



SELWYNRIDGE

# Charter and 2022 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.

MOE Number 6945

2.2.22

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# INTRODUCTION

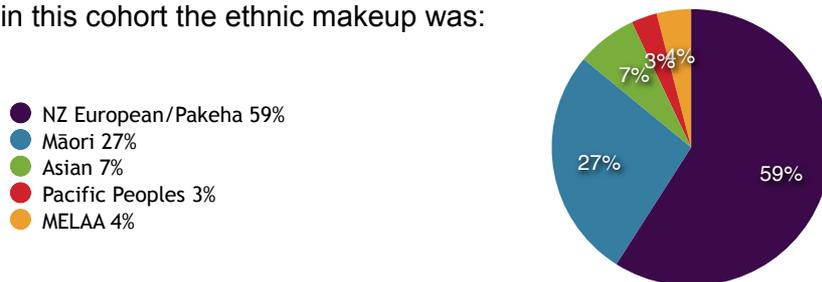
The Selwyn Ridge School Board of Trustees and leadership team have great pleasure in presenting our 2022 Charter for teaching and learning. This charter takes into account all the excellent work that has gone before at the school and provides a future focus for 2022 and beyond. The Charter is a living 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 2021 school year had a roll of 518 students.

Within this cohort the ethnic makeup was:



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

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

**SELWYNRIDGE**  
**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.

# INTRODUCTION

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.

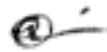
We look forward to 2022 being a year of great progress and achievement towards our school vision.

Katrina McChesney



Chairperson BOT

Craig Price



Principal

At Selwyn Ridge all our strategic planning is learning focussed. This means that all our decisions are based on children's learning and on supporting quality teaching and learning programmes.

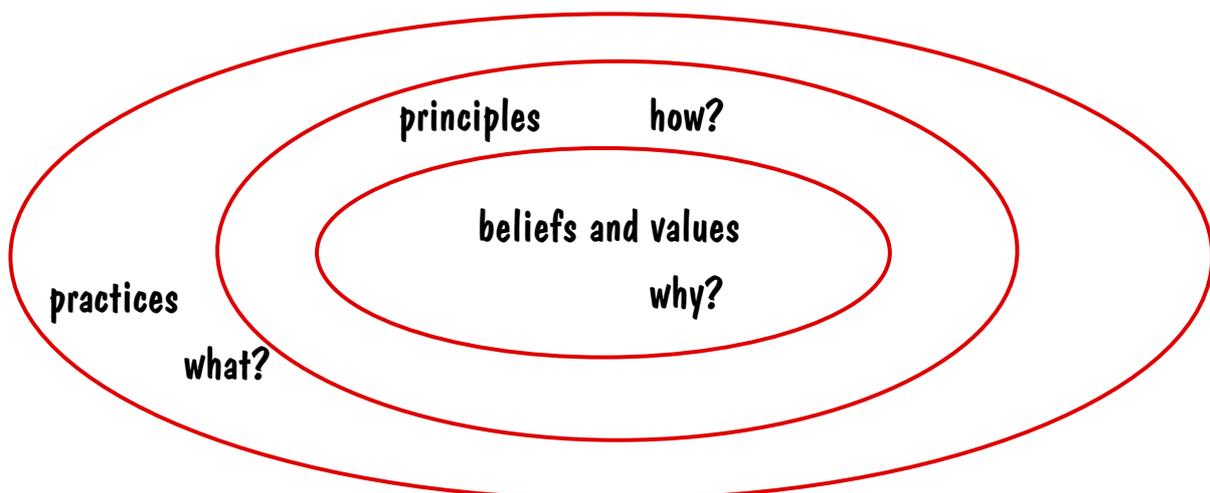
We think about:

what learning is taking place?

How does what we're doing help us achieve what we value?

How does it support learning based on what we know about how children learn?

This ensures that our values and beliefs as a learning community are at the forefront of all we do. Ensuring alignment of our vision to practice is of most importance.



SELWYN RIDGE SCHOOL

OUR VISION

SELWYNRIDGE

# Learners Soaring High

*Kia Hokahoka Kahurangi*



Growing  
mind, heart and toolbox:  
whakāro, manawa, kete

SELWYN RIDGE SCHOOL

# 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.



# 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.

# THE INTEGRATION OF DIGITAL TOOLS

## VISION

For digital learning technologies to be seamlessly and effectively integrated into practice - to enhance and enrich teaching and learning programmes, and provide opportunities for teachers and Kids on the Ridge to soar high.

The effective use of digital tools for teaching and learning has always been a key aspect of the Selwyn Ridge learning culture. In realising the potential of this we encourage whole school innovation that enhances learning opportunities and outcomes across the curriculum.

We believe that digital tools should be viewed as an integral part of the learning process and not as an added extra. The development of information literacy skills and ethical and safe use are core aims of our philosophy for digital technology use. The Ministry of Education in the ICT Strategy for Schools defines information literacy as: "... the combination of knowledge, understandings, skills, and attitudes that our students need in order to fully contribute as members of society in the information age. When students become information literate, they develop an ability to select, interpret, evaluate, manipulate, and present information."

In this type of environment learners have more ownership of, and responsibility for, their learning. As part of this environment digital tools can enhance learning and provide opportunities:

- for collaborative learning
- to access a wide range of information sources
- for learners to be further motivated in their learning
- for learners to develop problem solving, critical thinking and higher order thinking skills
- to develop a wide range of information skills in meaningful contexts
- to produce work using a variety of multimedia
- for children to use another tool to express themselves

In 2020 the Technology learning area was revised to strengthen the positioning of digital technologies in The New Zealand Curriculum and Te Marautanga o Aotearoa. This is for all students from year 1–13. The goal of this change was to ensure that all learners have the opportunity to become digitally capable individuals.

