

Rising Above The Ordinary

E ara ake ana i te ūruhi



Rāwhiti School
150 Leaver Terrace
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Rising Above the Ordinary: Learning That Transforms Lives and Communities
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Strategic Goals 2024 - 2025

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		
<ul style="list-style-type: none"> Strengthen our local, concept-based curriculum to reflect Te Mātaiaho (the refreshed NZC) by the end of 2025. Finalise our shared teacher practices for literacy and numeracy by the end of 2024. Increase staff capability in the use of Te Reo Maori in everyday practice using Poutama Reo pathways by the end of 2025. Use digital technology and innovation to further embed the Manaiaikalani kaupapa of Learn Create Share. 	<ul style="list-style-type: none"> Strengthen staff capabilities in behaviour management through our involvement in the Positive Behaviour for Learning - Restorative Practices contract. Grow the capacity of our middle leaders to build highly effective, cooperative teams. Reinforce the wellbeing of our staff by providing access to coaching to gain insight and self-awareness. 	<ul style="list-style-type: none"> Write and implement a communications plan that incorporates the recommendations from the 2023 communications review. Celebrate the diversity of the tamariki and whanau of Rāwhiti School. Provide regular, rich opportunities for our learning community to celebrate student progress, achievement and successes, to strengthen community engagement and participation in the learning process.
National Education and Learning Priorities (NELPs)		
<ul style="list-style-type: none"> N1/2: High Aspirations for every learner/ākonga. N2/4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy. N3/5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. N3/6: Develop staff to strengthen teaching, leadership and learner support capabilities. 	<ul style="list-style-type: none"> N1/1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. N3/6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce 	<ul style="list-style-type: none"> N1/2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures N2/3: Reduce barriers to education for all, including Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.
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.

Rāwhiti School

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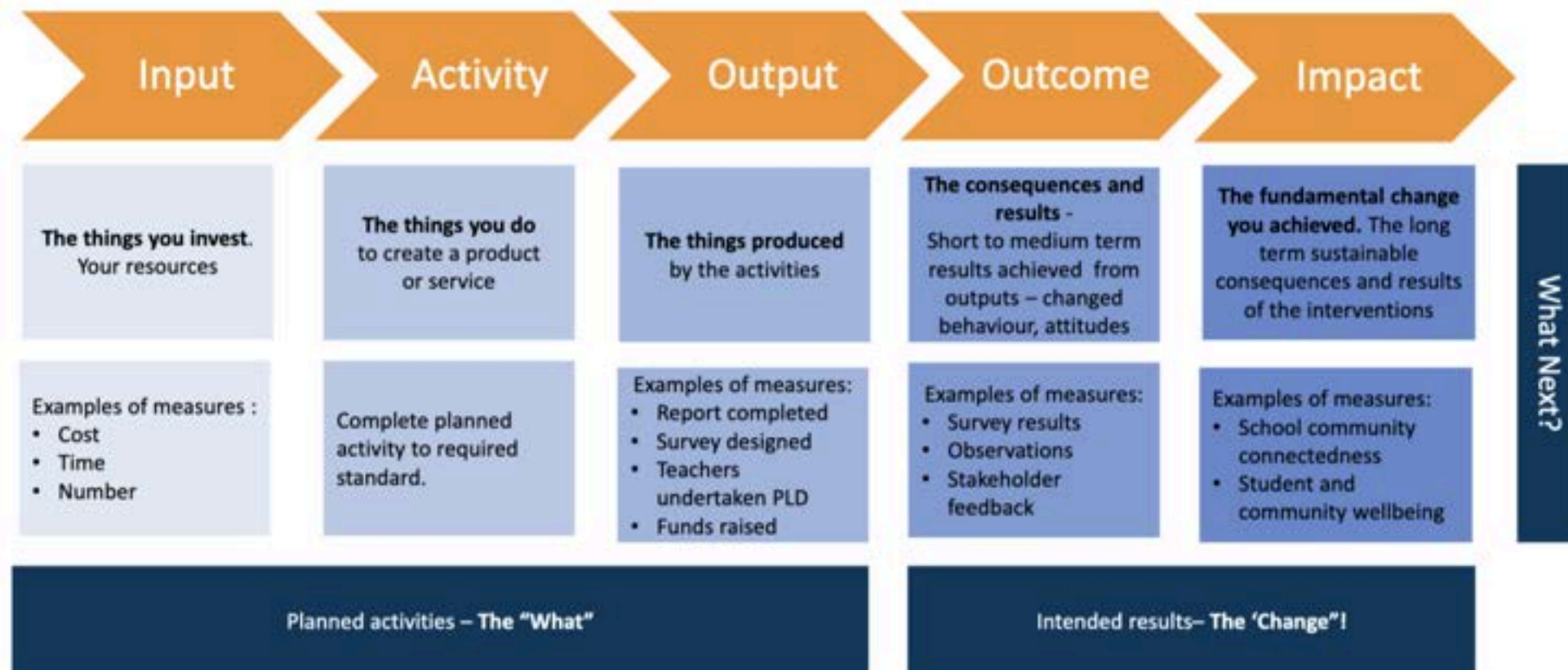
E ara ake ana i te ūruhi

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.

