



SELWYNRIDGE

Charter and 2023 Annual Plan

Kia Hokahoka Kahurangi



A school's charter serves the purpose of communicating intended outcomes, values and goals, and its plan for teaching and learning programmes and associated activities, to its staff and community as well as to the government.

INTRODUCTION

The Selwyn Ridge School Board of Trustees and leadership team have great pleasure in presenting our 2023 Charter for teaching and learning. This charter takes into account all the excellent work that has gone before at the school and provides a future focus for 2023 and beyond. The Charter is a living document and is revisited on an ongoing basis. This document gives a framework for the future and provides a plan for the implementation of the New Zealand curriculum at Selwyn Ridge School.

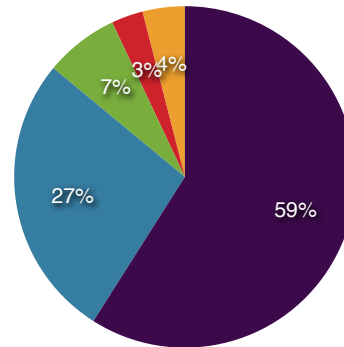
School Background and Description

Selwyn Ridge school is located in Welcome Bay, Tauranga. The school was established in 1997 to cater for a growing community.

Governed by an enrolment zone our school currently has a roll of between approximately 450 and 530 students. Selwyn Ridge is a contributing school (year 0-6) and at the end of the 2022 school year had a roll of 485 students.

Within this cohort the ethnic makeup was:

- NZ European/Pakeha 59%
- Māori 27%
- Asian 7%
- Pacific Peoples 3%
- MELAA 4%



At Selwyn Ridge School our vision for learning is:
Learners Soaring High
Kia Hokahoka Kahurangi

Growing mind, heart and toolbox - whakāro, manawa, kete.

As a school we strive to be the best we can be. Ongoing focus questions are 'What is powerful learning?', and 'What is it powerful to learn?' Practices are aligned so that support for the best possible teaching and learning is linked to our shared vision.

We aim to create powerful learning through rich curriculum and meaningful learning contexts, and to create a positive and challenging learning environment with excellence in core curriculum areas of literacy and mathematics. The Selwyn Ridge Curriculum is infused with the Principles, Values and Beliefs of the New Zealand Curriculum. As a learning community, we promote a values and vision based approach. Decisions about learning are based on rich concepts and enable students to make connections and see real purposes for their learning.

A further key teaching and learning principle is personalising learning. With our school vision firmly in the centre of all we do, we consider readiness, interests and learning strengths and needs when planning what we teach, how we teach, and how we assess.

A key ingredient for ensuring high quality outcomes for our children is appointing high quality staff. Teaching and support staff are supported through effective governance from a committed board who share the same goals for high quality outcomes for all children.

At Selwyn Ridge, we celebrate learning and achievement. We are committed to providing a learning community that is a safe place for all to thrive, where heart matters and we value a holistic approach to learning.

We look forward to 2023 being a year of great progress and achievement towards our school vision.

Katrina McChesney

Chairperson BOT

Craig Price

Principal

OVERVIEW OF THIS DOCUMENT

As noted on the cover page, this document is intended to communicate our school's intended outcomes, values, goals, and plans to members of our school community and to the government. The document reflects both our immediate goals and focuses as well as our longer-term strategic direction, showing how each of these fits into national priorities for education.

The document is organised from the broadest, 'big picture' elements through to the most specific and immediate plans.

We begin by providing an overview of the government's National Education and Learning Priorities, which all schools' Charters and planning must consider.

- Page 4: National Education and Learning Priorities

We then discuss our foundational commitments in two key areas, each of which links back to the National Education and Learning Priorities. These areas are not short-term strategic focuses but rather reflect ongoing commitments that underpin our work.

- Page 5: Learning and teaching with Te Reo and Tikanga Māori
- Page 6: Inclusive education: Supporting learners with special educational needs

Given the above background, we then present our 3-5 year strategic direction. A table summarises where we have come from, our current focuses, and where we anticipate heading over the years that follow. After the summary table, we present plans for each of our strategic priorities for 2023-2025:

- Page 7: Areas of strategic focus, 2021-2015
- Page 8: Learning culture and achievement: Implementation of Te Mātaiaho - The Refreshed New Zealand Curriculum
- Page 9: Learning culture and achievement: Implementation of Healthy Active Learning
- Page 10: Learners of national priority: Supporting learners with special educational needs, Te Ao Māori, and Pasifika learners

The final section of our Charter zooms in on our annual improvement plan for the 2023 school year. This section spells out the specific actions we intend to take, and the intended outcomes, to help progress our strategic direction and national commitments in 2023.

- Page 11: Overview of annual school improvement plan
- Page 12: Refreshed New Zealand Curriculum - overview and 2023 focus learning areas
- Page 13: Powerful curriculum implementation - the 2023 SRP local curriculum overview
- Page 14: Leadership and collaborative practice
- Page 15: Healthy Active Learning programme
- Page 16: Differentiated literacy and literacy support
- Page 17: Other key improvement strategies to achieve our strategic vision: 2023 actions in the areas of inclusive practice, Te Ao Māori, and Pasifika education

We end the document by noting a number of additional policy documents and plans that support our Charter, strategic, and annual plans. These documents are available on request from the school office.

