



RICCARTON HIGH SCHOOL ANNUAL IMPLEMENTATION PLAN 2026

1. LITERACY AND NUMERACY

Focus: Consistent school-wide practice, improving outcomes.

STRATEGIC LINK	ACTIONS	TARGETS/MEASURES
<p>M1: A,B,C,D M2: A,B,C,D,E M3: A,B,C,D,E</p>	<ul style="list-style-type: none">• Appointment of literacy and numeracy lead teachers to support teacher practice.• Professional learning focused on specific literacy and numeracy approaches to increase the skill level of our ākonga across all curriculum areas.• Specific support programmes for students identified as at risk of not achieving literacy and/or numeracy standards.	<ul style="list-style-type: none">• Common literacy and numeracy strategies evident across all curriculum areas.• Professional learning focused on specific literacy and numeracy strategies is undertaken.• The school achieves the targets set for students entered into the literacy and numeracy standards. In 2026, this will be: (2025 in brackets) <u>Year 10 Learners:</u><ul style="list-style-type: none">◦ Reading 85% (65%)◦ Writing 87% (70.5%)◦ Numeracy 70% (58%)<u>Year 11 Learners:</u><ul style="list-style-type: none">◦ Reading 90% (78%)◦ Writing 95% (70.5%)◦ Numeracy 80% (76%)

2. MĀORI AND PACIFIC LEARNER SUCCESS

Focus: Equity in engagement, retention and achievement

STRATEGIC LINK	ACTIONS	TARGETS/MEASURES
<p>M1: A,B,C,D M2: A,B,C,D,E M3: A,E M4: A,C,D</p>	<ul style="list-style-type: none">• Review of NCEA/CAA data for these identified learner groups as a basis for goal setting in 2026.• Professional learning focused on engagement and achievement for these learner groups.• Utilise our Careers Department and Whānau Teacher structure as a way of monitoring learner aspirations and identifying potential pathways.• Host regular whānau hui to articulate the school's expectations and identify support required.• Regular communication/reporting with whānau around attendance and achievement.	<p>These learner groups achieve equity in NCEA. In 2026 for these learners entering a full NCEA course, our targets will be: (2025 in brackets)</p> <ul style="list-style-type: none">◦ Level 1-75% (M=67, P=36)◦ Level 2-75% (M=63, P=52)◦ Level 3-80% (M=70, P=47)◦ UE-65% <ul style="list-style-type: none">• These learner groups will achieve equity in terms of attendance with the school's target set at 70% of students attending regularly (90% or higher).• 95% of the students in these learner groups are achieving an average of 3 or above in their fortnightly report (measure of attitude and engagement).

3. EFFECTIVE TEACHING AND LEARNING

Focus: Application of consistent teaching practices to meet the needs of our diverse learners

STRATEGIC LINK	ACTIONS	TARGETS/MEASURES
<p>M1: A,B,D M2: B,D M3: A,B,C,D,E M4: C,D M5: A,B</p>	<ul style="list-style-type: none">• Professional learning focused on ensuring the Riccarton Way of Learning provides an effective foundation for teaching and learning.• Junior learning groups continue to meet on a regular basis to allow for a collaborative and consistent approach to supporting our ākonga.• There are opportunities for staff to continue their professional learning around effective UDL approaches.• Student voice is gathered on a regular basis as a key component of teacher planning.	<ul style="list-style-type: none">• The Riccarton Way of Learning made up of 4 components:<ol style="list-style-type: none">1. Pedagogical practice2. Learning partnerships3. Learning environments4. Leveraging Digital• Continues to form a strong foundation for effective teaching and learning at Riccarton High School.• A clear understanding of UDL principles (reflected in everyday practice) is evident across all curriculum areas.• All teachers can provide evidence that they have used student feedback to inform their planning for each group of learners.

4. ATTENDANCE MANAGEMENT

Focus: Improved regular attendance, early effective intervention (please refer to separate plan)

STRATEGIC LINK	ACTIONS	TARGETS/MEASURES
<p>M1: A,B,D M2: A,B,C,D M3: A,C M4: A,B,C,D</p>	<ul style="list-style-type: none">• Ensure there are consistent daily monitoring systems in place across all classes.• Provide targeted attendance support for students with early signs of irregular attendance.• Co-design culturally grounded supports e.g. whānau hui.• Provide monthly attendance reports to the board.	<ul style="list-style-type: none">• Rolls are marked accurately and on time each day by all teachers.• There is clear evidence that the Attendance Management Plan for RHS is being followed by all teaching staff.• Regular hui are held each term with whānau to communicate expectations and ascertain support required.• Monthly board reports delivered with clear analysis and recommendations.• All major ethnic groups will achieve a 70% attendance rate (attending 90% of the time or above). (2025):<ul style="list-style-type: none">◦ Māori 47%◦ Pacific 43%◦ Asian 75%◦ European 62%

5. EVALUATION FOR IMPROVEMENT

Focus: Using data effectively to improve outcomes

STRATEGIC LINK	ACTIONS	TARGETS/MEASURES
<p>M1: A,B,C,D M2: B,D,E M3: B,C,D,E M4: C,D</p>	<ul style="list-style-type: none">• Regular tracking and maintaining of student achievement across all year levels.• Ongoing self-review of achievement data, teaching practice and learning.• NCEA data reviews are held with Leaders of Learning in term 1 to identify an action plan going forward.• Regular review meetings are conducted between the SLT and Leaders of Learning.	<ul style="list-style-type: none">• All teachers are effectively using the 'Count Me In' process to monitor student achievement.• Regular reporting to the board and our school community reflects an improvement in learner outcomes across all year levels.