

Ruapehu College



Charter/Strategic Plan 2019 – 2021

including

Annual Plan for 2019

Rapuhia kote matauranga

Introductory section

The purpose of this Charter is to enhance the learning of all the students in this college through all its activities.

This will be achieved through a partnership between the college, its community and the Minister under the provisions of the Education Act.

The Board of Trustees recognises and understands its obligations contained within and articulated by the New Zealand Curriculum, the National Education Goals, the National Administration Guidelines and all relevant legislation.

The Board of Trustees will take all reasonable steps to ensure that the college meets the goals and objectives of this Charter within the resources and time available to it

January, 2019

College Description

The college landscape is dominated by the magnificent back-drop of Mount Ruapehu and it could be argued that the college enjoys the best view of all throughout New Zealand. The native forest flora and fauna as well as mountain terrain and rivers of the Tongoriro National Park are rich and powerful living and learning environments that the college has available right at its doorstep.

Ruapehu College is a Year 9-14 co-educational state college located in on Tainui Road on the eastern side of Ohakune. The college was established in 1955. The college is a well-resourced decile 2 college employing 16.25 full-time equivalent teachers, 7 support staff, 2 administration staff, 1 full-time caretaker/groundsman and a 3 part-time cleaners.

The college has well maintained classroom and teaching facilities. The college offers specialist learning spaces for art, computing, horticulture, science and soft and hard materials technology and has plans for developing a specialist performing arts centre area in 2017 which has been held up by fire compliance issues. These have now been resolved as of April 2018.

Video-conferencing for collaborative learning by distance within the Volcanics' Cluster of secondary and area colleges is an important aspect of education at the college particularly with the delivery of a number of senior subject courses.

There is also a library, senior common room, staffroom and staff workroom, various departmental and pastoral care staff offices plus an administration area to the front of the college and central to the main college entrance.

Outdoor education especially skiing/snowboarding are other learning areas in which the college is currently working toward developing as points of difference. Gateway/STAR programmes are also available through the college to bridge secondary college with the workforce.

We have develop a partnership with local iwi Ngati Rangī and (Ngati) Uenuku in utilising surplus classrooms for the benefit of both the college, local iwi and the wider community. Te pae Tata (called the hub) us the technology centre for the community. We have students doing programming for technology in this area.

The college is set amongst 10 acres incorporating an area of astro turf for tennis and netball and a large gymnasium. The local squash courts are co-located alongside the gym and these are well utilised by the college. The college also has an artificial cricket wicket, two rugby fields, a hockey field and two soccer fields on the college site.

The College Community

The Ruapehu College community is drawn from five areas - Ohakune, Raetihi, Waiouru, National Park and the rural hinterland. Principal employment is provided through extensive outdoor adventure tourism activities, servicing the military camp, sheep and beef farming, forestry and mill production, horticulture, Department of Conservation work and through initiatives developed by the local iwi. There is also considerable seasonable work available across a number of these sectors.

The Board of Trustees is the governing body of the college invested and empowered by government and elected by the college community to govern the college on their behalf.

In 2018 the roll of the College is 169 students, of which approximately 70% are of Maori descent. Roll growth is a current Board and college target and has happened over the past years. In 2018 we secured a bus to National Park and now have about 4 students from that area and another few from Raurimu and Owhango.

Ruapehu College encourages all community members to take an active role in the college, and aims to create positive partnerships with parents and the wider community to support the needs of students. In 2018, the school will host the Hui Arana for about 1500 visitors. The school also attended the deed settlement signing for Ngati Rangī. The Ruapehu College Education Trust and Parent Teachers Association play a special role in supporting the college, and have provided many facilities and amenities over the years.

Parents, caregivers and whanau are encouraged to visit the college, to meet their son's and/or daughter's teachers and to be part of the wider college community.

Vision

Ruapehu College, at the heart of our community and the college of choice, making a mountain of difference in learning and for life.

College Motto

Rapuhia Kote Matauranga: Seek the knowledge.

We Value

Respect, Honesty, Confidence, Ropuhia Kote Matauranga. These goals are part of our PB4L values.