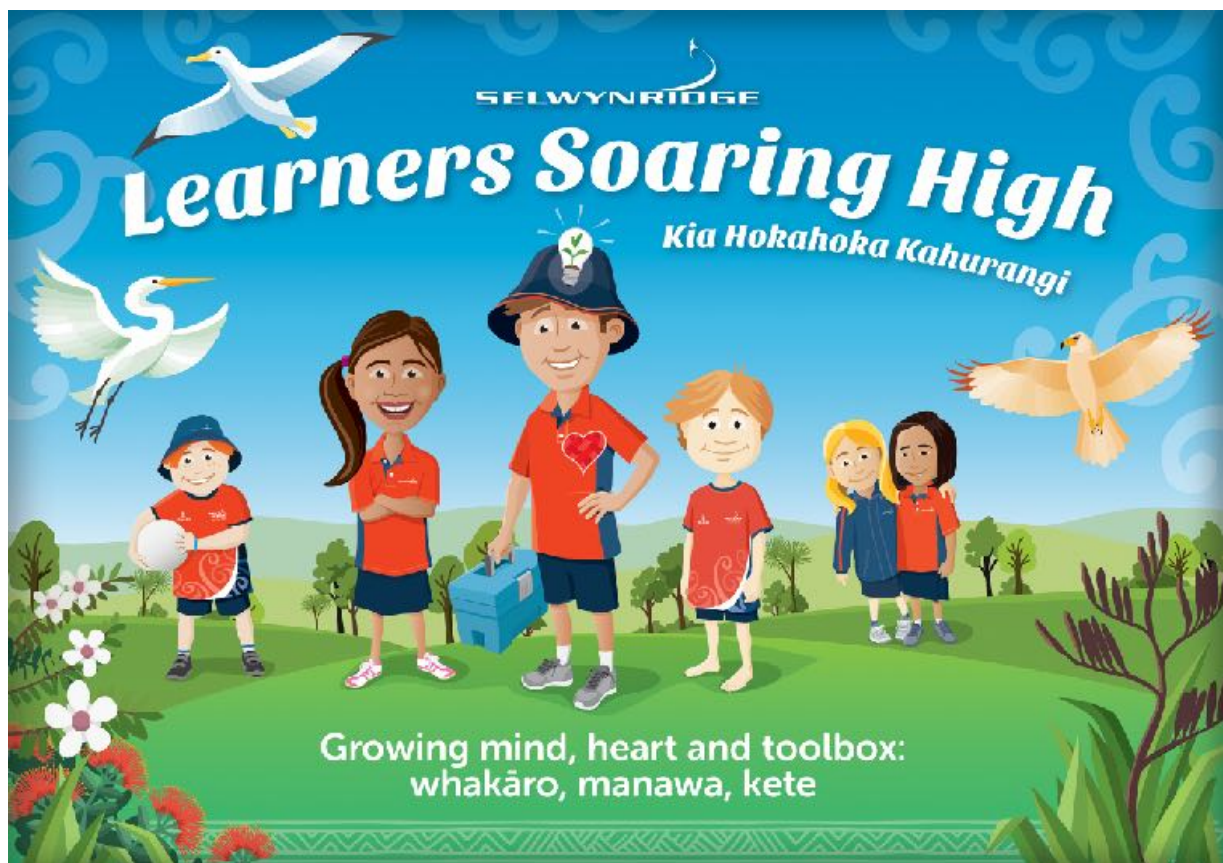
THE NATIONAL EDUCATION LEARNING PRIORITIES

On 13 November 2020, the Government issued a Statement of National Education and Learning Priorities (NELP). These set out the Government's priorities for education that will ensure the success and wellbeing of all learners. They are statutory documents issued under the Education and Training Act 2020 that direct government and education sector activities towards the actions that will make the biggest difference, and ensuring that we are able to strengthen the education system to deliver successful outcomes for all learners/ākonga.

The NELP and TES priorities will help create education environments that are learner-centred, and where more of our learners, and especially more of our Māori and Pacific learners, are successful. Therefore, they encourage all places of learning to focus on:

- Ensuring places of learning are safe, inclusive, and free from racism, discrimination, and bullying
- Having high aspirations for every ākonga, supported by partnerships with their whānau and communities to design and deliver education
- Reducing barriers to education for all
- Ensuring every ākonga gains sound foundation skills, including language, literacy and numeracy
- Meaningfully incorporating te re Māori and tikanga Māori into everyday life
- Developing staff to strengthen teaching, leadership, and learner support capability
- Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

Our school vision and strategic planning links directly to the National Education and Learning Priorities.



LEARNING AND TEACHING WITH TE REO AND TIKANGA MĀORI

He taonga te reo, he taonga anō ngā tikanga. He taonga ngā tamariki. He taonga anō ngā pouako, inā hoki ko rātou e āwhina ana ki te poipoi i te reo hei reo e ora ana, e kaha ana, e haumako ana.

Our language and our culture are taonga. Our children are taonga. The teachers of te reo and tikanga Māori are also taonga because they are helping to secure the future of te reo and tikanga Māori as living, rich and dynamic.

Te reo Māori is the foundation language of Aotearoa New Zealand and an official language under the Māori Language Act, 1987. The Treaty of Waitangi recognises it as a taonga and guarantees its protection.

- Selwyn Ridge Primary policies, practices and action plans reflect New Zealand's cultural diversity and meet the needs of its Māori and Pacific Island students
- children have tikanga Māori and te reo Māori integrated through learning programmes
- parents who would like the opportunity to have their child take part in bilingual or full immersion programmes are told about the network of local schools which makes this possible
- an active kapahaka programme is available for all those students who wish to take part
- twice yearly consultation with whānau

Principles

- Identity, language and culture count. Teachers need to know where their students come from and build on what they bring with them to school.
- Teaching and learning in Māori will provide contexts where the language, identity and culture of Māori learners and their whānau is affirmed
- By learning te reo and becoming familiar with tikanga, Māori students at Selwyn Ridge Primary can strengthen their identities and non-Māori can develop greater cultural understanding
- Teaching and learning in Māori at Selwyn Ridge will be informed and supported by respectful relationships with Māori learners, parents, whānau and the Māori community.
- As they learn about language and culture our students will grow in cognitive strength, understand more about themselves and become more understanding of others

Further Reading/References

Kahikitia - The Māori Education Strategy 2014 - 2017

Tātaiako Cultural Competencies for Teachers of Māori Learners -NZ Teachers Council and Ministry of Education

Te Aho Arataki Marau mō te Ako i Te Reo Māori-Kura Auraki- Curriculum Guidelines for Teaching and Learning Te Reo Māori

Key Links to the Statement of National Education and Learning Priorities in Schools and Kura

Objective 3 - Quality Teaching And Leadership

- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.
- Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture.
- Use development opportunities for teachers / kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori
- Talk with learners / akonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement.