The change provides a greater focus on students building their skills so they can be innovative creators of digital solutions, moving beyond solely being users and consumers of digital technologies. It will provide students with even broader opportunities to learn in and about technology, informed by the new content around computational thinking and designing and developing digital outcomes.



# Strategic Section

Overview of Strategic Priorities - three to five years 2021 - 2024

- Learning Culture and Achievement (1),
- Areas of National Priority (2)
  - Inclusive Education
  - Māori achievement
  - Pasifika achievement
- I.T. FOR LEARNING(3)
- School Environment (4)



## 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.

## Digital technology for Learning (3)

To develop effective practices in the use of digital tools to enhance teaching, learning, communication and student achievement outcomes.

## School Environment (4)

To enhance our environment to maximise aesthetics and promote teaching and learning opportunities in and beyond the classroom.

# Overview of Strategic Priorities 2022 -2026

## Mission Statement:

**Growing the mind, heart and toolbox.**

**Whakāro. Manawa. Kete.**



## Vision:

**Kia Hokahoka Kahurangi.  
Learners Soaring High**



## Areas Of National Priority (2)

### Inclusive education (a)

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.

### Māori Achievement (b)

Te Reo and tikanga Māori are meaningfully incorporated into everyday life. Māori students are engaged in their learning and are achieving with pride in their unique identity, language and culture.

### Pasifika Achievement (c)

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

# Strategic Planning/Intent Three to Five Years 2022 - 2026

## 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

Practice / Actions	Outcomes / Evidence
<ul style="list-style-type: none"> <li>• Continued explicit teaching and communication of 'Kid on the Ridge' qualities and capabilities as a vehicle for fostering unity and values in the school and community</li> <li>• To implement the Healthy Active Learning education approach to wellbeing of our tamariki and rangatahi</li> <li>• The Bounce Back programme is developed across the school to support Healthy Active Learning and development of resilience and social emotional learning</li> <li>• Continuing development on the philosophy behind inquiry learning and practices that contribute to it</li> <li>• Implementation of the Enviro-schools programme as a tool to grow conceptual curriculum practices and to provide authentic, purposeful and sustainable foci</li> <li>• Further growth of learning opportunities beyond the classroom / inter-curricular- i.e media opportunities, radio station, in the arts, EOTC</li> <li>• Continued use of whole staff and team meetings as forums for professional learning: developing practice and efficacy in teaching as inquiry, learning to learn, personalising learning, student empowerment, clarity in teaching and learning and collaborative teaching and learning</li> <li>• Teacher appraisal and attestation processes promote teaching as inquiry, pedagogical and content growth and alignment of school goals with teaching and learning practices</li> <li>• Staff development in powerful and strategic collation, analysis and utilisation of assessment information. Progress and achievement data will be collected and interrogated to add to our knowledge of students; to ascertain trends, patterns, progress and achievement for individuals, groups and cohorts. Synthesis of achievement data will inform the design of teaching and learning programmes and support resourcing decisions</li> <li>• The three way conference model where learners work alongside teachers and caregivers to identify learning progress and next pathways for learning is embedded</li> <li>• Curriculum benchmarks and illustrations will be communicated clearly to students, teachers, support staff and community</li> <li>• Priority and target learners will be clearly identified, followed by deliberate tailored teaching and ongoing monitoring of progress and achievement</li> <li>• Further development of accelerated learning practices to ensure the achievement of at risk learners</li> <li>• To grow Te Tiriti O Waitangi Partnerships, Participation and Protection</li> </ul>	<ul style="list-style-type: none"> <li>• Principles and practices of the Selwyn Ridge curriculum are evident in all planning and curriculum decision making</li> <li>• Healthy active learning is imbedded across school practice with learners having knowledge and skills of how it contributes to their wellbeing</li> <li>• Tamariki are able to use 'Bounce Back' principles in a range of situations to support their resilience and wellbeing</li> <li>• The school vision, Learners Soaring High - Growing Mind, Heart and Toolbox, is embedded in practice with all stakeholders having understanding of its purpose in supporting teaching and learning</li> <li>• The Enviro-schools programme and key principles are embedded in the Selwyn Ridge School curriculum and in practice across the school</li> <li>• A wide range of learning opportunities are available across the curriculum and used to support learning in core curriculum</li> <li>• Teachers are proficient in using teaching as inquiry to enhance student achievement</li> <li>• The effective analysis and application of assessment information has resulted in enhanced student achievement</li> <li>• Students contribute to all levels of decision making and are able to clearly outline their learning progress and achievement</li> <li>• Annual report information outlines enhanced progress and achievement against curriculum expectations</li> <li>• Achievement information is consistently used to plan and resource targeted growth areas</li> <li>• Stakeholders have clarity around curriculum expectations. Whānau are clearly informed of their learners progress and achievement in relation to curriculum expectations</li> <li>• Demonstration of commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership, participation and protection is evident across the school</li> </ul>

