Rising Above The Ordinary
E ara ake ana i te ūruhi

RĀWHITI SCHOOL

Rāwhiti School
150 Leaver Terrace
New Brighton
Christchurch 8061

Established January 27 2015
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School ID: 696

Rāwhiti School

Rising Above the Ordinary:
Learning that Transforms Lives and Communities

E ara ake ana i te ūruhi

VALUES
Resilience Tapatahi
Integrity Wairuatanga
Success Angitu
Empathy Manaakitanga

Our Community
Strong partnerships with our community

- Communicate effectively with our school and wider community.
- Celebrate and share our cultural competence.
- Collaborate with the PTA on 'fun-raising' activities for whanau.

Our community contributes to, understands and supports the learning and culture of Rāwhiti School.

Our staff are well equipped to manage workplace challenges and opportunities in ways that maintain and promote wellbeing.

Our Learners
The RISE values and dispositions are the focus of our curriculum.

- Implement a concept-based curriculum that is relevan promotes inquiry, and provid opportunity for student –led learning.
- Use digital technology and innovation to further embed the Manaiakalani kaupapa of Learn eate Share.
- Optimise progress for identified tamariki by ng our intervention

Our learners are engaged and supported in learning that is relevant, challenging and ccessible to

Our Staff
Enhanced hauora for our staff

- Support the wellbeing of staff.
- Deepen staff understanding and application of their Strengths.
- Strengthen staff capabilities in behaviour management throug quality professional learning a support.

DISPOSITIONS
Resourceful Rauhanga
Imaginative Whakaaroaro
Self-Managing Whakatika
Engaged Mau

E huri te aro ki te tai o te rāwhiti, ko te ūranga o te rā. He āo, he āo, he āo hou.
Turn your attention to the east, to the sunrise. A day, a day, a new day has dawned.