INCLUSIVE EDUCATION

SUPPORTING LEARNERS WITH SPECIAL EDUCATION NEEDS

We focus on developing an inclusive learning culture to ensure all of our learners develop a positive identity and sense of belonging, are able to participate fully and are taught well. Embedding opportunities within a responsive classroom environment and curriculum differentiation are fundamental principles in planning for and meeting needs for learners identified with special educational needs and/or abilities.

Key Principles:

- best practice for all learners
- high expectation of progress whether the learner is below, at, or above expectations
- early identification to enable the learner to access the curriculum
- practices that are responsive to the needs, interests and strengths of learners
- open, ongoing consultation with family to strengthen pathways
- inclusive practices that enable learners to be successful with peers
- a school learning community with responsive classroom environments that engage learning
- learners who feel valued, are motivated and actively engaged
- supports ie; teacher aides, RTLB, RT Lit, SLT working alongside teachers within classroom environments wherever possible to develop strong learning relationships
- ongoing development of initiatives that meet specific needs of cohorts
- leaders engaging in regular analysis of cohort progress and achievements across the curriculum

We know that every learner enrolled at Selwyn Ridge Primary is different and comes to school with different needs, strengths, abilities and different challenges and sensitivities. Our role is to create an inclusive community that celebrates the uniqueness of all children and focuses on meeting the needs of all learners. We recognise that some learners require particular educational requirements to support learning, communication, social/emotional, behaviour, sensory, physical, health needs and/or abilities. Special educational needs may range from a learner with severe and complex disability to a child who has ill health. He or she may have difficulty learning, communicating or behaving. Sometimes a learner will have a specific need. At other times, a learner may have a complex combination of needs. Special Education needs range from learner to learner. They can be short term or long lasting. At Selwyn Ridge, considerations for these learners are followed by procedures for supporting learners with special educational needs and/or abilities. These procedures are read in conjunction with the Special Needs or Abilities Policy



Key Links to the Statement of National Education and Learning Priorities in Schools and Kura

Objective 2 - Barrier Free Access - Great education opportunities and outcomes are within reach for every learner

- Reduce barriers to education for all, including for Māori and Pacific learners / ākonga, disabled learners / ākonga, and those with learning support needs

Ensure disabled learners / ākonga and staff, and those with learning support needs, gifted learners / ākonga, and neurodiverse learners / ākonga are safe and included in their school or kura, their needs are supported and that learning support programmes are robust and effective.

Areas of strategic focus - 2021 to 2025

National Education Learning Priority (NELP) FOCUS AREA	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>
Learners at the centre	<u>Bounce Back Resilience Programme</u> Whole school implementation	<u>Healthy active learning</u> including Te Whare Tapa Whā	<u>Healthy active learning</u> Year 2	<u>Healthy active learning</u> Year 3	<u>Healthy active learning</u> <u>Sustaining</u>
Quality teaching and leadership - curriculum	<u>Implementation of Digital Curriculum</u>	<u>Implementation of NZ Histories Curriculum</u>	<u>Implementation of Te Mātaiaho - The Refreshed New Zealand Curriculum</u>	<u>Implementation of Te Mātaiaho - The Refreshed New Zealand Curriculum</u>	<u>Implementation of Te Mātaiaho - The Refreshed New Zealand Curriculum</u>
	<u>Foundations for learning</u> Year 1	<u>Differentiated Literacy</u> Year 1-2 <u>Mathematics Education</u> Year 3-6	Te Ao Tangata / Social Sciences Mathematics and Statistics English • <u>Better Start Literacy</u> Year 1-2	Science Technology The Arts	Health and Physical Education Learning Languages
	<u>Strengthening Leadership</u> Professional development of leadership team				
	<u>Inclusive education</u> Learners with special education needs are supported to engage in all school activities; accessing, making progress and achieving in alignment with the New Zealand Curriculum.				
	<u>Te ao Māori</u> Enhancing te reo Māori and tikanga Māori into the every day life of Selwyn Ridge.				
	<u>Pasifika Achievement</u> Pasifika students are engaged in their learning and are achieving with pride in their unique identity, language and culture.				

Strategic Planning/Intent Three Years 2023 - 2025

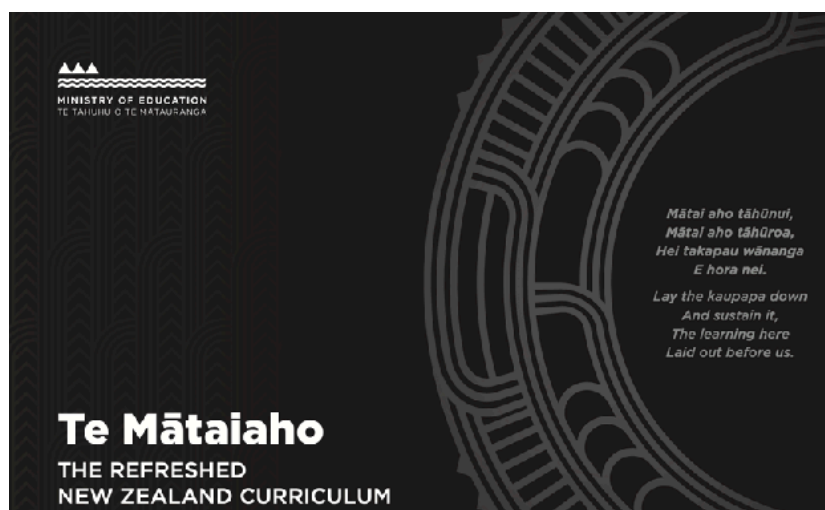
Learning Culture and Achievement (1)

To enhance student achievement through a culture of continued improvement; developing teaching, learning and assessment capability in alignment with the New Zealand and Selwyn Ridge School curriculum

Implementation of Te Mātaiaho - The Refreshed New Zealand Curriculum :

The New Zealand Curriculum is being refreshed in a phased approach over the next four years so that it honours Te Tiriti o Waitangi, and is inclusive, clear, and easy to use. The refreshed national curriculum will provide a greater sense of what progress looks like and the learning that matters.