## Learners of National Priority (2)

### Inclusive Education (a)

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

### Māori Learners (b)

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"> <li>• Widen our network with whānau, hapu, iwi within the school and across our community</li> <li>• Commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership, participation and protection is evident across the school</li> <li>• 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</li> <li>• Further develop and practise the use of te reo Māori</li> <li>• Provide learning opportunities for staff in Kahikitia - and Tataiako - Cultural Competencies for Teachers of Māori Learners</li> <li>• Gather and analyse cohort achievement data, investigate trends and learning gaps and design programmes to accelerate progress for at risk learners</li> </ul>	<ul style="list-style-type: none"> <li>• The school has connections with local whānau and iwi</li> <li>• A strong cultural identity is reflected in our school with te reo and tikanga enriching opportunities for all learners</li> <li>• Staff infuse programmes with the principles and practices outlined in Kahikitia and Tataiako</li> <li>• Staff design and plan culturally responsive, evidence based approaches that reflect the local community and Te Tiriti O Waitangi partnership in New Zealand</li> </ul>

### Pasifika Learners (c)

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

**Learning with digital technology (3)**  
**To develop effective practices in the use of digital technology to enhance teaching, learning, communication and student achievement outcomes**

Practice / Actions	Outcomes / Evidence
<ul style="list-style-type: none"> <li>• Further develop systems and procedures for supply, access and learning through IT</li> <li>• Continue to provide powerful opportunities for staff and students to expand their ability to learn and teach with IT</li> <li>• To further develop our Student Management System (HERO) as a tool for enhancing school and classroom administration, planning, assessment and reporting</li> <li>• Prioritise resourcing to support development and expertise in using digital tools in learning</li> <li>• Implementation of the Digital Technologies strand of the Technology curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• All classrooms have an online presence to engage and communicate with whānau / families and to share and celebrate learning</li> <li>• All staff are competent in the use of digital tools to enhance achievement and to share and celebrate learning</li> <li>• The school Student Management System is used effectively to support teaching and learning programmes and enhance achievement</li> <li>• All students develop an understanding of computer science principles that underlie all digital technologies. Students learn how to design quality, fit for purpose digital solutions.</li> </ul>

**School Environment (4)**  
**To enhance our environment to maximise aesthetics and promote teaching and learning opportunities in and beyond the classroom.**

Practice / Actions	Outcomes / Evidence
<ul style="list-style-type: none"> <li>• Develop the school environment to incorporate further elements of the school vision and philosophy</li> <li>• Include research into learning environments into the implementation of a five year property plan</li> <li>• Engage in student-centred action projects in the school and the community.</li> <li>• High quality opportunities for Education Outside the Classroom enhance learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• The school environment reflects the school vision and philosophy and celebrates the diversity of our learners</li> <li>• Students can describe their learning from participation in action projects and EOTC experiences</li> <li>• Our school environment is high quality, reflecting our vision for learning</li> </ul>



# Annual School Improvement Plan

## Annual Plan Priority Areas 1 and 2

- Learners at the centre (1)
  - Healthy active learning
- Quality Teaching and Leadership (2)
  - Differentiated literacy (years 1 and 2)
  - Mathematics (years 3 to 6)

## Other 2022 Key Improvement Strategies to Achieve Strategic Vision

- HERO SMS - Development in powerful and strategic use of HERO SMS for supporting quality teaching, learning and administrative practices across the school
- Commitment to tangata whenuatanga and Te Tiriti O Waitangi partnership
- Pasifika learners
- Inclusive practice
- Powerful curriculum implementation
- I.T. for Learning- Digital Technology Curriculum implementation
- School environment

Meeting of Governance and Legislative Requirements



# ANNUAL PLAN PRIORITY 1 - Learners At The Centre

**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 Target:** To implement Healthy Active Learning education approach to wellbeing of our tamariki and rangatahi. HEALTHY ACTIVE LEARNING : Healthy Active Learning is a joint government initiative between Sport NZ and the Ministries of Health and Education to improve the wellbeing of tamariki and rangatahi through healthy eating and drinking and quality physical activity.

## Key Improvement Strategies

When:	What:	Who	Outcomes
Pre 2022	Introduction to Healthy Active Learning programme. Dialogue about participation. Leadership of programme. Facilitation and support.	School leadership, School Board, Sport Bay of Plenty	Agreement to include Healthy Active Learning is school charter goals for next three years. Memorandum of Understanding signed with Sport BOP. Sport BOP Facilitator appointed to work with school.
26/1/2022	Professional learning for all teachers facilitated by Harko Brown - Ngā Taonga Tākaro.	All teaching team	Teachers explore and experience honga, tewha, hakura & wi-uka and Manu Waahine kite. Discussions on how to adapt & apply these taonga for and how to weave into the NZ Curriculum. Plan for implementation.
27/2/2022	Introduction of Healthy Active Learning to all staff. Implementation plan development. Connection with Bounce Back and te ao Māori development from 2021.	Leadership team Meg Fisher - Facilitator - Sport BOP	All staff aware of Healthy Active Learning goals and overview of programme. Understanding of connection with Te Whare Tapa Whā, Bounce Back and te Ao Māori.
Term 1 week 4 - 11	Healthy Active Learning Leadership positions allocated. Job descriptions constructed. Development and implementation of Healthy Active Learning plan.	Leadership team + All teaching team	Leadership team established and job descriptions in place. Healthy Active Learning plan developed and implementation begins.
Term 1 week 11	Overview of term 1 achievements - planning for term 2.	All teaching staff Leadership team	Term 1 review and impact statement Term 2 planning for teams complete.
Term 2	Continue implementation of Healthy Active Learning. Communication of programme with whānau.	Leadership team All teaching team	Healthy Active Learning continuing implementation. Key vision, principles and practices shared in range of media (newsletter, SeeSaw, Facebook)
Term 2 week 9	Overview of term 2 achievements - planning for term 3.	All teaching staff Leadership team	Term 2 review and impact statement Term 3 planning for teams complete.
Term 3	Continue implementation of Healthy Active Learning. In class and Monday morning messages. Continued communication of programme with whānau.	All teaching team	Healthy Active Learning continuing implementation. Key vision, principles and practices shared in range of media (newsletter, SeeSaw, Facebook)
Term 3 week 9	Overview of term 3 achievements - planning for term 4.	All teaching staff Leadership team	Term 3 review and impact statement Term 4 planning for teams complete.
Term 4	Continue implementation of Healthy Active Learning. In class and Monday morning messages. Continued communication of programme with whānau.	All teaching team	Healthy Active Learning continuing implementation. Key vision, principles and practices shared in range of media (newsletter, SeeSaw, Facebook)
Term 4 week 6	Overall assessment report complete for analysis of variance. BOT reporting. Planning for 2023	All teaching team Leadership team Craig Price BOT	Analysis of variance and impact report completed for teaching team / BOT and community.