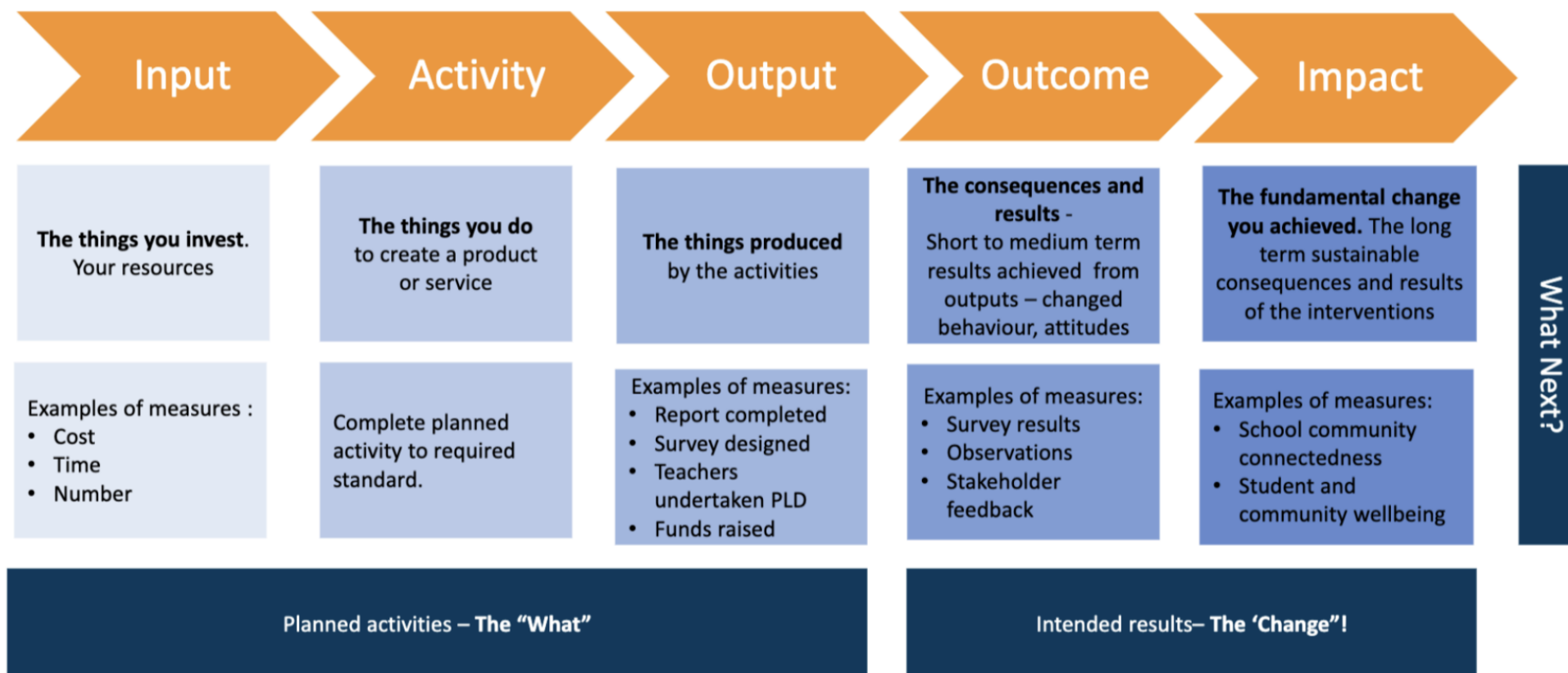| Rising Above the Ordinary: Learning That Transforms Lives and Communities E ara ake ana i te ūruhi		
Strategic Goals 2022 - 2024		
Our Learners The RISE values and dispositions are the focus of our curriculum	**Our Staff** Enhanced hauora for our staff	**Our Community** Strong partnerships with our community.
Strategic Initiatives		
• Implement a concept-based curriculum that is relevant, promotes inquiry, and provides opportunity for student-led learning. • Use digital technology and innovation to further embed the Manaiakalani kaupapa of Learn Create Share. • Optimise progress for identified tamariki by growing our intervention strategies.	• Reinforce the wellbeing of staff. • Deepen staff understanding and application of their Strengths. • Strengthen staff capabilities in behaviour management through quality professional learning and support.	• Communicate effectively with our school and wider community. • Celebrate and share our cultural competence. • Collaborate with the PTA on 'fun-raising' activities for whānau.
We will know we have been successful when.......		
Our learners are engaged and supported in learning that is relevant, challenging, and accessible to all.	Our staff are well equipped to respond positively to workplace challenges and opportunities in ways that maintain and promote wellbeing.	Our community contributes to, understands, and supports the learning and culture of Rāwhiti School.
We measure success by...		
Blog posts and blog comments Analysis of literacy and numeracy data at key points of the year, with interventions adjusted accordingly. Learning programmes based around annual concepts of substance, significance & relevance, that help children to make connections and see a real purpose for their learning. Teachers & students reporting against RISE values & dispositions.	Hero Behaviour Data Wellbeing survey data SCOT - BOT, staff, children, parents. Staff retention Collaboration within and across teams.	Engagement with Hero Hui attendance and feedback Visual representation of culture Parent representative group feedback

Measuring the success of our Goals and Initiatives

Input	Activity	Output	Outcome	Impact
The things you invest. Your resources	**The things you do** to create a product or service	**The things produced** by the activities	**The consequences and results -** Short to medium term results achieved from outputs – changed behaviour, attitudes	**The fundamental change you achieved.** The long term sustainable consequences and results of the interventions
Examples of measures : • Cost • Time • Number	Complete planned activity to required standard.	Examples of measures: • Report completed • Survey designed • Teachers undertaken PLD • Funds raised	Examples of measures: • Survey results • Observations • Stakeholder feedback	Examples of measures: • School community connectedness • Student and community wellbeing

What Next?