The college seeks to provide students with challenging academic, sporting and cultural opportunities that will equip them with the required knowledge, attitudes, skills and values to enable them to succeed in their lives and to be confident life-long learners.

The college aims to raise the active attendance, engagement and achievement of all students to attain their personal best in a safe, structured and challenging environment. The college seeks to provide students with an individualised programme through a broad curriculum of academic, sporting, cultural and social developmental opportunities.

The college will achieve its aims by:

- *Providing students with firm and reasonable behaviour guidelines and expectations of responsible behaviour.*
- *Offering students a range of academic, sporting, cultural and vocational experiences.*
- *Emphasising the successful development of the skills of literacy and numeracy.*
- *Preparing students for NCEA internal assessment and external examinations.*
- *Actively encouraging and developing the qualities of reliability, resilience, honesty, leadership, respect for others and the environment.*
- *Creating an environment where there is respect for, and understanding of, cultural*

diversity and individual differences.

- *Fostering Māori language and culture, consistent with the principles of the Treaty of Waitangi.*

The New Zealand Curriculum

Ruapehu College has a clearly articulated vision that aligns itself with the New Zealand Curriculum vision and its directions for learning. Our vision is expected to be visible in our classrooms. By maintaining a deliberate focus as teachers on this agreed aspiration we are also accepting the New Zealand Curriculum's directions for learning where:

“Young people will be confident, connected, actively involved, lifelong learners.” NZC

This will be achieved by following the key competencies; thinking, managing self, relating to others, participating and contributing, using language, symbols and text.

Learning Areas

In Ruapehu College, the New Zealand Curriculum's Learning Areas are our departments and subjects.

Managing this third area of the New Zealand Curriculum is the direct responsibility of the Heads of Department/Faculty. This is a feed forward approach where the Head of Department's expertise as a curriculum leader comes to the fore to align the needs of the learning area with the college's vision.

Management documents and schemes document must achieve alignment with the NZ Curriculum.

The effective teacher profile at Ruapehu College

Values	Effective teacher domains	What does this look and sound like in a classroom?	How do we know this is effective?
Respect Honesty Confidence Rāpuhia Kōte Matauranga	Relationships whanaugatanga	Relationships with students are positive trusting and respectful, students feel safe with each other, high expectations and future focused dialogue voiced in each lesson, teachers showing care for learners through their acknowledgement of strengths, with talk of success for everyone. School values are visible in classroom interactions	Bishop, R. & Berryman, M. (2012) <i>Te Kotahitanga</i> : NZCER
	Clarity of learning with a well organised learning environment	Learning intentions, success criteria for each lesson discussed/co-created with students to enable more efficient teaching that meets their needs more precisely. Models and examples of quality work used to deconstruct what success looks like. Students can answer, What are you learning? How are you going/How do you know? What are your next steps also why are you doing this? Relevant and engaging resources. Teachers give feedback and feedforward to help learners take the next step.	Absolum. M. (2007) <i>Clarity in the Classroom</i> Hodder: Auckland
	Prior knowledge - knowing your learner	Learning is a process of understanding what students know and understand already, teachers use pre-tests, achievement data, questions that reveal misconceptions, student directed questions, strategies such as PMI, concepts maps KWL charts, use of digital tools such as survey monkey etc. Prior learning strategies enables joint decision-making about where to pitch the learning for the lesson, differentiated supports/teaching	Best Evidence Synthesis, NZ Ministry of Education.
	Ako reciprocity of learning	Students can teach each other, teachers can learn from students, tuakana/teina practices evident Learning is interactive and requires learners to co-construct new learning together. For example, use think, pair, share, co-operative learning strategies like “jigsaw” with interdependent roles, tasks, google docs - paired writing. There is choice of activities, group and individual tasks	Bishop, R. & Berryman, M. (2012) <i>Te Kotahitanga</i> : NZCER . Hattie, J. (2012) <i>Visible Learning for Teachers</i> Routledge, New York
	Curriculum pedagogical knowledge	Teachers have deep knowledge of their curriculum content, skills and literacies, know the progressions in learning. Students engage with teacher’s passion for the subject because they make the curriculum enjoyable. Teachers help onnects conceptual ideas, make links to future pathways, use real world issues and opportunities to problem-solve and contribute to community. Students can “be” scientists, designers, mathematicians, writers....	<i>Te Mārautanga o Aotearoa, New Zealand Curriculum Specific Best Evidence Syntheses and cases</i>
	Connectedness to student and whānau, hapū, iwi	Teachers know the learner/know the family, finds connects to strengthen identity, culture, language by integrating, place-based curriculum, valuing opportunities for students to demonstrate the graduate profile in iwi contexts, with whānau and the community. Te Reo is normalised in the classroom traditional tikanga is valued and accessed for use in learning, Whānau, hapū, iwi contribute to learning.	Penetito, W., (2009), <i>Place-based education: Catering for curriculum, culture and community. NZ Annual review of Education</i> , Vol. 18, pp. 5-29.
	Literacy and Numeracy as foundations for accessing the curriculum	Teachers use strategies to strengthen academic vocabulary, use guided reading, shared reading writing scaffolds, and oral language activities to prepare for reading and writing, Similarly, teachers scaffold the numeracy demands of the learning tasks. Research processes, synthesising are explicitly taught	<i>Effective Literacy Strategies in Years 9-13</i> , Ministry of Education
	Metacognition Learning talk	Students undertake learning talk in each lesson – about strategies for learning, reflection on learning, self-regulation. They know learning is hard, that they have to	Absolum. M. (2007) <i>Clarity in the Classroom</i> Hodder: Auckland