### Monitoring:

Assessments - Healthy Active Learning pre and post assessments. Collection of student, teacher and whānau voice. Ongoing monitoring through team (vertical and horizontal) meetings. Sharing of practice and outcomes.

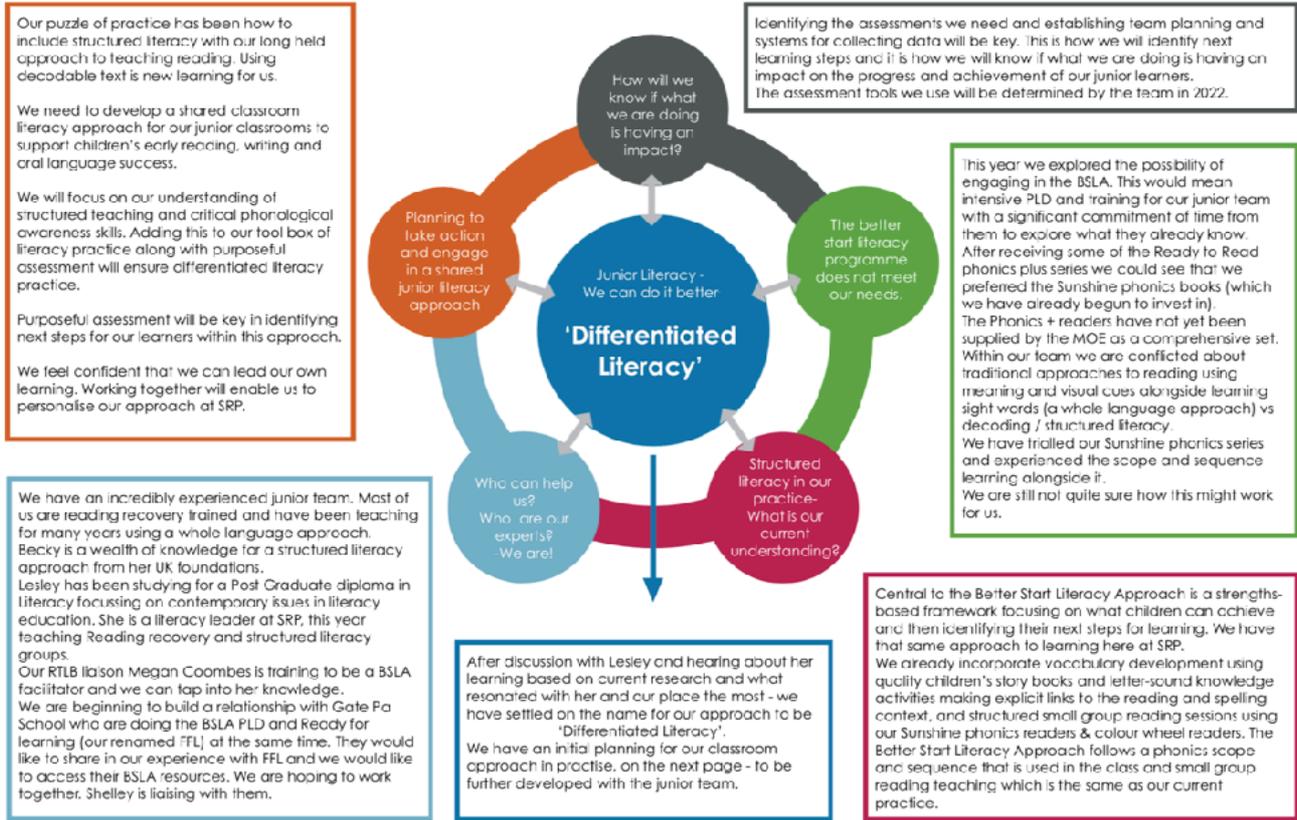
### Resourcing:

Professional learning - \$5000  
Other support resources (equipment etc) - \$2000