Planned activities – **The "What"**	Intended results– **The 'Change"!**

Goal One: The RISE Values and Dispositions are the focus of our curriculum

Initiative	Input	Activity	Output	Outcome	Impact	Success
1a: Implement a concept-based curriculum that is relevant, promotes inquiry, and provides opportunity for student-led learning.	Centrally funded PLD Facilitator Release for curriculum leads Management Units Staff meetings TOD	Apply for CFPLD Engage external expertise in curriculum development & Inquiry learning Establish curriculum leads and focus group Staff meetings TOD Curriculum mapping	Curriculum reviewed. Learning Concepts clearly mapped. Consistent implementation of a concept curriculum at all levels. Inquiry learning resource guide created to ensure clarity for teachers.	RISE values & learner dispositions clearly defined & planned for alongside achievement outcomes. Teachers & students reporting against RISE values & dispositions. Learning programmes based around annual concepts of substance, significance & relevance, that help children to make connections and see a real purpose for their learning.	Our children are engaged and supported in learning that is relevant, challenging, and accessible to all.	Extraordinary learners who enhance our community.
1b: Use digital technology and innovation to further embed the Manaiakalani kaupapa of Learn Create Share	Funding for technology Funding for Education Programme Lead. Funding for Digital Fluency intensive Release time.	Digital Fluency Intensive Woolf Fisher data analysis and teacher observations. Cross cluster PLGs Inquiry learning PD	All staff Level 1 Google Certified educators. Increased number of blog posts & students commenting on other blogs.	Digital tools used in a purposeful way to improve engagement and achievement. Children accessing learning anywhere.		
1C: Optimise progress for identified tamariki by growing our intervention strategies.	PL & discussion Time Key staff identified Budget for resources Development of systems that track progress.	Analysis of data - leadership & teaching teams. Parent/student/staff goal setting. Review current provision of BOT funded learning support. PLD for Teachers & Teacher Aides	Systems in place. Profile created. Achievement data collected & analysed. Parents & students involved in discussions about next steps. Evidence of goal achievement posted in Hero.	Improved tracking of student achievement & seamless transitions across the school. Information being used. Analysis of data at key points of the year, with interventions adjusted accordingly. A more personalised approach to learning.		

Goal Two: Enhance hauora for staff

Initiative	Input	Activity	Output	Outcome	Impact	Success
2a: Support the wellbeing of staff.	Teacher Time Budget Professional Learning	Professional learning sessions with Tony Burkin Identifying key individuals. Setting up a focus group. Prioritise staff for involvement.	Completed phase#1 staff training. Action plan for wider roll out. Teacher reflection as part of professional growth cycle.	Staff have strategies to ensure they are able to take the best possible care of their wellbeing whilst at school. Effective communication between staff, & between staff and parents. Reduction in teacher absence.	Increased levels of psychological capital and resilience across the team. Staff can change how they work without impacting adversely on learning outcomes or the quality of their work. Improvement in work-life satisfaction.	Our staff are well equipped to respond positively to workplace challenges and opportunities in ways that maintain and promote wellbeing.
2b: Deepen staff understanding and application of their personal strengths	Budget for external coaches. Release time for internal coaches. Purchasing access codes.	Top 5 coaching for new staff. Full 34 profile for existing staff. Teams coaching (internal) for all teaching teams. Leadership Team coaching (external). Staff meeting time. Time at staff meetings to develop understanding of themes & strengths,	All staff coached in understanding their strengths. Common language for staff.	Recognition of the talents and abilities that everyone has. Increased understanding of our own strengths and how they can be used in a team situation, Increased collaboration within and across teams.	Positive impact on how we interact with each other at team and leadership level. Better understanding of how and why individuals may react in certain situations.	
2c: Strengthen support for staff to manage behaviour positively.	Teacher Time Budget Management Unit(s) Professional Learning Testing Resources	PB4L Tier 1 Training Ongoing Restorative Practices training Implement Dr Ross Green philosophy IYT Training (Juniors) Digital Badges for RISE values in Hero	Wellbeing@School survey completed. Hero (SMS) data gathered PB4L training completed Value Tokens distributed. Values badges earned Parent contacts.	Consistent responses to behaviour across the school. Reduction in Standdown numbers Positive shift in wellbeing survey results.	Increased focus on teaching and learning. Calm studio learning environments Fewer behaviour referrals to senior leadership. Teachers feeling confident and supported. Increased learner engagement,	

Goal Three: Strong partnerships with our community.