Year 1 - 2023	Year 2 - 2024	Year 3 - 2025
<p>1.1 Introduction to and initial implementation of Te Mātaiaho, The refreshed New Zealand Curriculum.</p> <p>1.2 Quality teaching and learning with refreshed curriculum content of ;</p> <ul style="list-style-type: none"> • Te Ao Tangata / Social Sciences • Mathematics and Statistics • English 	<p>1.2 Quality teaching and learning with refreshed curriculum content of ;</p> <ul style="list-style-type: none"> • Science • Technology • The Arts 	<p>1.2 Quality teaching and learning with refreshed curriculum content of ;</p> <ul style="list-style-type: none"> • Health and Physical Education • Learning Languages
<p>Staff professional learning in each of these curriculum areas</p> <p>Differentiated literacy - junior teacher professional learning in Better Start Literacy Approach</p> <p>Professional learning for leadership team - strengthening leadership with Tu Rangatira</p> <p>Assessment and reporting review</p>	<p>Staff professional learning in each of these curriculum areas</p> <p>Curriculum implementation plans are reviewed</p> <p>Year 2 for Better Start Literacy Approach partnership</p>	<p>Staff professional learning in each of these curriculum areas</p> <p>Curriculum implementation plans are embedded</p> <p>Embedding of differentiated literacy strategies across school</p>



Strategic Planning/Intent Three Years 2023 - 2025

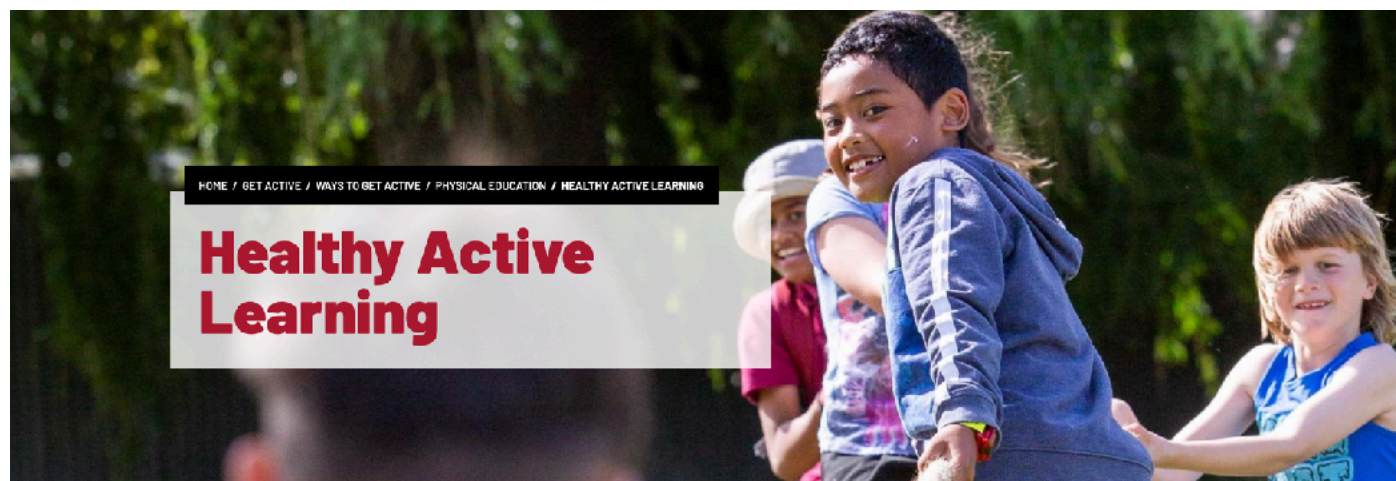
Learning Culture and Achievement (2)

To enhance student achievement through a culture of continued improvement; developing teaching, learning and assessment capability in alignment with the New Zealand and Selwyn Ridge School curriculum

Implementation of Healthy Active Learning

Healthy Active Learning is a joint initiative between Sport New Zealand and the Ministries of Health and Education. Healthy Active Learning supports schools, kura and early learning services to improve child and youth wellbeing through healthy eating and drinking, and quality physical activity. Healthy Active Learning is a 3 year commitment that provides professional learning and development across the school.

Year 1 - 2023	Year 2 - 2024	Year 3 - 2025
Healthy active learning year 2 commitment	Healthy active learning year 3 commitment	Healthy active learning embedding across curriculum
Community connector introduced to school programme: <ul style="list-style-type: none">• Neighbourhood Play Space along alley way• Play scan (breaktimes) and recommendations• Play equipment ideas and support with creating play space.• Whānau connection opportunities, possibly linked to engaging in PA or Play• PALs (Physical Activity Leaders)• Mārakai community connect.	Growing sustainable practice Professional learning for all staff. Integration with localised curriculum.	Health and Physical Education Curriculum refresh alignment



Learners of National Priority (2)

Inclusive Education - Supporting learners with special educational needs

Learners with special education needs are supported to engage in all school activities; accessing, making progress and achieving in alignment with the New Zealand Curriculum

Practice / Actions	Outcomes / Evidence
<ul style="list-style-type: none"> Continue to build teacher capacity to differentiate programmes to meet the diverse needs of learners, including those with special education needs Regularly monitor resourcing decisions to maximise outcomes for students Forge strong relationships with outside agencies Providing a Special Education Needs Co-ordinator (SENCO) role to prioritise outcomes for learners with special needs and design and oversee programmes Providing regular professional learning opportunities for the SENCO and staff members to build their capacity to maximise opportunities and achievement for learners with special needs 	<ul style="list-style-type: none"> The school provides a high quality education tailored to suit the individual needs of learners in a safe respectful learning environment The input and aspirations of families of learners with special needs are valued and included in school programme development Children with special education needs are fully engaged in school activities and are making appropriate progress in their learning

Māori Learners

To meaningfully incorporate te reo Māori ngā tikanga Māori into the everyday life of Selwyn Ridge

Practice / Actions	Outcomes / Evidence
<ul style="list-style-type: none"> Widen our network with whānau, hapu, iwi within the school and across our community. Provide a forum where the input of whānau of Māori learners is valued and learning shared Understanding and recognising the unique status of tangata whenua in Aotearoa New Zealand including growing understanding and acknowledging the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi Further develop the practise and use of te reo Māori Provide learning opportunities for staff in te reo ngā tikanga Māori Gather and analyse cohort achievement data, investigate trends and learning gaps and design programmes to accelerate progress for at risk learners 	<ul style="list-style-type: none"> The school has connections with local whānau and iwi A strong cultural identity is reflected in our school with te reo and tikanga enriching opportunities for all learners Staff infuse programmes with the principles and practices outlined in Kahikitia and Tataiako Staff design and plan culturally responsive, evidence based approaches that reflect the local community and Te Tiriti O Waitangi partnership in New Zealand Commitment to tangata whenuatanga and Te Tiriti o Waitangi is evident across the school

Pasifika Learners

Pasifika students are engaged in their learning and are achieving with pride in their unique identity, language and culture.