# ANNUAL PLAN PRIORITY 2 - Quality teaching and leadership

<b>Strategic Goal</b> - To enhance student achievement through a culture of continued improvement : developing teaching , learning and assessment capability in alignment with the NZ curriculum and SRP curriculum.			
<b>Annual Target</b> - To develop early literacy practice and assessment to lift student achievement.			
<b>Baseline data</b> - Initial assessment during first 6 weeks of Term 1 2022 (Specifically - Foundations skills, Phonemic awareness , Running records)			
<b>Key Improvement Strategies</b> of 'Junior Differentiated literacy approach'			
<b>When :</b>	<b>What :</b>	<b>Who :</b>	<b>Indicators of progress :</b>
27 Jan 2022	PD, reviewing our mahi and clarifying understandings of structured literacy and whole lang from end 2021	Junior team (Shelley Handley, Year 1 & 2 teachers, Helen Ahern)	Clarity of assessments & plan for implementation of Differentiated literacy approach.
Term 1 Weeks 1 & 2	Collation of ideas and decisions around what assessments and timeline	Shelley Handley Lesley Wakelin Tanya Healy	Share on assessment overview plan for 2022
Term 1 weeks 6, 7, 8	Collection of progress data across junior cohort	Junior team	Assessments completed and data entered to HERO
By term 1 week 8	Assessments completed and data entered to HERO	Junior team & Shelley Handley	Assessments collated
Term 1 Week 10	Overview and unpacking of cohort data - team meeting	Junior team & Shelley Handley	Trends, strengths and needs identified Sharing of practice
Term 1 Week 11	Summary report of baseline data findings and team mahi	Shelley Handley	Term 1 report completed & shared with lead team
Term 2	Continue to build capabilities within differentiated literacy approach	Junior team  Shelley, Helen & Lesley	Regularly meet as a team to moderate, share practice and challenges. Release/ modelling/ support within team
Term 2 weeks 6, 7, 8	Collection of progress data across junior cohort	Junior team	Assessments completed and data entered to HERO
By term 2 week 8	Assessments completed and data entered to HERO	Junior team & Shelley Handley	Assessments collated
Term 2 Week 9	Overview and unpacking of cohort data - team meeting	Junior team & Shelley Handley	Trends, strengths and needs identified. Sharing of practice Planning ahead
Term 2 Week 10	Summary report of progress & team mahi	Shelley Handley	Term 2 report completed & shared with lead team
Term 3	Continue to build capabilities within differentiated literacy approach	Junior team  Shelley, Helen & Lesley	Regularly meet as a team to moderate, share practice and challenges. Release/ modelling/support within team
Term 3 weeks 6, 7, 8	Collection of progress data across junior cohort	Junior team	Assessments completed and data entered to HERO
By term 3 week 8	Assessments completed and data entered to HERO	Junior team & Shelley Handley	Assessments collated
Term 3 Week 9	Overview and unpacking of cohort data - team meeting	Junior team & Shelley Handley	Trends, strengths and needs identified. Sharing of practice Planning ahead
Term 4 weeks 4, 5, 6	Collection of progress data across junior cohort	Junior team	Assessments completed and data entered to HERO
By Term 4 week 6	Assessments completed and data entered to HERO	Junior team & Shelley Handley	Assessments collated and reviewed
Term 4 Week 7	Summary report of progress & team mahi	Shelley Handley	EOY report completed & shared with lead team & board
<b>Monitoring</b> - Foundation skills assessments, including letter name and sound, phonemic awareness screen, children's writing, running records, ongoing assessment for learning and through horizontal junior team meetings. Sharing of practice - strengths and challenges, observations of learners and colleagues best practice, cohort progress data through HERO			
<b>Resourcing</b> - Literacy specialist teacher Helen Ahern (supported by MOE). Decodable readers (next stage) \$5200, resource materials for teaching and assessment \$1000			

## Strategic plan for the Development of our Junior Literacy approach for 2022



**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 <b>support class teachers</b> to provide effective early literacy approaches to all learners. <b>Cross-school literacy strategies</b> informed by Reading Recovery teachers	TIER 2 Reading Recovery teachers work with children in <b>small groups</b> , 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 1 term at school	Children not progressing in literacy after one year at school	Learners across the school with literacy AND other needs
Who will lead?	Helen (RR teacher) Shelley (AP) Kim (AP) Lesley (Lit leadership)	Helen (RR teacher) Year 1 teachers	Helen (RR Teacher) Lesley (Lit Leadership)	Tanya (DP/Senco) Teaching Assistants Outside agencies
What will it involve?	<b>Differentiated literacy</b> 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	<b>Small Groups</b>  Identification of learners for groups. Needs based assessment. Foundation skills assessments.  Targeted practices for in class support.  Possible withdrawal groups (depending on identified needs)	<b>Reading recovery</b>  Identified lowest achievers from around 6.0 years, regardless of perceived potential, absences, ethnicity or other factors.  Determined from data by Helen, Lesley and Shelley.	<b>Additional Support</b>  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.

# ANNUAL PLAN PRIORITY 2 - Quality teaching and leadership

Strategic goal - Teaching and learning in mathematics - years 3 to 6

Annual Target: To improve pedagogical teacher knowledge and student outcomes through consistent and shared practice, materials and targeted acceleration.