		be resilient. The success criteria are central to student-student kōrero. Learners self-assess, give and receive feedback from their peers and others involved in their learning like whānau, use learning logs etc	John D.Bransford, Ann L.Brown, and Rodney R.Cocking, <i>How people learn</i> .
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National Education Goals

NEG 1 The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

NEG 2 Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

NEG 3 Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

NEG 4 A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

NEG 5 A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

NEG 6 Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

NEG 7 Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

NEG 8 Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.

NEG 9 Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

NEG 10 Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

National Administration Guidelines

National Administration Guideline 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

Each board, through the principal and staff, is required to:

- a. develop and implement teaching and learning programmes:
 - i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
 - ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
 - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.
- b. through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
 - i. student achievement in literacy and numeracy, especially in years 1-8; and then to
 - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*;
- c. on the basis of good quality assessment information, identify students and groups of students:
 - i. who are not achieving;
 - ii. who are at risk of not achieving;
 - iii. who have special needs (including gifted and talented students); and
 - iv. aspects of the curriculum which require particular attention;
- d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- e. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and
- f. provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

National Administration Guideline 2

Each board of trustees, with the principal and teaching staff, is required to:

- a. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, Ngā Whanaketanga Rumaki Māori and/or National Standards*, aromatawai and/or assessment, and staff professional development;

- b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
- c. report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.

National Administration Guideline 2A

Where a school has students enrolled in years 1–8, the board of trustees, with the principal and teaching staff, is required to, in alignment with requirements set in NAG 1, use Ngā Whanaketanga Rumaki Māori and/or National Standards to:

- a. report to students and their parents on the student's progress and achievement in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards. Reporting to parents in plain language in writing must occur at least twice a year;
- b. report to the Secretary for Education by 1 March school-level data on Ngā Whanaketanga Rumaki Māori and/or National Standards under four headings:
 - i. school strengths and identified areas for improvement;
 - ii. the basis for identifying areas for improvement;
 - iii. planned actions for lifting achievement; and
 - iv. how students are progressing in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards.
- c. report to the Secretary for Education by 1 March on the numbers and proportions of students achieving Manawa Toa, Manawa Ora, Manawa Āki, Manawa Taki in relation to Ngā Whanaketanga Rumaki Māori and/or at, above, below or well below National Standards, including by Māori, Pasifika, European/Pākehā, Asian, gender, and by year level.
- d. report the NAG 2A (b) and NAG 2A (c) Ngā Whanaketanga Rumaki Māori and/or National Standards information in the format prescribed by the Secretary for Education from time to time.

