

# Rising Above The Ordinary

*E ara ake ana i te ūruhi*



Rāwhiti School  
150 Leaver Terrace  
New Brighton  
Christchurch 8061

Established January 27 2015  
Phone: 03 3889519  
email: [principal@rawhiti.school.nz](mailto:principal@rawhiti.school.nz)  
School ID: 696



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

**Strategic Goals 2024 - 2025**

<b>Our Learners</b> The RISE values and dispositions are the focus of our curriculum	<b>Our Staff</b> Enhanced hauora for our staff	<b>Our Community</b> Strong partnerships with our community.
<b>Strategic Initiatives</b>		
<ul style="list-style-type: none"> <li>• Implement Te Mātaiaho - NZ Curriculum refresh.</li> <li>• Strengthen kaiako knowledge and practice in Literacy and Numeracy.</li> <li>• Increase staff capability in the use of Te Reo Maori in everyday practice using Poutama Reo pathways by the end of 2025.</li> <li>• Use digital technology and innovation to further embed the Manaiaikalani kaupapa of Learn Create Share.</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen staff capabilities in behaviour management through our involvement in the Positive Behaviour for Learning - Restorative Practices contract.</li> <li>• Grow the capacity of our middle leaders to build highly effective, cooperative teams.</li> <li>• Reinforce the wellbeing of our staff by providing access to coaching to gain insight and self-awareness.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with parents/caregivers about Positive Behaviour for Learning and Restorative Practices and what that looks like at Rāwhiti School.</li> <li>• Leverage insights from the 2024 community consultation to refine existing strategic goals and identify new priorities for inclusion in the Strategic Plan for the incoming Board.</li> <li>• 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.</li> </ul>
<b>National Education and Learning Priorities (NELPs)</b>		
<ul style="list-style-type: none"> <li>• <b>N1/2:</b> High Aspirations for every learner/ākonga.</li> <li>• <b>N2/4:</b> Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.</li> <li>• <b>N3/5:</b> Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</li> <li>• <b>N3/6:</b> Develop staff to strengthen teaching, leadership and learner support capabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• N1/1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</li> <li>• N3/6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• N2/3: Reduce barriers to education for all, including Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</li> </ul>
<b>We will know we have been successful when.....</b>		
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

**Rising Above the Ordinary:**  
Learning that Transforms Lives  
and Communities

*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.

## Goal#1

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

**Initiative:** Strengthen Kaiako knowledge and practice in Literacy and Maths.

**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
Appoint a Within School Lead for Literacy. This person will work with Helen Hogarth and the Literacy Focus Group on the re-development of the Rāwhiti School Reading programme .	Liz	Kahui Ako funding \$4K + 2 days release per term.	½ day	-	End of February	
Write and Implement an action plan to ensure that the requirements of the refreshed curriculum are known and understood in relation to: <ul style="list-style-type: none"> <li>Structured Literacy</li> <li>Handwriting</li> <li>Oral Language</li> </ul>	Within School Lead + Helen P	-	-	2 days per term	Terms 2-4	
Extend and embed Structured Literacy Professional Development (PLD)	Liz + Within School Lead	MoE funded	-	2 days per term	Terms 2 -4	
Observations of teachers to support consistency of Literacy practice.	Within School Lead	-	-	As required	Terms 2-4	
Appoint a Within School Lead role for Numeracy. This person will work with Helen Hogarth and the Numeracy Focus Group on the redevelopment of the Rāwhiti School Maths programme .	Liz	Kahui Ako funding \$4K + 2 days release per term.	½ day	-	End of February	
Write and Implement an action plan to ensure that the requirements of the refreshed curriculum are known	Within School					

and understood.	Lead + Helen P	-	-	2 days per term	Terms 2-4	
Oversee the implementation of the Oxford structured Maths programme.	Within School Lead Helen P	MoE funded	2 days	2 days per term	Ongoing all year	
Observations of teachers to support consistency of maths teaching practice.	Within School Lead	-	-	As required	Terms 2-4	
Revised Literacy and Numeracy curriculum statements presented to the Board.	Within School Leads + Helen H	-	2 hours	1 day	Term 4 2025	
Review of data and evidence, including progress and achievement data for annual target groups.	Liz + Helen H	-	2 days	2 days	End Term 2 End Term 4	

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

**Initiative:** Increase staff capability in the use of Te Reo Maori in everyday practice using Poutama Reo pathways by the end of 2025.