Baseline data: EOY 2021 mathematics data analysis - see 2021 Annual report

## Key Improvement Strategies - Further developing mathematics teaching and learning practice

When:	What:	Who	Indicators of progress
Pre 2022	Analysis of schoolwide data. Identified cohort needs and priority or target learners for acceleration.	Craig Price	2021 Analysis of Variance and Mathematics review with next steps.
27/01/22	Teacher Only Day - Professional learning Y3-6 teachers	All teachers and support staff present.	Develop a shared understanding of why, what and how we plan, teach and learn mathematics at SRP.
By Term 1 - W6	Maths Aotearoa Screen completed.	All teachers Y3-6	Assessments recorded and schoolwide data analysis completed.
Term 1 - Term 2	Complete stocktake of mathematics resources and ICT apps currently used across SRP.	Mathematics lead team	Accessible list of current resources within SRP.
Term 1 - W3 to End	Assessment recording designed and entered into HERO SMS (designed and finalised).	Tanya Healy & Kim Abbot	Clear and succinct recording scaffold for mathematics assessment embedded into HERO SMS.
Term 1 - Term 2	Rich mathematics tasks - bank of shared and levelled resources.	Mathematics lead team	Bank of levelled tasks and resources collated for staff to use as snapshots.
Term 2	Develop horizontal teams levelled mathematics progressions for teachers.	All teachers Y3-6	Curriculum levelled mathematics progressions 1-4
Term 2 - Term 3	Acceleration programme for targeted priority learners and cohorts	Tanya Healy, Kim Abbot & Rod Scott	Identified priority learners, collated data and tracking through targeted teaching for acceleration
Term 3 - Term 4	Develop student agency through making the Maths Aotearoa building blocks student friendly and usable as rubrics and tools for reflection and identifying next steps	Mathematics lead team	SRP student mathematics progressions ready for use in 2023.
Term 4 - EOY	Overall assessment report complete for AOV. Board reporting. Planning for 2023.	All teaching team. Leadership team. Craig Price. BOT.	Analysis of variance and impact report completed for teaching team / BOT and community.

### Monitoring:

Assessments - Maths Aotearoa (Pearson) PMAT and Knowledge & skills. AsTTle online mathematics. Rich learning task x 2 per year.  
Input of data into HERO SMS.

### Resourcing:

Mathematics budget of \$3000  
Wilky Way Screening resources to purchase.  
Purchasing of further support resources following term 1/2 stocktake  
Professional learning and release for coaching / mentoring (Professional learning budget).

## Other 2022 Key Improvement Strategies to Achieve Strategic Vision

### Inclusive Practice

**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

All teachers analyse achievement and special needs data in the formation of team and class profiles. Learner profiles are reviewed to support learners with additional needs.

Further integration of trauma informed practice into daily curriculum through new wellbeing curriculum development  
Further growth in school wrap-around practices for the support of learners with additional learning and/or behavioural needs

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 trial of new system 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

Purchase of, training in and implementation of Lucid Cops Literacy and cognitive skills assessment suite to aid identification of students strengths and weaknesses and establish clear directions for targeted teaching.

### Commitment to tangata whenuatanga and Te Tiriti O Waitangi

**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

**Continuation of professional learning for staff to continue growing confidence and skills (mind, heart, toolbox)**  
Personalised and team approach that is built into teacher appraisal processes. Teacher planning and assessment reflects culturally responsive practice that specifically supports the educational aspirations for Māori learners. Explore learning benchmarks and key matauranga content

Integration of te ao Māori in curriculum and classroom planning - Te whare tapa whā. Curriculum whakatauki - whāia te mātauranga hei ora mā koutou - seek after learning for the sake of your wellbeing.

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

Termly mihi whakatau to welcome new learners to the school whānau.

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

**Principal sabbatical focus - exploring best practice with schools successfully giving effect to Te Tiriti o Waitangi and bicultural partnership across their kura. Sabbatical findings will be shared with staff and Board and publication on the Educational Leaders website**

**Connections with iwi further developed. Plans from 2021 that were postponed due to Covid to be re-enacted**

**Marae visits for all teams / classes across the school**

# Pasifika Education

**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.

Re-invigoration of Pasifika group for children to grow understanding and connection with Pasifika heritage. Pasifika fono continuation 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.

## Digital Technology For Learning - Digital Technologies Curriculum Implementation

**Strategic aim - To develop effective practices in the use of digital technology and tools to enhance teaching, learning, communication and student achievement outcomes.**

**Annual objective:** To further grow effective practices in the use of digital tools to enhance teaching, learning, communication and student achievement outcomes.

## Planned Actions

Continue support for integration of digital curriculum in 2022. Professional learning and purchasing of resources to support implementation. Leadership from Rachel Stevens (I.T. lead teacher).

Continue to develop and use SeeSaw and Facebook as tools for communication between home and school. Investigate the use of new SMS Hero for this purpose also. Staff agreement over expectations and greater consistency of communication.

Continue development with online communication through continued upgrade of the school website using UpSchool.

Upgrade 2 class sets of iPads to support achievement of goals

Further staff professional learning on the use of StepsWeb to support classroom literacy programmes.

Implementation of Linc-Ed Hero SMS across the school. Professional learning for all staff to successfully use. Exploration of powerful use for administration, assessment and reporting purposes.

Opportunities for innovation and extension with technologies. Code club for 2022 established. Kids on the Ridge radio station continuation and development.



# Powerful Curriculum Implementation

**Strategic aim** - 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 grow depth in the implementation of Selwyn Ridge learning principles and provide opportunities for children to Soar High across the curriculum.

## Planned Actions

**Curriculum** - To continue to use a conceptual curriculum approach that targets key learning outcomes connected with the vision and principles of the Selwyn Ridge curriculum.

**Learner Agency** - To further strengthen learner agency through implementation of professional learning into inquiry and learner agency. Vertical and horizontal teams to be used as a vehicle for continued professional learning. To explore the use of goal setting in Hero SMS as a further vehicle for growing agency.