Practice / Actions	Outcomes / Evidence
<ul style="list-style-type: none"> Provide learning opportunities for staff in the Pasifika Education Plan Gather and analyse cohort achievement data, investigate trends and learning gaps and design programmes to accelerate progress for at risk learners Provide a forum where the input of parents of Pasifika learners can be valued and learning shared Ensure learning resources, opportunities and celebrations of events reflect the Pasifika culture 	<ul style="list-style-type: none"> Staff are aware of and programmes are infused with the principles and practices outlined in the Pasifika Education Plan and Tapasa Input from families of Pasifika learners is included in school decision making

Annual School Improvement Plan

Annual Plan Priority Areas:

- Quality Teaching and Leadership
 - Refreshed New Zealand Curriculum
 - Leadership and collaborative practice
- Learners at the centre
 - Healthy active learning - Year 2
 - Differentiated Literacy (Better Start Literacy Approach)

Other 2023 Key Improvement Strategies to Achieve Strategic Vision

- HERO SMS - Further development in powerful and strategic use of HERO SMS for supporting quality teaching, learning and administrative practices across the school
- Te ao Māori - Enhancing te reo Māori ngā tikanga Māori into the every day life of Selwyn Ridge
- Pasifika learners - To grow opportunities for Pasifika identity, language and culture to be further imbedded in school practices.
- Inclusive practice - Learners with special education needs are supported to engage in all school activities; accessing, making progress and achieving in alignment with the New Zealand Curriculum.
- Powerful curriculum implementation - To grow depth in the implementation of Selwyn Ridge learning principles and provide opportunities for children to Soar High across the curriculum.
- I.T. for Learning- Digital Technology Curriculum implementation
- School environment - To further develop the school environment to incorporate further elements of the school vision and philosophy

<u>Introduce</u>	<u>Imbed</u>	<u>Enhance</u>
<u>Refreshed New Zealand Curriculum</u> 2022 - Social Sciences 2023 - Mathematics and Statistics English	<u>Healthy active learning</u> - including Te Whare Tapa Whā and Bounce Back - Year 2. Community connector	<u>Digital Curriculum</u> Connection to local curriculum <u>NZ Histories Curriculum</u> Connection to local curriculum - Social Sciences
Strengthening leadership and collaborative practice - leadership team PLD, staff PLD (Hermman Brain)	<u>Differentiated Literacy</u> Better Start Literacy for year 1 teachers	<u>Te ao Māori</u> Enhancing te reo Māori and tikanga Māori into the every day life of Selwyn Ridge.

ANNUAL PLAN PRIORITY 1 - Quality teaching and leadership

Strategic goal - Implementation of Te Mātaiaho - The Refreshed New Zealand Curriculum :

The New Zealand Curriculum is being refreshed in a phased approach over the next four years so that it honours Te Tiriti o Waitangi, and is inclusive, clear, and easy to use. The refreshed national curriculum will provide a greater sense of what progress looks like and the learning that matters.

Annual Target:

1.1 Introduction to and initial implementation of Te Mātaiaho, The refreshed New Zealand Curriculum.

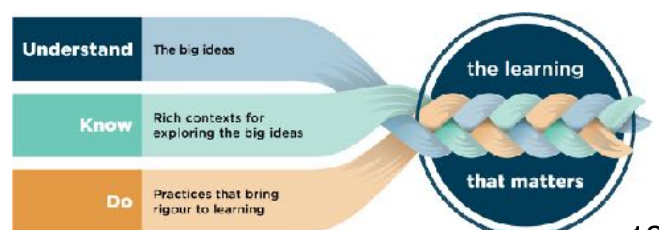
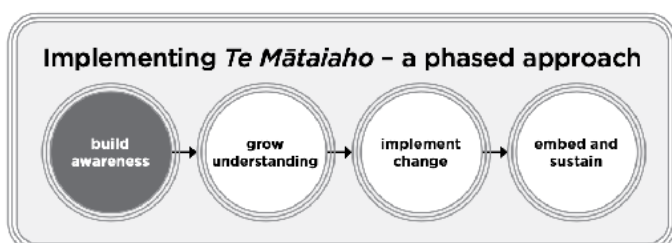
1.2 Quality teaching and learning with refreshed curriculum content of ; Te Ao Tangata / Social Sciences , Mathematics and Statistics, English

Key Improvement Strategies

When:	What:	Who	Outcomes
Start of year professional learning	Introduction of Te Mātaiaho - why the refresh, similarities / differences, priorities for implementation at SRP Professional learning - Growing great boy writers	All teaching team Lead by Erin Neilson	Teaching staff understand the background of Te Mātaiaho and have clarity around implementation plans at SRP Strategies for engaging boys in writing are explored. Teachers add to their teaching kete.
Term 1 week 4 - 11	Unpacking of rich learning through Te Hononga - Know - Understand - Do Through Te Ao Tangata - Social Sciences Including NZ Histories curriculum Review of planning and assessment and use of Hero SMS to support.	Leadership team + All teaching team	Teachers build awareness and grow understanding of Understand - Know - Approach and plan rich learning experiences through Te Ao Tangata - Social Sciences.
Term 1 week 11	Review of term 1 - reflecting on the learning. Planning for term 2	All teaching staff Leadership team	Term 1 review and impact statement Term 2 planning for teams complete.
Term 2	Unpacking of rich learning through Te Hononga - Know - Understand - Do In English and Mathematics and Statistics Targeting of practices to enhance progress and achievement based on assessment information	Leadership team All teaching team	Teachers build awareness and grow understanding of Understand - Know - Approach and plan rich learning experiences through Mathematics and Statistics (Year 2-6), Better Start Literacy (Year 1) - Mid year assessment review in Reading, writing and mathematics
Term 2 week 9	Review of term 2 - reflecting on the learning. Planning for term 3	All teaching staff Leadership team	Term 2 review and impact statement Term 3 planning for teams complete.
Term 3	Further unpacking of rich learning through Te Hononga - Know - Understand - Do In English and Mathematics and Statistics Continued targeting of practices to enhance progress and achievement based on assessment information	All teaching team	Teachers build awareness and grow understanding of Understand - Know - Approach and plan rich learning experiences through Mathematics and Statistics and English curriculums
Term 3 week 9	Review of term 3- reflecting on the learning. Planning for term 4	All teaching staff Leadership team	Term 3 review and impact statement Term 4 planning for teams complete.
Term 4	Further unpacking of rich learning through Te Hononga - Know - Understand - Do In English and Mathematics and Statistics	All teaching team	Te Mātaiaho continuing implementation. Key vision, principles and practices
Term 4 week 8	2023 Curriculum review - consultation with kaiako, akonga and whānau for 2023 curriculum and recommendations for 2024 local curriculum focus	All teaching team Leadership team Craig Price BOT	Analysis of variance and impact report completed for teaching team / BOT and community.