**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
Appoint a Within School Lead role for Te Reo Māori.	Liz	Kahui Ako funding \$8K + 4 days release per term.	1 hour	-	End of Feb	
Create a support role to assist with the implementation of Phase 1 in the Year 1-3 English-medium classes.	Liz	M unit	1 hour	-	End of Feb	

School Lead to work on the development of Phase 2 of a progressive Māori language programme for our English medium classes, to be ready for implementation in 2026.	Within School Lead	-	-	4 days per term	Ongoing	
Collate resources and provide in-class guidance that will support staff in the delivery of Phase one of our progressive language programme.	Within school leads	-	-	4 days per term	Terms 2-4	
Te Reo progressions and assessments to be available in Hero for use in 2025.	Within school lead + Helen P	-	-	4 days per term	Terms 2-4	
Progressive Māori language programme for English medium classes presented to the Board.	Within School Lead + Helen P	-	1 hour	1 hour	Term 2 2025	

**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.

*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
Use of the cluster-employed Education Programme Lead (EPL) 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 Tūhura Kahui Ako 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	Term 3	

<p>Have teachers take advantage of additional Manaiakalani professional development opportunities.</p> <ul style="list-style-type: none"> <li>• Manaiakalani <u>Reading Practice Intensive</u> (RPI)</li> <li>• Manaiakalani Innovative Teachers</li> <li>• Te Ara Tuhura Teachers Summit</li> </ul>	Liz	x4 release days	-	x 4 days	Terms 1-4	
<p>Cluster Goal #1: Growing our ākonga capability by having students share learning across the cluster e.g. online toolkits with students sharing with other students.</p>	<p>Leaders of Learning Sharon Spragg</p>	-	-	1 day	Terms 2-4	
<p>Cluster Goal #2: Kaiako sharing and celebrating the teaching and learning they are leading in their context, with a particular focus on extended discussion:</p> <ul style="list-style-type: none"> <li>• use of the cluster site</li> <li>• staff meetings</li> <li>• developing a Te Ara Tūhura cluster newsletter for kaiako</li> </ul>	<p>Leaders of Learning Sharon Spragg</p>	-	½ day twice per term	1 day	Terms 2-4	
<p>Cluster Goal #3: Developing Extended Discussion for all curriculum areas across the cluster with shared language and resources:</p> <ul style="list-style-type: none"> <li>• Shared resources for Years 1-13</li> <li>• Sharing with whanau</li> </ul>	<p>Leaders of Learning Sharon Spragg</p>	-	½ day twice per term	1 day	Terms 2-4	



## Goal#2

Goal#2 Our Staff: Enhanced hauora for our staff	
<b>Initiative:</b> Strengthen staff capabilities in behaviour management through our involvement in the Positive Behaviour for Learning - Restorative Practices contract.	<b>Outcome:</b> Our staff are well equipped to respond positively to workplace challenges and opportunities in ways that maintain and promote wellbeing.
<i>Black – Term 1</i> <i>Red = Additions/Amendments Term 2</i> <i>Green = Additions/Amendments Term 3</i> <i>Blue = Additions/Amendments Term 4</i>	

Activity	Responsibility	Budget	Principals Time	Leader & Staff Time	Start & End Date	Actions & Outcomes
MoE Phase 4 Network Meetings: problem-solving, data analysis, support for action planning.	Paul & Helen H	N/A	4 days	4 days each	Terms 1 - 4	
Update annual PB4L action plan following initial meeting with PB4L facilitation team.	Paul & Helen H	-	-	2 hours	Term 1	
Establish a Student Council to ensure that student voice is heard and considered.	Paul	-	-	1 hour a fortnight	Term 1 & ongoing	
Establish a Peer Mediation programme to help students who experience conflict during the break times to come up with their own solutions for a win/win outcome, and in doing so free up duty teachers to focus on the more significant issues.	Rachel Beaument	Kahui Ako funding \$4K + 2 days release per term & \$500 from PD budget	1 day	8 days	Term 2 & ongoing	



**Goal#2 Our Staff: Enhanced hauora for our staff**

**Initiative:** Grow the capacity of our middle leaders to build highly effective, cooperative teams.

**Outcome:** Our staff are well equipped to respond positively to workplace challenges and opportunities in ways that maintain and promote wellbeing.