Initiative	Input	Activity	Output	Outcome	Impact	Success
3a: Communicate effectively with our school and wider community.	Funding to engage expertise. Time	Consult with the community to determine effectiveness of current communication strategies. Parent workshops & drop in sessions. Create 'rewindable' resources for whānau.	Comprehensive communications strategy. Documentation on website. Key information on school systems available in multi-modal format.	Increased attendance at Learning Conversations & Learning Celebrations. Increased engagement with Hero. Increased student attendance.	Increased connection with all sectors of our community.	Our community contributes to, understands and supports the learning and culture of Rāwhiti School.
3b: Celebrate and share our cultural competence,	Cluster Teacher Only Day $1000 share of cluster PD Release time $17,500 Creatives in Schools funding for weaving project.	Implement the plan from 2021 Mātauraka Kāi Tahu co-design workshop with parents. Cluster PD: 'Niho Taniwha - Improving Teaching and Learning for ākonga Māori.' Devise student-led cultural narrative tours to share our Rāwhiti story. Creatives in Schools weaving project.	Calendar of cultural celebrations. Our Rāwhiti story is represented visually. Whanau newsletter Wellbeing@School Survey	Increased visual representation of culture in all areas of the school. Children see their culture represented in their learning and in the school environment.	Children are confident in their identity and feel connected to their school.	
3c: Collaborate with the PTA on 'fun-raising' activities for whānau.	Time & support for the new PTA leaders. Ideas & Support			Whanau experience, and have a better understanding of, the learning that takes place here.	Whanau are actively engaged in school.	

Strategic Roadmap 2022-2024

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	Year 1 - 2022	Year 2 - 2023	Year 3 - 2024
The RISE values and dispositions are the focus of our curriculum	Draft Rāwhiti Curriculum finalised. Inquiry Teaching Guide created. Review Special Education provision and documentation.	Implement Rāwhiti Concept Curriculum. Review Concept Curriculum ← Developing Rāwhiti School critical thinking skills progressions → ←Yr. 4-8 tamariki curating own evidence of learning in Hero → ← Digital Fluency Intensive – Level 1 Google Certified Educators → ←Learn Create Share pedagogy implemented across all learning areas → ← Implement programmes to meet talents and needs, with a focus on GATE →	
Enhanced hauora for our staff	Investing in our Psychological Capital Phase 1 Focus Group Tier 1 PB4L	← Enabling Teachers to own Occupational Wellbeing → Investing in our Psychological Capital Investing in our Psychological Capital Phase 2 Focus Group & Leadership Consolidation Whole Staff ← Strengths based coaching for individuals and teams → ← Train additional Top 5 & Teams Coaches → ← Strengths Based Professional Growth Cycles Implemented→ ← Annual NZCER Wellbeing Survey → Tier 2 PB4L Tier 3 PB4L	
Strong partnerships with our community.	Review processes for transitions to and from school. Creatives in Schools Application	← Explore and implement strategies to support whānau and tamariki → ← Implement adapted transition processes → ← Curate rewindable learning opportunities for parents and whānau → ← Prepare, implement and monitor a robust communication plan → ← Community Arts Project → ← Implement plan from 2021 Mātauraka Kāi Tahu co-design workshop →	

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Annual Plan 2023

Goal#1

Goal#1 Our Learners: The RISE values and dispositions are the focus of our curriculum	
Initiative: Implement a concept-based curriculum that is relevant, promotes inquiry, and provides opportunity for student-led learning.	**Outcome:** Our children are engaged and supported in learning that is relevant, challenging, and accessible to all.