Monitoring: Termly review of professional learning and development in implementation of Te mātaiaho

Progress and achievement assessment review throughout the year with formal reporting to BOT mid and end of year



Powerful Curriculum Implementation

2023 Local Curriculum Recommendations:

From our 2022 curriculum review, including feedback from kaiako, akonga and whānau the following Selwyn Ridge local curriculum was developed for 2023.

SELWYNRIDGE

Curriculum 2023

Our goal: ensure all our ākonga have ongoing opportunities to develop key capabilities:

Communication | Problem Solving
Critical Thinking | Interpersonal Skills

In developing these capabilities they will be...

Growing whakāro, manawa, kete

The ongoing tools we use to grow are:

*Find these tools on our SRP site



Core business

Ensure every ākonga is thriving in environments rich in literacy, numeracy, culture and movement

Curriculum focus

te ao Māori
Value heritage language and culture
Provide opportunities to use and build on skills

Literacy
BSLA Year 1
School wide supports to adjust learning opportunities

Numeracy
Continue to develop knowledge and deep understanding of curriculum

The learning that matters

Te Hononga

Know ↔ Understand ↔ Do
contexts & ideas big ideas practice

To grow

Across 2023

Te ao tangata Social sciences

Know yourself, belonging to a group, responsibilities, understanding the past, significant places, culture, expression

The Arts: Visual art

Understand visual art in context, Develop Practical Knowledge in visual art, Develop Ideas, Communicate and Interpreting

Science: Physical world

Nature of Science: Understand about Science, Investigate, Communicate, Contribute
Explore everyday physical phenomena: electricity, movement, forces, light, sound, waves, heat and describe simple patterns

Te ao Māori

Tau mai te reo: Kia tau te reo ki roto i te rāngai mātauranga Growing te reo Māori through education and growing education through te reo Māori to protect and promote the Māori language for future generations. Supporting learners to value and acquire and use Māori language words, phrases and other forms (for example, waiata and haka) and provide Māori language to support learners to develop the ability and confidence to talk about a range of things in the Māori language

Health and PE

Personal health and physical development: Movement concepts and motor skills:
Relationships with other people: Healthy communities and environments
Underlying concepts of Hauora (te whare tapa whā) attitudes & values, health promotion and the socio-ecological perspective

Technology (including digital technology)

Technological Practice: technology planning for practice, brief development, outcome evaluation
Technological Knowledge: technological modelling, products & systems
Nature of Technology: characteristics of technology and characteristics of technology outcomes

The Arts

Understand Music, Dance & Drama in context, Develop Practical Knowledge in music, dance & drama, Develop Ideas, Communicating and Interpreting

NZ Histories

Understand: the big ideas of Aotearoa New Zealand's histories

Know: National, rohe, and local contexts

Do: inquiry processes/ thinking critically about the past and interpreting stories about it

English

Making meaning of ideas or information received (listening, reading and viewing)
Creating meaning for themselves or others (speaking, writing and presenting)
Processes and Strategies, Purposes and audiences, Ideas, Language features, Structure

Maths

Thinking mathematically and statistically, Solve problems and model situations with: Number and Algebra, Geometry and Measurement, Statistics

ANNUAL PLAN PRIORITY 1 - Quality teaching and leadership

Strategic goal - To strengthen leadership whākarō, manawa and kete through professional learning to grow their leadership knowledge and capabilities, reflecting on practice and strengthening school outcomes.

Annual Target:

Targeted professional learning for leadership team to grow their leadership knowledge and capabilities, reflecting on practice and strengthening school outcomes.

Key Improvement Strategies

When:	What:	Who	Outcomes
24/1/2023	Day 1 of facilitated leadership development series - Using HBDI as a tool to understand ourselves as thinkers and leaders. Implications for what and how we lead explored. Individual leadership goals developed.	Leadership team	Leadership team have explored their own and team members HBDI thinking preferences. Goals and strategic development plans created for each member of the leadership team
25/1/2023	All teaching team - Using HBDI as a tool to understand ourselves as thinkers and explore. implications for what and how we teach and contribute to teams. Individual goals developed.	All teaching team	Teaching team have explored their own and team members HBDI thinking preferences. Goals and strategic development plans created for each teacher. Considered in teacher professional growth cycles for 2023
Term 1 week 5	Day 2 of facilitated leadership development series - unpacking leadership capabilities, exploring leadership principles and practices. Examining my own leadership.	Leadership team	Initial review of leadership development plans complete. Next steps identified. Growth in whākarō, manawa and kete for each leadership team member
Term 2 week 5	Day 3 of facilitated leadership development series - including mid year review - exploring my leadership impact - achievements, challenges, strengths and areas for prioritised growth.	Leadership team	Plans for reviewing leadership impact developed. Gathering voice from akonga, kaiako and whānau
Term 3 week 5	Day 4 of facilitated leadership development series - Leading for strategic impact - curriculum, assessment and reporting. Diversity as a strength	Leadership team	Growth in efficacy in leading through challenges and with diversity as a strength. Growth in whākarō, manawa and kete for each leadership team member
Term 4 week 3	Day 5 of facilitated leadership development series - including - feedback about my leadership in 2023, leading through challenging times, growing our leadership passion	Leadership team Teaching team	Leadership team reflection and review of growth and development in 2023. Feedback from teaching team and akōnga gathered and synthesized. Report on progress and achievement compiled for BOT
Term 4 week 8	Review of 2023 leadership development. Reporting to Board 2024 plans for continuing development explored	Leadership team BOT	Report provided to BOT including suggestions for leadership development plans for 2024

Monitoring: Reflection and review following each facilitated leadership development day.