*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 appropriate PD to support both middle and senior leaders.	Liz	\$30k (5670) \$10k (5640)	1 day	-	Terms 1-4	
"Leading An Observable Learning Culture".	Liz	\$440	1 day	1 day	March	
'Mastering Difficult Conversations with Parents' led by Pete Burden. Team Leaders to implement learnings within their teams through modelling and coaching.	Liz	\$2500	1 day	1 day	April	
CPPA Middle Leaders Conference with Richard Gerver	Liz	\$1500	2 days	2 days	June	
As part of their annual Professional Growth Cycle (PGC) Team Leaders seek feedback on their leadership using the Leadership Hazards framework from the Interlead Psycho-Social Hazard Audit.	Liz & Team Leaders	-	-	2 hours	Term 4	

## Goal#2 Our Staff: Enhanced hauora for our staff

**Initiative:** Reinforce the wellbeing of our staff by providing access to coaching to gain insight and self-awareness.

**Outcome:** Our staff are well equipped to respond positively to workplace challenges and opportunities in ways that maintain and promote wellbeing.

*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
Identification of Phase 4 focus group members to take part in coaching with Tony Burkin	Liz	-	1 hour	-	Term 1 Wk 1	
x3 professional learning days with Tony Burkin (Interlead): <ul style="list-style-type: none"> <li>The role of leadership in relation to others' well-being</li> <li>Ensure understandings between teachers and leaders are aligned in the middle and senior space.</li> </ul>	Liz & Tony	\$7,500 (from Leadership PD)	3 days	x 3 days release per person in the focus group - 15 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 2	

### Goal#3

Goal#3 Our Community	
<b>Initiative:</b> Communicate with parents/caregivers about Positive Behaviour for Learning and Restorative Practices and what that looks like at Rāwhiti School.	<b>Outcome:</b> Our community contributes to, understands, and supports the learning and culture of Rāwhiti School.
<i>Black – Term 1</i>	<i>Red = Additions/Amendments Term 2</i> <i>Green = Additions/Amendments Term 3</i> <i>Blue = Additions/Amendments Term 4</i>

Activity	Responsibility	Budget	Principals Time	Leader & Staff Time	Start & End Date	Actions & Outcomes
Survey parents regarding the areas relating to behaviour that they would like more information about.	Paul & Helen	-	x1 day	x1 day	Term 2	
Analyse survey responses and decide on which questions we can create resources to provide answers.	Paul & Helen	-	x1 day	x 4 days	Term 2	
Create short videos outlining the way we do things at Rāwhiti for things like "My child is being bullied. What are you going to do about it?"	Paul, Helen & PB4L lead team	PB4L Inquiry Grant \$4000	x1 day	x 4 days	Terms 3-4	
Create one page infographic posters that outline our response systems or answer other questions from whānau.	Paul, Helen & PB4L lead team	PB4L Inquiry Grant \$4000	x1 day	x4 days	Term 3-4	

Goal#3 Our Community			
<b>Initiative:</b> Leverage insights from the 2024 community consultation to refine existing strategic goals and identify new priorities for inclusion in the Strategic Plan for the incoming Board.		<b>Outcome:</b> Our community contributes to, understands, and supports the learning and culture of Rāwhiti School.	
<i>Black – Term 1</i>	<i>Red = Additions/Amendments Term 2</i>	<i>Green = Additions/Amendments Term 3</i>	<i>Blue = Additions/Amendments Term 4</i>

Activity	Responsibility	Budget	Principals Time	Leader & Staff Time	Start & End Date	Actions & Outcomes
<b>Analyse Community Feedback</b> – Systematically review and synthesise key themes from the 2024 community consultation to identify common priorities and concerns.	Board	TBC	1 week	-	Terms 1-3	
<b>Engage Stakeholders</b> – Facilitate discussions with staff, students, and community members to validate findings and explore potential refinements to strategic goals.	Board	-	3 days	-	Terms 2-4	
<b>Align with School Vision &amp; Priorities</b> – Cross-check proposed changes against the school's vision, values (RISE), and existing strategic framework to ensure coherence and impact.	Board	-	3 days	-	Term 3	
<b>Implement &amp; Monitor Adjustments</b> – Integrate refined or new strategic goals into a new Strategic Plan and establish measurable indicators for tracking progress.	Board	-	3 days	-	Term 3	

### Goal#3 Our Community

**Initiative:** 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.

**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
Sharing learning and success stories via school communication channels.	Liz	-	1 day	Team Leaders 2 hours per term	Ongoing throughout the year	
Plan a series of Community events and/or Learning Celebrations aimed at engaging our parent community in activities that connect them to our learning.	Leadership Team Leaders Teachers	-	1 day	Dependent on the activity planned.	Ongoing throughout the year	
Enhance Reporting in Hero – Update reporting procedures in Hero to align with the requirements of the refreshed curriculum, ensuring clear tracking of student progress, consistency in assessment practices, and effective communication with whānau.	Liz & DPs	\$1000	3 days	Variable - depending on MoE timeframes.	Ongoing throughout the year	