Black – Term 1	*Red = Additions/Amendments Term 2*	*Green = Additions/Amendments Term 3*	*Blue = Additions/Amendments Term 4*

Activity	Responsibility	Budget	Principals Time	Leader & Staff Time	Start & End Date	Actions & Outcomes
The Annual Learning Concept plan makes strong connections across curriculum areas and includes alignment of our RISE values and RISE learner dispositions.	Helen P Liz	-	4 hrs	1 hr staff meeting each term	Terms 1-4	
Phase 1 of the implementation of Te Mātaiaho, the refreshed NZ Curriculum.	Helen P Liz	-	3 days	Helen P - 3 days Staff - x2 TOD's	Term 2 and Term 4	
Expand the number of students curating evidence of their own learning in Hero to include Years 4-8. Students in Year 4-8 to be aware of their learning goals and gather appropriate evidence to post.	Team Leaders	-	-	60 mins intro 30 mins fortnightly during release	T1 - T4	.
Strengthen staff cultural and inclusive capabilities	Helen P Liz Team Leaders	$3000	1 day	TOD 30 mins fortnightly for planning	January	
Review progress in regards to staff understanding in, and ability to follow, an inquiry learning process. Determine next steps, and apply for centrally funded PLD hours for 2024 as required.	Helen P Liz	-	1 day	x1 day	Term 4	
Research, develop and implement digital badges in Hero for recognising the use of Rāwhiti RISE values and learner dispositions.	Project Leader Liz	x1 FTU x3 release days	1 day	1 hr staff meeting	Terms 2-4	

Create, implement and trial a Rāwhiti School Science Badges Scheme that is linked to our learning concept. Explore the use of digital badges for science.	Project Leader Liz	x1 FTU X3 release days	1 hr	X1 day per term	Term 2-Term 4	

Goal #1 Our Learners: The RISE values and dispositions are the focus of our curriculum			

Initiative: Use digital technology and innovation to further embed the Manaiakalani kaupapa of Learn Create Share.	**Outcome:** Our children are engaged and supported in learning that is relevant, challenging, and accessible to all.

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Activity	Responsibility	Budget	Principals Time	Leader & Staff Time	Start & End Date	Actions & Outcomes
Use of the cluster-employed facilitator to support teachers in identified year levels to ensure that the Learn, Create, Share pedagogy is correctly implemented across the school.	Cluster Leader eLearning Facilitator	Te Ara Tūhūra cluster funds	x ½ day hui per term	1 hr teaching time weekly for teachers receiving 1:1 support. X1 staff meeting per term	T1 – T4	
Grow the number of staff who have completed a Digital Fluency Intensive and gained a Level 1 Google Certified Educator qualification.	eLearning Facilitator	x 10 release days per teacher	-	x 10 release days per teacher	Terms 1-4	
Have teachers take advantage of additional Manaiakalani professional development opportunities. ● Manaiakalani Reading Practice Intensive ● Manaiakalani Class on Air	Liz	x4 release days	-	x 4 days	Terms 1-4	
Teachers creating and promoting the use of online spaces (blogs) that invite parent participation.	All teachers	-	-	30 mins teacher planning weekly	Ongoing	
Attendance at Manaiakalani cluster principal's hui each term.	Liz	-	x ½ day per term	-	T1-T4	
Attendance at lead-teacher 's hui each term, including cluster moderation.	Helen P & eLearning	-	-	X1 day per term	T1 – T4	

	Facilitator					
Attendance at the annual Manaiakalani hui (Auckland)	Liz Helen P		x 2 days	x 2 days	27th Oct 2023	
Create a resource for addition to our website explaining Manaiakalni pedagogy and digital approach	Liz Sharon Spragg	-	x2 days		End of Term 2	

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Activity	Responsibility	Budget	Principals Time	Leader & Staff Time	Start & End Date	Actions & Outcomes
Learning Support Focus Group	Learning Support Coordinator	-	x2 meetings per term	x2 meetings per term	Ongoing	
Clarify systems, expectations and tracking requirements for students receiving MoE funded In-Class Support resources.	Learning Support Coordinator Team Leaders	-	1 hour	x1/2 day admin x1 hour meeting per term	Term 2 Ongoing	
Clarify systems, requirements and expectations for making referrals for external learning support e.g. RTLB, RTLit.	Learning Support Coordinator Team Leaders	-	1 hour	x1/2 day admin x1 hour meeting per term	Term 2 Ongoing	
Expand implementation of the Better Start Literacy Approach to include Years 1-3. Review junior literacy programmes against the curriculum refresh document.	Learning Support Coordinator. Year 1-3 Team Leader Junior Teachers	-	1 hour	x1 hour per week for teachers completing the microcredential	Terms 1-4	
Embed trauma-informed practice at Rāwhiti School.	Liz Paul	$300 for resources	3 days	x 6 hours PD (TOD and staff meetings)	Terms 1-4	

