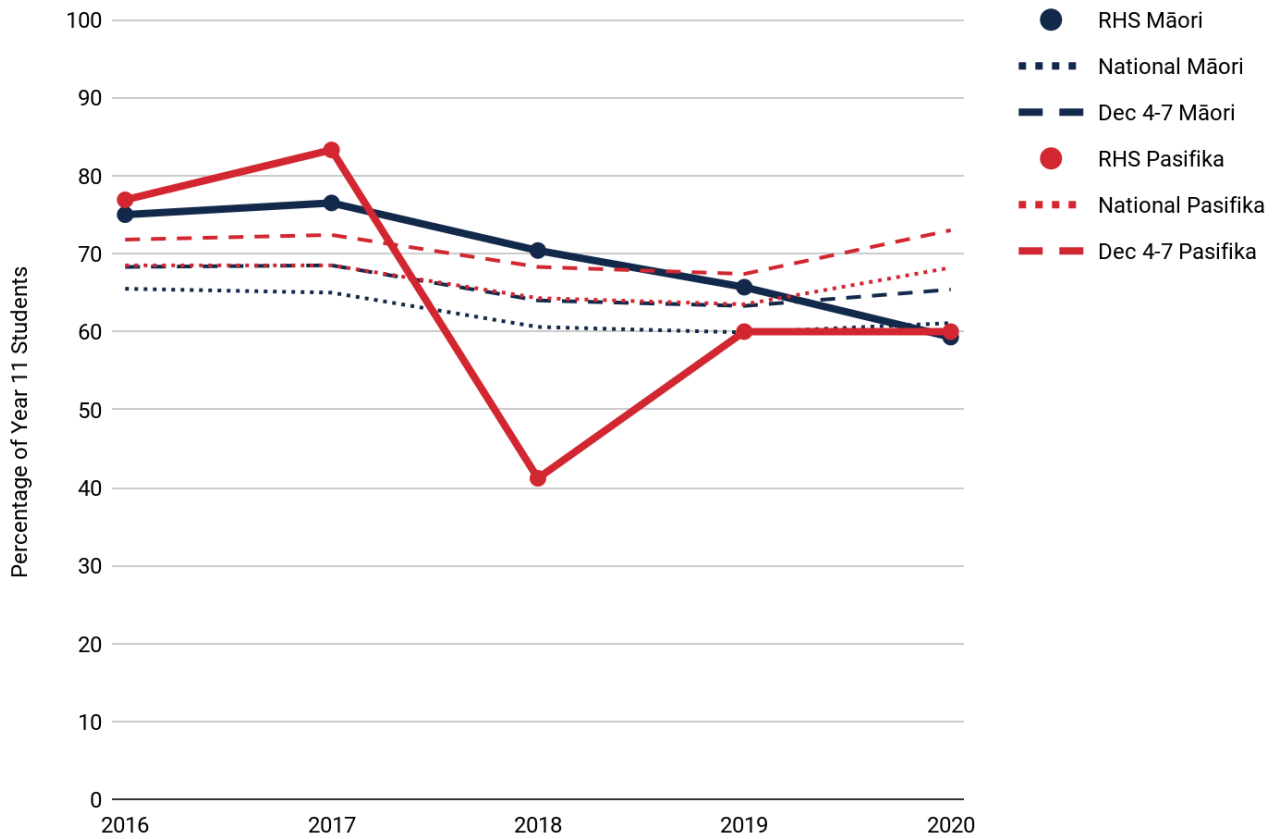
## NCEA Level 3 Results



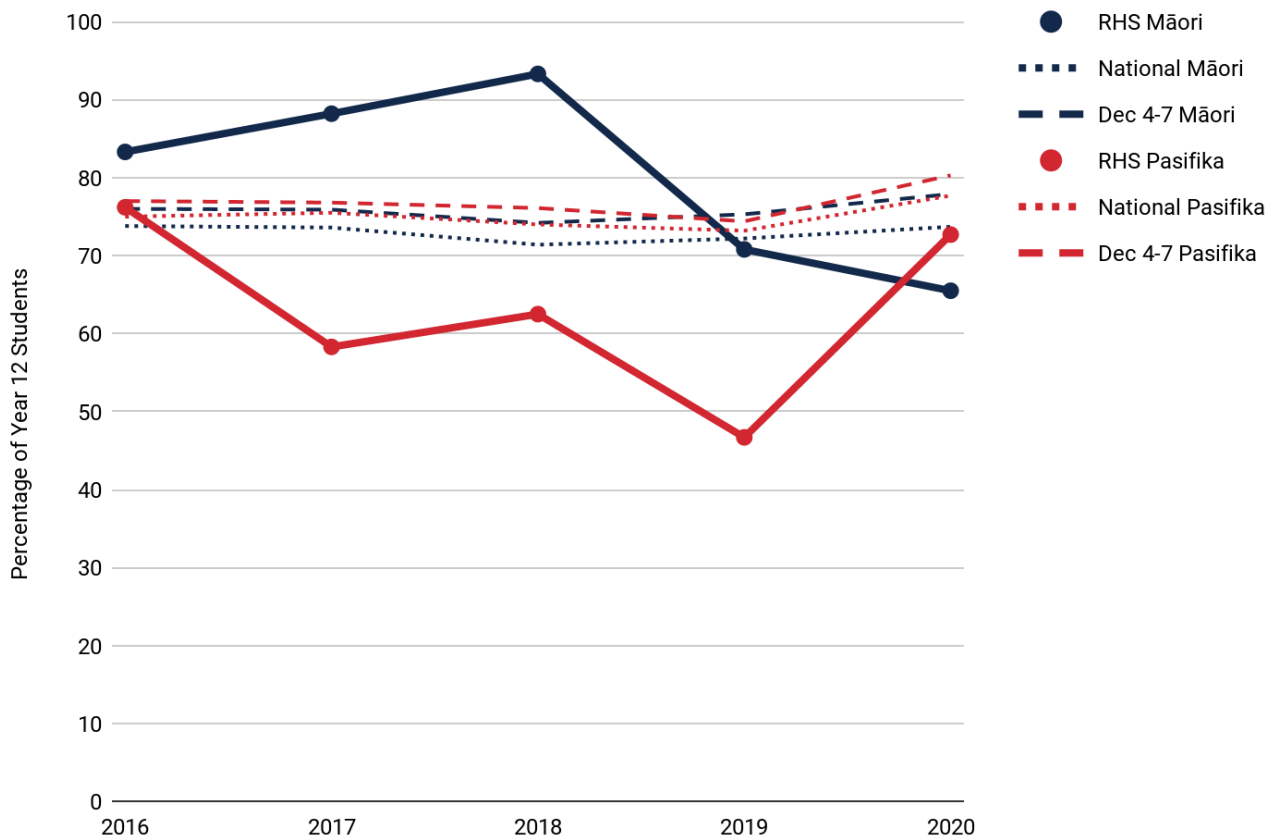
## University Entrance Results



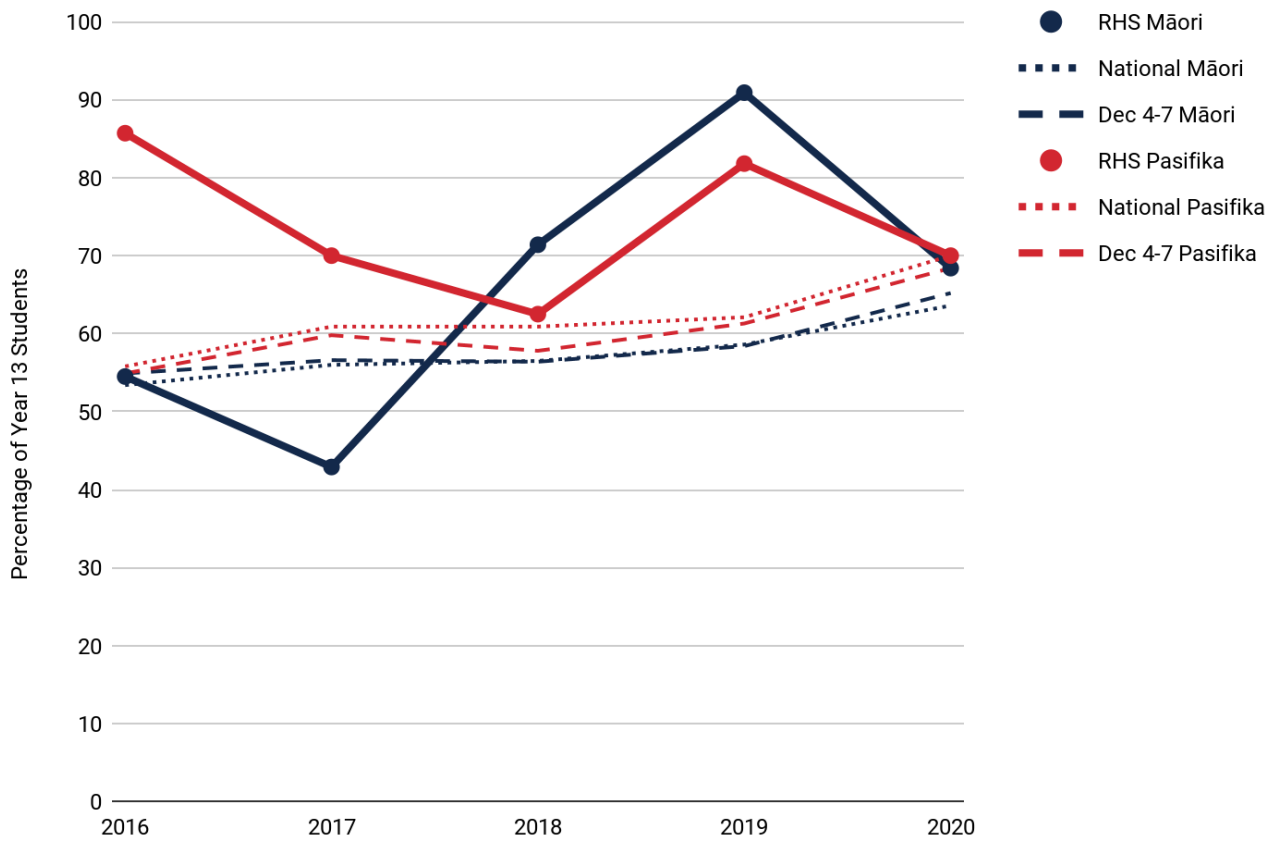
## NCEA Level 1 Results



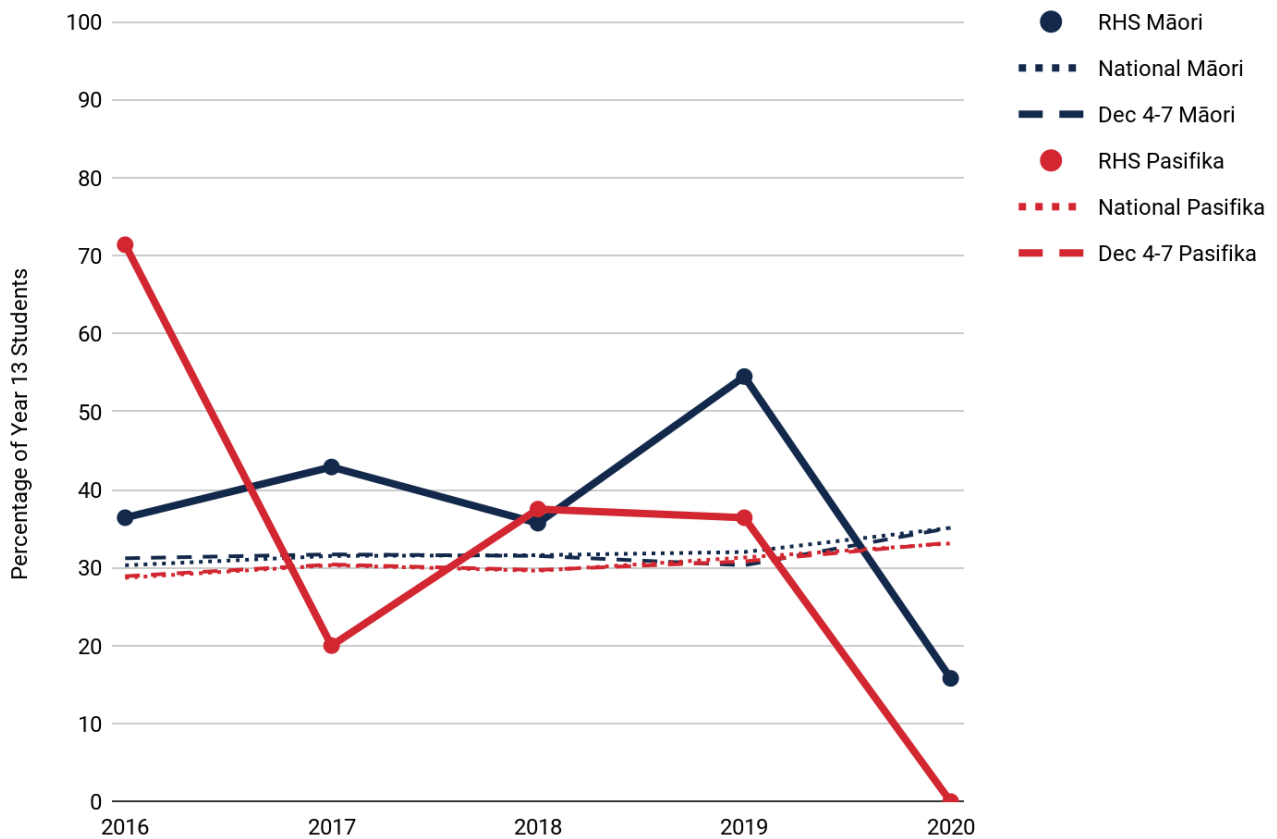
## NCEA Level 2 Results



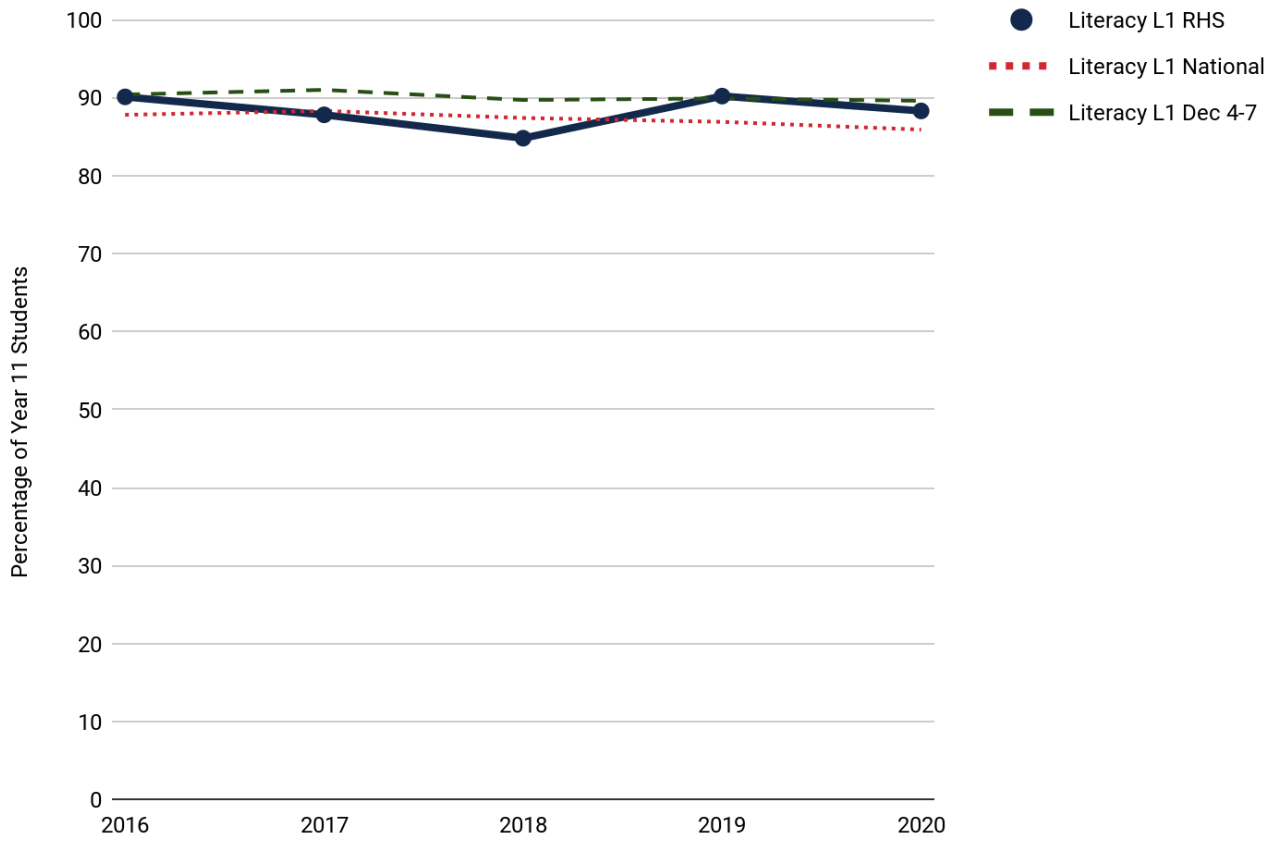
## NCEA Level 3 Results



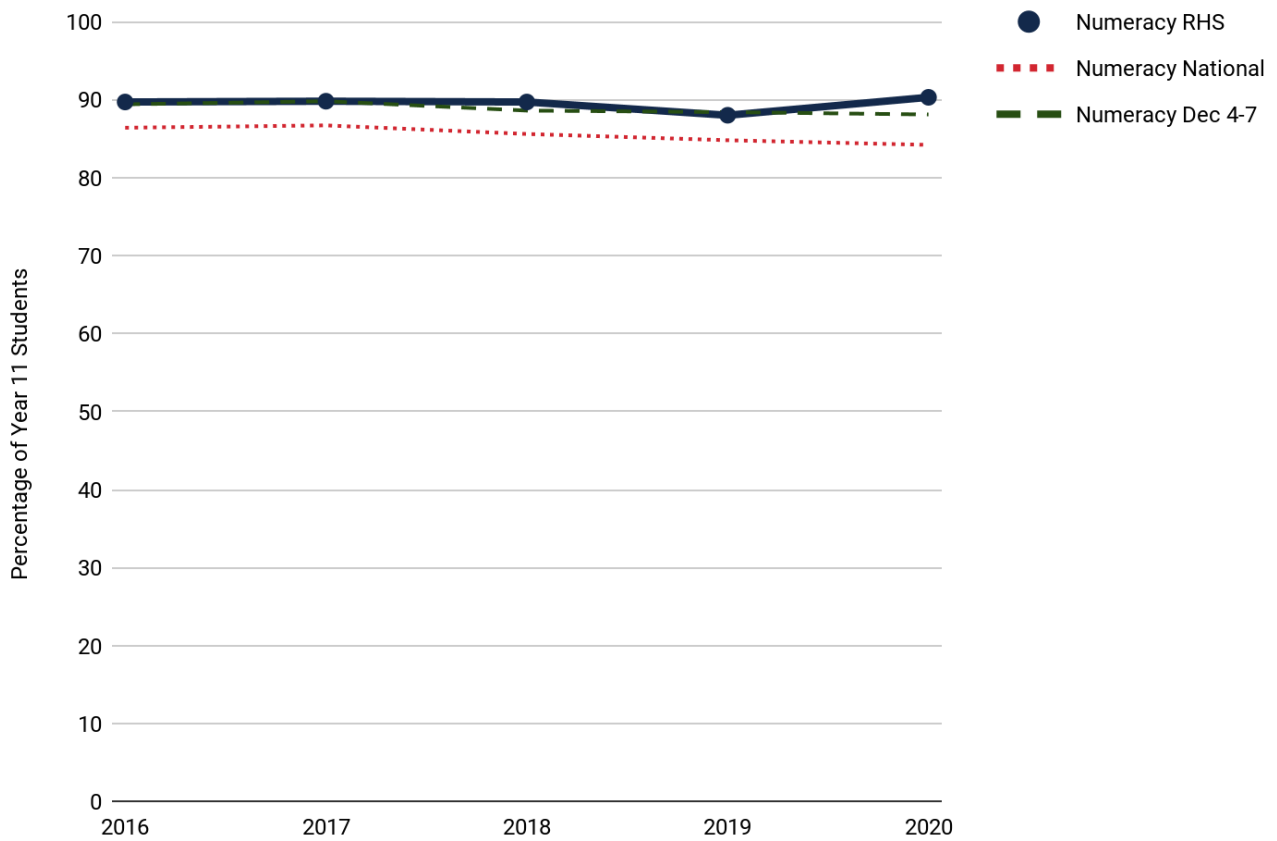
## University Entrance Results



## NCEA Level 1 Literacy Results



## NCEA Numeracy Results





## RICCARTON HIGH SCHOOL REPORTING SCHEDULE 2021

|           |   |
|-----------|---|