National Administration Guideline 3

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- a. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- b. be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

National Administration Guideline 4

According to legislation on financial and property matters, each board of trustees is also required in particular to:

- a. allocate funds to reflect the school's priorities as stated in the charter;
- b. monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
- c. comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

National Administration Guideline 5

Each board of trustees is also required to:

- a. provide a safe physical and emotional environment for students;
- b. promote healthy food and nutrition for all students; and
- c. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

National Administration Guideline 6

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

National Administration Guideline 7

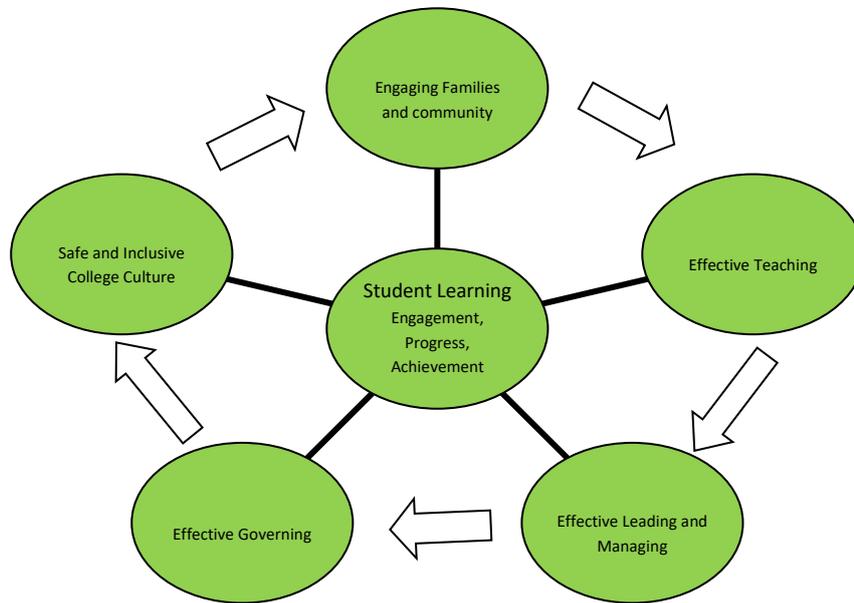
Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

National Administration Guideline 8

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.

NAG 8 applies in relation to schools with students enrolled in years 1-8 from the 2013 school year, and all schools from the 2014 school year.

Ruapehu College Strategic Plan



Teachers

- Deliver the National NZ Curriculum focusing upon literacy and numeracy and other identified priorities
- Are enthusiastic, and foster a life-long love for learning
- Communicate the purpose of learning
- Receive appropriate support
- Are committed to professional growth
- Have high expectations
- Demonstrate caring and supportive interpersonal skills
- Enacts Teaching as Inquiry
- Work in partnership with parents
- Are positive and professional

Students

- Take responsibility for their actions and learning
- Are actively engaged in their learning
- Achieve to their potential
- Are respectful, considerate and confident learners
- Are proud of their college
- Feel safe and cared for
- Are encouraged and challenged
- Take pride in their achievements
- Accept leadership opportunities

Policies and procedures

- Are developed through consultation
 - Meet legislative requirements
 - Are clearly stated and understood
 - Facilitate college organisation
 - Are accessible to everyone
 - Are regularly reviewed
- Ruapehu College Charter

Vision

Ruapehu College; at the heart of our community and the college of choice making a mountain of difference in learning and for life.

Support Staff

- Are supportive of the college and its aims, feel valued, and part of the team
- Care for the students
- Are positive and professional

Senior Leadership Team

- Gives high quality leadership to the college
- Supports, values and empowers others
- Maintains effective communication between home and college
- Ensures quality teaching and learning is paramount
- Monitors progress towards meeting college goals/aims
- Models restorative practice
- Monitors progress to ensure equitable outcomes for Maori learners

Board of Trustees

- Consults effectively with the community
- Meets the requirements of the NEGS and the NAGS
- Is a good employer and stays well informed
- Works alongside staff
- Ensures all resources are effectively managed
- Plans for the future

Environment

- Is inviting and attractive
- Supports learning and wellbeing
- Is safe and well maintained

Parents

- Feel welcomed and included
- Are well informed
- Encourage students in their learning
- Respect the professional judgment of staff and work in partnership
- Are supportive of the Board, staff and college

Curriculum Programmes

- Are delivered in a balanced and interesting manner
- Literacy and Numeracy programmes meet the needs of all students
- Are regularly reviewed and updated
- Fulfill National Curriculum requirements
- Prepare our students for tomorrow

Ruapehu College Strategic Plan

BoT aims

1) To raise the active engagement, learning and achievement of all students to attain their personal best with success at level 2 as the graduation benchmark and to enhance student learning through innovative projects and initiatives such as; Te Kākahu, e-blended information technology learning and utilizing PB4L.