**Enviro-schools** - To strengthen our school wide approach to the Enviro-schools programme.

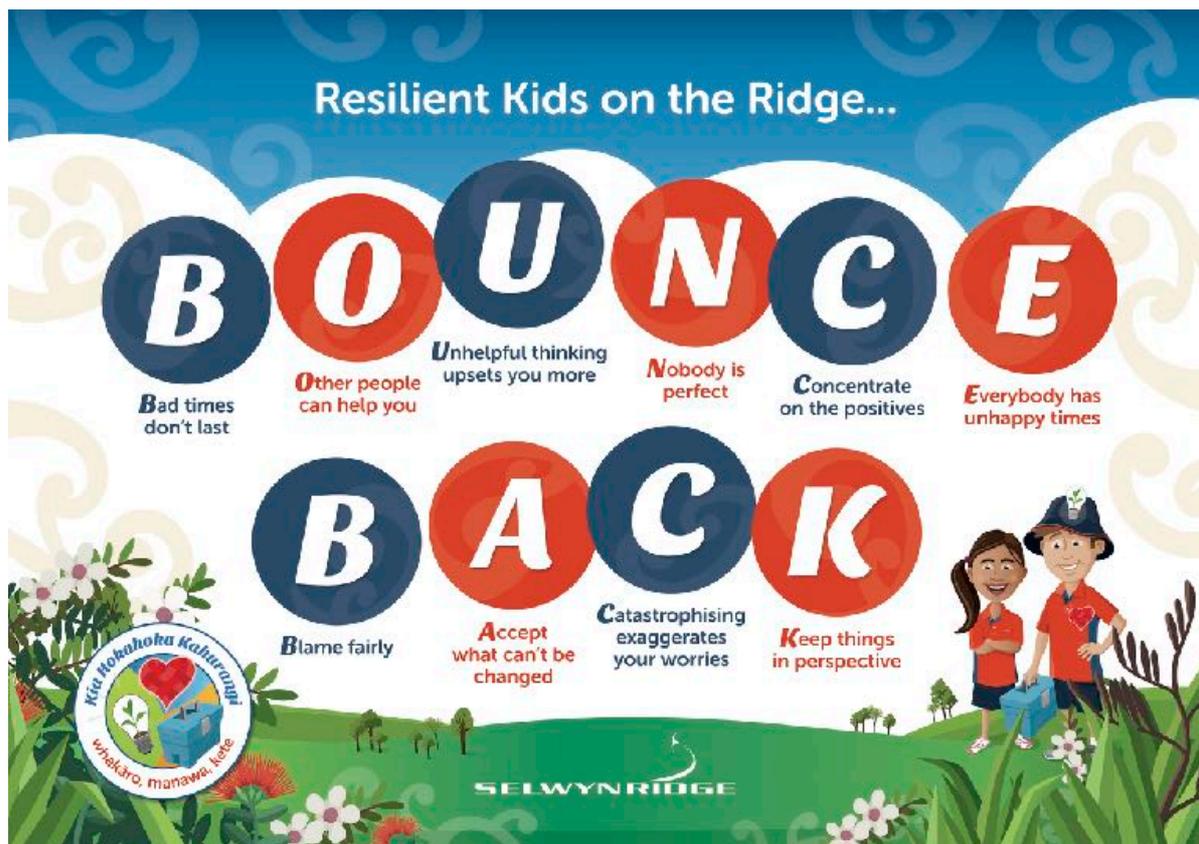
**Garden to Table Programme** - To continue the Garden to Table programme for year 4 classes. This will involve further development of gardens, planting, growing and then harvesting and cooking. Will be integrated with classroom literacy programmes. Employment of part time garden specialist and part time kitchen specialist as part of programme. [www.gardentotable.org.nz](http://www.gardentotable.org.nz).

**Beyond the Classroom** - To support opportunities for innovative learning beyond the classroom linked to conceptual curriculum goals. e.g stream and estuary monitoring, Zero waste, cycle safety, art gallery and library programme, camp opportunities.

**Further development in use of STEPSWeb literacy support programme** for years 2 - 6, for both remedial and extension purposes. Professional learning for teachers from year 2-6 and ongoing formative assessment and monitoring integrated. Developing the use of the vocabulary function in StepsWeb to link learning in te reo Māori across the curriculum.

**Kia Kaha programme** - Implementation of the Kia Kaha programme in conjunction with NZ Police. Kia Kaha enables students to develop strategies for respectful relationships where bullying behaviours are not tolerated.

**Bounce Back** - Further development of 'Bounce Back' curriculum across the school. Bounce Back is a positive education approach to wellbeing, resilience and social-emotional learning for primary school children and was introduced school wide in 2021.