| TERM ONE  | 2021 Charter to be confirmed by the Board and sent to the Ministry of Education (by 1st March)  |
| TERM TWO  | Annual report with Analysis of Variance for Annual Plan, outcomes of student achievement targets and annual audited accounts for 2020 presented to Board and Ministry of Education by 31st May. LOL annual reports (summaries) presented to Board at monthly meetings |
| TERM FOUR | Review of 2021 Charter/Annual Plan and preparation for 2022 staff consultation on current charter to confirm student achievement targets.   |

### PROCEDURAL INFORMATION

- Riccarton High School will lodge a copy of its annually updated Charter to the Ministry of Education by the 1st March each year.
- Riccarton High School will lodge a copy of its report on annual targets to the Ministry of Education within 20 school days following the Annual meeting of the Board of Trustees.
- Riccarton High School consults its community, including its Māori community as part of its cycle of review.
- Targets for student achievement will be identified by staff, then presented to the Board of Trustees for discussion. Once the Board of Trustees has approved targets for the forthcoming year they will be presented to the school community prior to being submitted to the Ministry of Education. Feedback will be sought.
- In addition to the above, the school's Māori community is consulted to develop ways in which the school aims to reflect New Zealand's cultural diversity and the unique position of Maori as expressed in the school's Charter.
- A copy of the school's Charter is available to parents at the school office.

### CHARTER UNDERTAKING

In accordance with Section 64 of the Education Act, the Riccarton High School Board of Trustees, undertakes to take all reasonable steps to achieve the purpose, aims and objectives of this Charter which have been approved by the Board following consultation in terms of Sections 61 and 63 of the Education Act, and to take full responsibility for the National Education Guidelines and all statutory obligations.

The Board of Trustees of Riccarton High School accept this Charter as its undertaking to the Minister of Education and submits it for approval.

Date school will lodge updated Charter 1 March 2021  
Date school will lodge Annual Report with MOE 31 May 2021

Signed:



**Paul Bridgman - Chairperson Board of Trustees**

Date: 1 March 2021

### SUPPORTING DOCUMENTATION FOR THE STRATEGIC PLANS

**The following documentation supports us in providing Quality Learning:**

- School policies
- Five Year Property Plan (currently on hold by the MOE)
- Joint-Use Library documentation
- Health and Safety policy and procedures
- Annual Budget
- Performance Management Systems
- Accreditation documentation and Quality Management System
- Self Review Programme
- Maori & Bicultural Strategy
- International Student Strategy
- e-learning Strategy