Goal#2

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<tr><td colspan="3">Initiative: Enhance the wellbeing of staff.</td><td colspan="4">Outcome: Our staff are well equipped to respond positively to workplace challenges and opportunities in ways that maintain and promote wellbeing.</td></tr>
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Activity	Responsibility	Budget	Principals Time	Leader & Staff Time	Start & End Date	Actions & Outcomes
Identification of Phase 2 focus group members to take part in coaching with Tony Burkin	Liz	-	1 hour	-	Term 1 Wk 1	
x4 professional learning days with Tony Burkin (Interlead) 'Unlocking the Key to Workplace Wellbeing'.	Liz & Tony	$10,000	-	x 4 days release per person in the focus group - 24 reliever days in total.	Terms 1-4	
Evaluation interviews and reporting to the BOT	Liz	x1 release day	1 day	40 mins each	T4, Wk 5	

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<tr><td colspan="3">Initiative: Deepen staff understanding and application of their Strengths.</td><td colspan="4">Outcome: Our staff are well equipped to respond positively to workplace challenges and opportunities in ways that maintain and promote wellbeing.</td></tr>
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Activity	Responsibility	Budget	Principals Time	Leader & Staff Time	Start & End Date	Actions & Outcomes
Top 5 Coaching for all new staff	Urmi	$40 per	-	Urmi 1 day	By T 1 Wk. 4	

Action	Who	Cost			Timeframe	
		code per person x1 reliever day for Urmi		Teachers 2 hrs		
Purchase strengths codes for BOT members who do not have a Strengths profile. Top 5 Coaching for BOT members (x3)	Liz & Urmi	$40 per code per person x1 reliever day for Urmi	-	90 mins per BOT member	End of T 1	
Team Coaching for Board of Trustees	Liz & Urmi	$450	90 mins	-	Term 2	
Team Coaching: 1 coaching session per team per term = 6 sessions per term = 24.	Urmi & x1 external coach	Release time for Urmi	-	Urmi 2.5 days release per term Teams = 90 mins per term	T1 – T4	
External Coaching for whole Leadership Team x2	Urmi to arrange	$900	90 mins x2	90 mins x2	T2 – T3	
External Coaching for Senior Leadership Team x4	Urmi to arrange	$1400		90 mins x2	T1 - 4	
Regular Strengths focus activity at staff meetings.	Urmi	-	-	20 mins fortnightly	T1-T4	
External coaching for particular themes x 1 per term	Urmi	$600	1 hr x4	1 hr x4	T2 -T4	
Trial of a Strengths based Professional Growth Cycle for focus group.	Urmi	-	-	2 hrs initially 1 hour termly	T1-T3	
Investigate and trial the use of Clifton Strengths Explorer for Year 8 students	Liz	$18 per student	x2 days per term	-	T2-3	

Goal#2 Our Staff: Enhanced hauora for staff	
Initiative: Strengthen support for staff to manage behaviour.	*Outcome:* Our staff are well equipped to respond positively to workplace challenges and opportunities in ways that maintain and promote wellbeing.

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Activity	Responsibility	Budget	Principals Time	Leader &/or Staff Time	Start & End Date	Actions & Outcomes
Identification of coach & in-school lead team. Allocation of Fixed Term Unit for PB4L coach.	Liz	X1 FTU	60 mins	-	T1, Wk1	
MoE Network Meetings: problem-solving, data analysis, support for action planning.	Mo E & Paul	x4 reliever days for each meeting		5 days across the year	Terms 1-4	
Staff Only Day January	Paul & Helen	Venue cost Catering	2 days	1 day for planning + Staff Only Day 24/01	January 24th	
Staff Meetings: - Determine process in response to minor, major and crisis behaviours. - Focus on teaching expectations by developing our teaching resources to support teaching positive expectations. - Review the current acknowledgment system and see if it still meets our needs. - Review our current responses to unacceptable behaviour. - Continue to look at our Hero data around challenging behaviours.	Paul & in-school lead team	-	90 mins per meeting	90 mins per meeting + planning 6 March 3 April 29 May 26 June 18 Sept 13 November & as required.	Terms 1-4	
Trauma Informed Practice	Liz, Paul & Tom Highes (MoE Psychologist)	-	x1 day	Scheduled staff meetings and TOD	Terma 1-4	
Evaluating Effectiveness & Monitoring progress – ongoing collection, analysis and use of data	Teachers & in-school lead team.	-	-	One hour each month.	Terms 1-4	