Mid term review for Board of Trustees. End of year impact report for BOT with suggestions for growth for 2024 included.

Resourcing:

HBDI Thinking Preferences tool for all staff (\$188pp). <https://herrmann.co.nz> Debrief with Hermann International Certified Practitioner Neill O'Reilly.

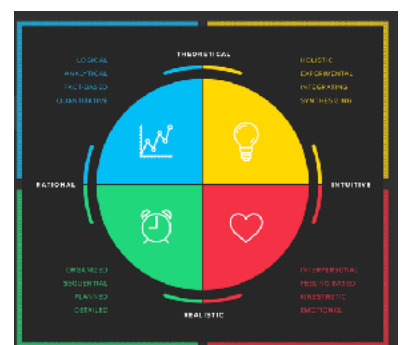
Facilitated professional learning for lead team - 6 days across the year \$10000. Release for leadership team

Herrmann's Core Idea: Whole Brain® Thinking



Everybody thinks differently, but few organizations are able to leverage cognitive diversity as a **strategic advantage**.

The ways individuals think guide how they work. The ways groups of individuals think guide how the teams they form work. The ways that groups of teams think and work will make or break the success of the organization.



ANNUAL PLAN PRIORITY 2 - IMBED

Healthy Active Learning

Strategic goal - To enhance student achievement through a culture of continued improvement; developing teaching, learning and assessment capability in alignment with the New Zealand and Selwyn Ridge School curriculum.

Annual Objective: To further imbed Healthy Active Learning education approach to wellbeing of our tamariki and rangatahi.

HEALTHY ACTIVE LEARNING : 2023 is year 2 out of 3 of our Healthy Active Learning Commitment. Provision of a Sport BOP Community Connector comes into place alongside this. The following next steps were developed in conjunction with Meg Fisher, our Sport BOP Liaison at a recent hui.

Planned Actions

Continuation of Healthy Active Learning leadership roles - HAL champions. 1 for each vertical team.

Further support for leadership and kaiako with planning – Q. Where is your movement? What are the expectations of this as a kura? How can we provide support/coaching for kaiako to be creative with this?

Professional learning opportunities for whole staff team. Play. Differentiated small games with whole class set up. Hauora. Wellbeing in the classroom. Pūrākau narratives. Bringing TWTW off the wall.

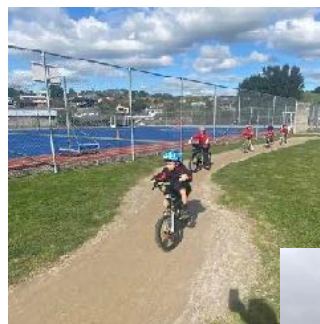
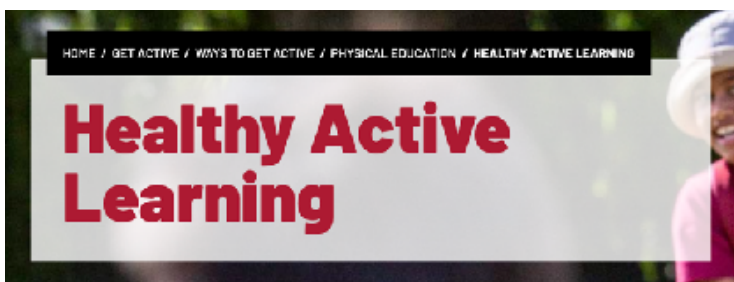
Integration with localised curriculum. Quality physical activity, what can this look like?

Individual coaching/support for kaiako where needed.

Ki-o-rahi narrative being shared with all kaiako, tournaments with Maungatapu/Welcome Bay

Connect with other schools to see Play equipment in action.

Potential ideas for Community Connector in 2023:
Neighbourhood Play Space along alley way
Play scan (breaktimes) and recommendations
Play equipment ideas and support with creating play space.
Whānau connection opportunities, possibly linked to engaging in PA or Play
PALs (Physical Activity Leaders)
Mārakai community connect.



ANNUAL PLAN PRIORITY 2 - IMBED

Differentiated literacy

Strategic goal - To enhance student achievement through a culture of continued improvement; developing teaching, learning and assessment capability in alignment with the New Zealand and Selwyn Ridge School curriculum.

Annual Objective: To develop early literacy practice and assessment to lift student achievement.

Planned Actions

Year 1 teachers train in the Better Start Literacy Approach (BSLA) programme. Shelley Handley will be training as our school BSLA facilitator in Christchurch at the end of January, giving her the micro credentials needed (through Canterbury University) to support our team through their training.

Foundational Learning will be continued and has been embedded into our practice as our school entry assessment. We will be aiming to incorporate BSLA learning with our previous work and aligning it with school entry mahi as well.

Year 2 teachers will be working together to continue the development of literacy practice. Shelley Handley and Linda Hales will be working alongside them to facilitate some BSLA learned practice in their classes. We will be targeting needs with one to one support from Reading Recovery tutoring and small group work; providing an extra layer to identify and accelerate the progress of learners at risk of not achieving at this level.

Creation of vision, key principle statements for learning at each level - what do we want our Year 1 and Year 2 learners to know, understand, do in their first year at school and in their second year of school? It will include our principles and must do's of practice and assessment to support the achievement of this vision map.

Literacy support

Further development of literacy support practices including reading recovery and early literacy support. Targeted interventions, either individual or group to provide intensive support for learners to accelerate their literacy achievement.