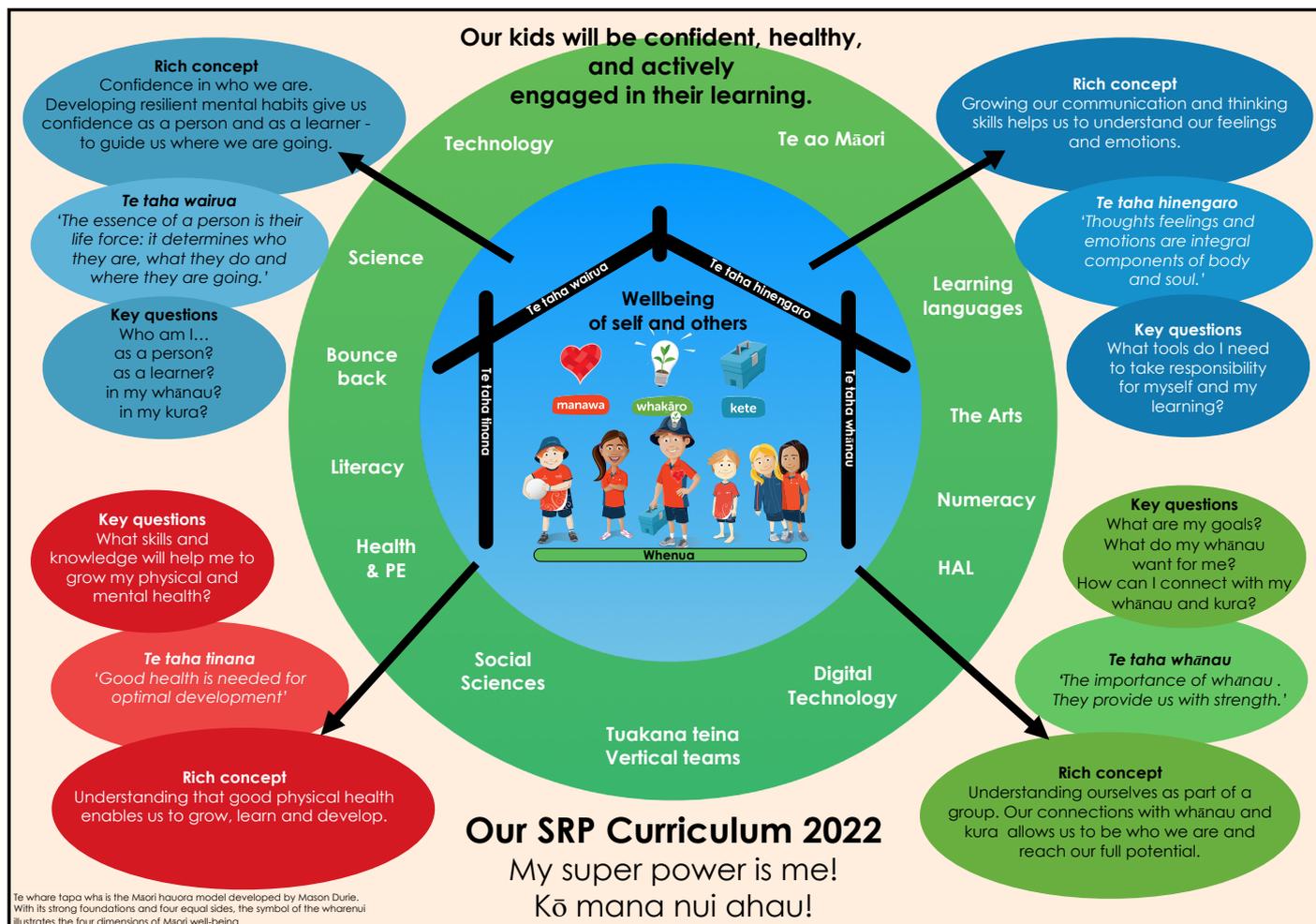
# Powerful Curriculum Implementation

## 2022 Local Curriculum Recommendations:

From our 2021 conceptual curriculum review, including feedback from whanau and students in end of year consultation, the following threads for 2022 curriculum emerged:

The whakatauki 'Whāia te mātauranga hei oranga mō koutou- seek after learning for the sake of your wellbeing' encompasses our direction for 2022.

The Kia Kaha programme will integrate into curriculum. Kia Kaha enables students to develop strategies for respectful relationships where bullying behaviours are not tolerated. We will also be implementing Healthy Active Learning across the kura. This is in partnership with Sport Bay of Plenty and the Ministry of Health and Education. Learner agency and inquiry will continue to be focused on as core curriculum principles.



Whāia te mātauranga  
hei oranga mō koutou

Seek after learning  
for the sake of your  
wellbeing



## School Environment (4)

**Strategic aim - To enhance our environment to maximise aesthetics and promote teaching and learning opportunities in and beyond the classroom.**

**Annual objective: To further develop the school environment to incorporate further elements of the school vision and philosophy**

### Planned Actions

Rooms between 20 and 21 to be made into 1 larger space (wall removed, sink put in).

School security alarm upgrade.

New 10 year property plan to be signed up in July 2022. This will outline future property goals and budget for 5 year agreement.

Enviro schools kaupapa, principles and practices implemented in curriculum and across the school.

Continue painting as part of cyclical maintenance provision.



# Meeting of Governance and Legislative Requirements -Board of Trustees Goals

**Strategic aim: To, through effective governance, provide direction and coherence to the operational leadership and management of Selwyn Ridge School, through school policies, strategic and annual plans, self review and reporting, and the the governance practices of the Selwyn Ridge School Board.**

## Planned Actions

Board of Trustees professional learning programme - Strategic plan.  
Explore Te Tiriti o Waitangi partnerships in Governance roles

Policies and Procedures for review and update in 2022 - Health, Safety and Welfare Policy

Term 1 - Health and Safety Management + Emergency, Disaster, and Crisis Management

Term 2 - Healthcare + Behaviour Management

Term 3 - Student Wellbeing and Safety, Staff Wellbeing and Safety

Term 4 - Safety On and Off School Grounds. Main Board level policy - Health, Safety and Welfare.

Compliance with the Health and Safety in Employment Act 2015 and all associated guidelines by:

- Updating and implementation of the Selwyn Ridge School Health and Safety management procedures
- Continuation of Board of Trustees Health and Safety Sub Committee to monitor meeting of health and safety processes and outcomes
- Informing staff of roles / responsibilities concerning hazards and other health and safety matters
- Ensure electrical compliance testing has been completed
- Emergency evacuation test once per term
- Police Vetting for support staff
- Length of school year / student attendance

## 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 2021 Annual Report

The 2022 Annual Budget

Health and Safety procedures and Crisis Management plan

10 Year Property Plan / 5 Year Property Development Schedule