Measuring the success of our Goals and Initiatives



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

Initiative	Input	Activity	Output	Outcome	Impact	Success
1a: Strengthen our local, concept based curriculum to reflect Te Mātaiaho (the refreshed NZC) by the end of 2025.	PLD Staff meetings MoE TOD's (x2)	Utilise MoE curriculum leads. Curriculum focus group Curriculum planning and mapping	Curriculum documented, learning concepts clearly mapped. Curriculum aligned with Te Mātaiaho requirements.	Learning programmes are 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: Finalise our shared teacher practices for literacy and numeracy by the end of 2024.	Within school lead roles (x2) Release time. Focus group.	Review current programmes against Te Mātaiaho requirements. Balance various approaches to suit school needs.	Literacy and Numeracy programmes expectations and programmes clearly defined.	Teachers are aware if and teach to the new curriculum requirements at their level.		
1c: Increase staff capability in the use of Te Reo Māori in everyday practice using Poutama Reo pathways by the end of 2025.	Within school lead role. Release time NZCER staff assessments Goal setting Observations & feedback.	Development of a progressive Māori language programme for English Medium classes.	A school-wide progressive Māori language strategy in place.	Increased teacher skills and confidence. Staff will have access to the resources that will support them in the delivery of our progressive language programme.		
1d: Use digital technology and innovation to further embed the Manaiaikalani kaupapa of Learn Create Share	Board funding for IT equipment & DFI release time. Kahui Ako Across-School role for EPL.	DFI Data analysis and teacher observations. LCS PD	Staff are Google Certified educators. Increased blog posts & comments.	Digital tools used in a purposeful way to improve engagement and achievement. Children accessing learning anywhere.		

Goal Two: Enhance hauora for staff

Initiative	Input	Activity	Output	Outcome	Impact	Success
2a: Strengthen staff capabilities in behaviour management through our involvement in the Positive Behaviour for Learning - Restorative Practices contract.	Teacher Time Budget Professional Learning Testing Resources TOD	PB4L Tier 1 Training Ongoing Restorative Practices training Phase 1 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 Behaviour management is regularly shared with tamariki and whanau so that they understand the approached being used.	Increased focus on teaching and learning. Calm studio learning environments Fewer behaviour referrals to senior leadership. Teachers feeling confident and supported. Increased learner engagement.	Our staff are well equipped to respond positively to workplace challenges and opportunities in ways that maintain and promote wellbeing.
2b: Grow the capacity of our middle leaders to build highly effective, cooperative teams.	Release Time for PD Budget Leadership release time funded by BOT. Resources	CPPA Middle Leaders PD PLGs	Leadership goals set. Team Leaders action plans implemented. Feedback from team members.	Team leaders have the skills required to meet the key leadership tasks required in their role.	Effective, collaborative teams operating consistently across the school.	
2c: Reinforce the wellbeing of our staff by providing access to coaching to gain insight and self-awareness.	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.	

Goal Three: Strong partnerships with our community.

Initiative	Input	Activity	Output	Outcome	Impact	Success
3a: Communicate effectively with our school and wider community.	2023 Communications Review report from Papiermache. Time Funding to implement initiatives.	Create an action plan for 2024 based on the feedback from the 2023 communications review. 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 the diversity of the tamariki and whanau of Rāwhiti School.	Cluster Teacher Only Day \$1000 share of cluster PD Release time	Implement the plan from 2021 Mātauraka Kāi Tahu co-design workshop with parents. Celebration of cultures event	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: Provide regular opportunities for whanau to celebrate student progress, achievement and successes in order to strengthen community engagement and participation in the learning process.	Staff meetings Within school lead position. Focus groups of students and parents Teacher reps on PTA	Explore and implement strategies to engage whānau in school activities Plan interactive opportunities for each term. Liaise with PTA around event organisation.	Launch event for annual Learning Concept Termly Celebrations of Learning that give parents an opportunity to experience the learning.	Whanau experience, and have a better understanding of, the learning that takes place here.	Whanau are actively engaged in school.	

Strategic Roadmap 2022-2024

Rising Above the Ordinary: Learning That Transforms Lives and Communities E ara ake ana i te ūruhi

	Year 1 - 2024	Year 2 - 2025
The RISE values and dispositions are the focus of our curriculum	<p>← Review Concept Curriculum to reflect Te Mātaiaho →</p> <p>← Define and implement shared teacher practices for → Literacy and Numeracy</p> <p>Development of a progressive school wide Māori language programme for English medium classes</p> <p>← Digital Fluency Intensive – Level 1 Google Certified Educators →</p> <p>← Learn Create Share pedagogy implemented across all learning areas →</p>	Implement school wide Māori language programme
Enhanced hauora for our staff	<p>← Enabling Teachers to own Occupational Wellbeing →</p> <p>Investing in our Psychological Capital Phase 3 Focus Group CPPA Middle Leaders Professional Development</p> <p>← Annual NZCER Wellbeing Survey →</p> <p>Introduce Phase 1 of Restorative Practices PD Approach</p>	<p>Investing in our Psychological Capital Consolidation Whole Staff</p> <p>Implement Restorative Practices into Behaviour Management</p>
Strong partnerships with our community.	<p>← Explore and implement strategies to engage whānau in school activities →</p> <p>← Curate rewindable learning opportunities for parents and whānau →</p> <p>Prepare and implement a communications plan.</p> <p>Review processes for transitions to school</p> <p>← Implement plan from 2021 Mātauraka Kāi Tahu co-design workshop →</p>	<p>Monitor communications plan</p> <p>Implement adapted transition processes</p>
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