Goal#3

Goal#3 Our Community: **Strong partnerships with our community.**	
● **Initiative:** Create effective channels of communication with our school and wider community.	**Outcome:** Our community contributes to, understands, and supports the learning and culture of Rāwhiti School.
Black – Term 1 *Red = Additions/Amendments Term 2* *Green = Additions/Amendments Term 3* *Blue = Additions/Amendments Term 4*	

Activity	Responsibility	Budget	Principals Time	Leader & Staff Time	Start & End Date	Actions & Outcomes
Source external support to review school communications and prepare, implement and monitor a robust communication plan to support higher levels of whānau and community engagement.	Principal BOT	$6000	5 days	-	Term 2-3	
Create in-person and rewindable learning opportunities for parents and whānau to be able to access information.	Liz DP's eLearning facilitator	-	X2 days per term	X2 days per term	Terms 3 - 4	

Goal#3 Our Community: **Strong partnerships with our community.**	
Initiative: Celebrate and share our cultural competence	**Outcome:** Our community contributes to, understands, and supports the learning and culture of Rāwhiti School.
Black – Term 1 *Red = Additions/Amendments Term 2* *Green = Additions/Amendments Term 3* *Blue = Additions/Amendments Term 4*	

Activity	Responsibility	Budget	Principals Time	Leader & Staff Time	Start & End Date	Actions & Outcomes
Implement the plan from 2021 Mātauraka Kāi Tahu co-design workshop with parents.	Liz Helen P Kaiwhakahaere	$5000	X1 day per term	X1 day per fortnight	T2 -T4 2023	

Activity	Responsibility	Budget	Principals Time	Leader & Staff Time	Start & End Date	Actions & Outcomes
Create a cultural events calendar for 2023 - 2024, including hui, fono, mihi whakatau, Matariki celebration etc.	Liz Kaiwhakahaere	-	x2 hours	2 hour	T2	
Implement Rāwhiti Cultural Narrative Walks, run by senior students, utilising the learning from the 2022 Arts Trail inquiry work.	Liz Helen P Year 7-8 Team Leader	-	x1 day	x1 hour per fortnight	T2 - T4	
Creatives In Schools Project to create a legacy piece of art., working with Lisa Harding, Kahu Collective.	Helen P Liz Teachers	$17,500 (MoE funded)	-	2 hours per week	T2 - 4	
Work with cluster principals on an inaugural Te Ara Tūhura Kapa Haka showcase and community event.	Liz Cluster Leads Travis Cooper	Release time for Travis	x1 day per term	x1 hour per week prep X1 hour per week rehearsal	Term 4, 2023	

Goal#3 Our Community: **Strong partnerships with our community.**

Initiative: Collaborate with the PTA on 'fun-raising' activities for whānau.	Outcome: Our community contributes to, understands, and supports the learning and culture of Rāwhiti School.

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Activity	Responsibility	Budget	Principals Time	Leader & Staff Time	Start & End Date	Actions & Outcomes
Engage the PTA in this strategic goal .	Liz	-	x2 hours each month	-	T1 - T4 2023	
Re-establish staff representation on the PTA	Liz	-	-	x2 hours each month	T2-4	
Establish a rotation of board representation at PTA meetings	Liz Cheryl L	-	-	-	T2-4, 2023	

Create a calendar of events aimed at engaging our parent community in fun activities that connect them to school, with a view to running 1 activity each term.	Liz Leadership Team PTA Reps	PTA to fund	x1 day per term	x1 event per term	Term 2-4, 2023	