- To support early literacy development that will enable a broader range of children to access literacy support (supporting our 'Differentiated Literacy' goals)
- Further growing literacy capability and culture in our school
- Continued resourcing and learning of LUCID COPS programme for dyslexia screening and targeted teaching

Type Of Support	TIER 1 Reading Recovery teachers support class teachers to provide effective early literacy approaches to all learners. Cross-school literacy strategies informed by Reading Recovery teachers	TIER 2 Reading Recovery teachers work with children in small groups , using Ready to Read Phonics Plus approaches	TIER 3 Reading Recovery. Teachers working 1:1 with children	Other Support for literacy practices SENCO support Literacy groups years 3-6.
Who's it for?	All learners in the school	Children not progressing in literacy after 2 terms at school	Children not progressing in literacy after one year at school	Learners across the school with literacy AND other needs
Who will lead?	Linda (RR teacher) Shelley (AP) Kim (AP)	Linda (RR teacher) Shelley (AP) Year 1 teachers	Linda (RR Teacher) Shelley (AP)	Tanya (DP/Senco) Teaching Assistants Outside agencies
What will it involve?	Differentiated literacy for years 1 and 2 (see additional plan) Foundation skills assessment and teaching In class monitoring and support Teacher coaching / mentoring Steps Web support (years 3-6) Assessment and reporting	Small Groups Identification of learners for groups. Needs based assessment. Foundation skills assessments. Targeted practices for in class support. Possible withdrawal groups (depending on identified needs)	Reading recovery Identified lowest achievers from around 6.0 years, regardless of perceived potential, absences, ethnicity or other factors. Determined from data by Shelley, Tanya and Linda.	Additional Support Attendance support Hearing and vision Speech language Literacy groups with TA support year 3-6 ESOL support with TA's. GLSS Dyslexia testing and resulting targeted teaching
Monitoring and assessment	All - foundations assessment. Early literacy assessment / analysis. Progress and achievement recording. Steps Web assessment.	Small group assessments / monitoring. Targeted assessments	RR assessment and monitoring	IEP's Additional planning and assessment Progress and achievement reporting.

Other 2023 Key Improvement Strategies to Achieve Strategic Vision

Inclusive Practice - Supporting Learners With Special Educational Needs

Strategic aim - Learners with special education needs are supported to engage in all school activities; accessing, making progress and achieving in alignment with the New Zealand Curriculum.

Annual objective: Strengthen differentiated teaching and learning opportunities in classrooms so learners can benefit from skilled teachers / teacher assistants whilst learning alongside their peers

Planned Actions

Transition process for learners with additional needs between 2022/2023 class and teacher, establishing priority needs for 2023 and allocating resourcing and time accordingly

Participation for learning assistants in Better Start Literacy Learning alongside our junior teaching team.

Progress and achievement of priority learners, and practices for meeting their needs will be addressed as part of regular appraisal conversations with teachers and in team meetings.

Further specialisation of teacher assistant time and working in vertical teams. Teaching assistants will assist learning with groups and individuals within classrooms and beyond classrooms. Targeted professional learning for teachers and teaching assistants will further strengthen capacity to innovate and support programmes for at risk learners.

Responsive timetabling and support for children for additional needs. BOT funded support as required

Planned and specific professional learning in tikanga and te reo Māori for our learning assistants.

Māori Learners

Strategic aim - To meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of Selwyn Ridge. (National Education and Learning Priority - Objective 3 : Quality teaching And Leadership)

Annual objective: To grow teacher capacity to meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of Selwyn Ridge. To further develop and use the Selwyn Ridge curriculum for te reo Māori and to assess progress and achievement for our learners.

Planned Actions

Prioritise staff and Board building their understanding and recognition of the unique status of tangata whenua in Aotearoa New Zealand, including growing understanding and acknowledging the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. Continue professional learning, growing whakaro, manawa and kete - including completing professional learning with Ann Milne for leadership team

Building Te Mātaiaho, refreshed New Zealand Curriculum into practice. Supporting staff with growing their knowledge, understanding and practice with implementing powerful curriculum. Focus on Mātaurangi, the guiding kaupapa focus on Te Tiriti o Waitangi Integration of te ao Māori in curriculum and classroom planning

Further develop whānau roopu for hui - potentially a roopu where whānau of Māori students meet and discuss successful learning outcomes for tamariki achieving success as Māori. Leadership from a team approach

Strengthening mihi whakatau and te ao māori experiences for tamariki

Further prioritise resourcing and strategic planning to enhance development and promote leadership of Kapa Haka and Tikanga Māori programmes across our kura.

Continuation of Marakai development at Tahuwhakatiki marae. Strengthening of connections with akonga, whānau and iwi.

Exploring our local whenua and learning more of our local history. Connecting this with a possible school cultural narrative. Building this narrative across all aspects of school practices. Marae visits for all teams / classes across the school

Auditing our school 'white spaces' and creating a development plan for our school environment. Increasing visibility of te ao and te reo māori across the kura.

Pasifika Learners

Strategic aim - Pasifika students are engaged in their learning and are achieving with pride in their unique identity, language and culture.

Annual objective: To grow opportunities for Pasifika identity, language and culture to be further imbedded in school practices.

Planned Actions

Gather and analyse Pasifika cohort data, investigate trends and design responsive programmes. Ongoing monitoring as part of curriculum review.

Pasifika leadership role for staff member continuation. This position will support teachers with understanding and implementing of Tapasā - the Cultural Competencies Framework for Teachers of Pacific Learners. Promoting of Pasifika culture and language throughout the year.

Continued development of the Pasifika Tavake group in 2023. Further drums purchased to support the group resources

Pasifika fono reinvigoration to further strengthen partnerships between home and school. Further opportunities are provided for parents of Pasifika learners to share their views, provide input and have learning outcomes shared. Use SeeSaw for communicating and sharing goals and achievements with families.



The Charter, Strategic and Annual Plans are supported by the following:

The Selwyn Ridge School Curriculum Implementation Plan

Selwyn Ridge School Policies and Procedures

The 2022 Annual Report

The 2023 Annual Budget

Board of Trustees 2023 Work Plan

Health and Safety procedures and Crisis Management plan

10 Year Property Plan / 5 Year Property Development Schedule