Responsibility: Principal and delegates, BoT Strategic workshop team, Finance, Health and Safety and property sub-committee.

2) To raise the capacity and capability of teaching staff through professional development in: Te Kākahu, ICT pedagogies, moderation and other workshops, inquiry and PD into effective data analysis, mentoring techniques,

Responsibility: Principal and senior leadership team.

3) To strengthen positive, active relationships and communication within the college, with whanau, iwi and the wider community.

BOT Responsibility: Whanau and support group, Parents and friends, Board Chair and Principal, Student and staff trustees, BoT strategic planning workshop,

This will be resourced.

4) How the board will respond to a request for instruction in Te Reo Maori:

The board will respond to any request for instruction in Te Reo Maori by:

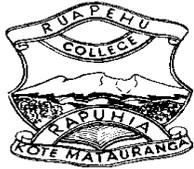
- Advising the parent of the current levels of Te Reo and Tikanga Maori available at the school
- Offering to explore possibilities for extending the current provision including:
 - Ø Dual enrolment with The Correspondence School
 - Ø Consulting with the School Adviser Maori
 - Ø Consulting with another school able to provide a higher level of Te Reo and Tikanga Maori
- Advising parents where the nearest school is that provides a higher level of instruction in Te Reo and Tikanga Maori

Strategic Aims, Main Actions and Expectations

Aim	2019	2020	2021
<p>Aim 1: To raise the active engagement, learning and achievement of all students to attain their personal best with success at NCEA Level 2 as the graduating benchmark. (NAG 1, 2, 8) and to enhance student learning through innovative projects and initiatives such as Te Kākahu, e-blended information technology learning and utilizing PB4L.</p>	<ul style="list-style-type: none"> ➤ Raise NCEA pass rates to national levels ➤ Accelerate the literacy progress of students, especially juniors ➤ Literacy pass rate at NCEA L1 is 85% or better ➤ Numeracy pass rate at NCEA L1 is 85% or better ➤ Develop merit and excellence endorsements at level 1. ➤ Develop Academic Mentoring with scripts ➤ Maori and non-Maori achieve at the same level ➤ Staff embrace the kaupapa of Te Kākahu ➤ Reduce Unjustified absences at all levels to 10% or less ➤ Student attendance is 95% or better at all levels ➤ Year 9 and 10 programmes and pedagogical practice are reviewed ➤ Develop processes to track retention 	<ul style="list-style-type: none"> *NCEA pass rate in Level 1 are at or above the pass rates for colleges of similar decile and type *Maintain NCEA pass rates for L2 & 3 But improve at roll based stats. *Accelerate the literacy progress of students, especially juniors *Literacy pass rate at NCEA L1 is 85% or better (100% participation) *Numeracy pass rate at NCEA L1 is 85% or better (100% Participation) *Focus on merit/excellence endorsements at level 1 and 2 Embed Academic Mentoring *Further reduce the performance gap between Maori and other students. Staff embrace the kaupapa of Te Kākahu *Student attendance is 90% or better at all levels *Establish flexibility for Year 9 and 10 curriculum classes. *Develop greater integration of curriculum learning areas in Years 9 and 10 	<ul style="list-style-type: none"> ➤ NCEA pass rates in Levels 1 & 2 are at or above national pass rates ➤ Students to sit scholarship ➤ Raise NCEA pass rates by 5% for L3 ➤ Continue to accelerate the literacy progress of students, especially juniors ➤ Numeracy pass rate at NCEA L1 is 90% or better ➤ Literacy pass rate at NCEA L1 is 90% or better ➤ Evaluate Academic Mentoring ➤ Maori achievement is the same as or better than that of other non-Maori students ➤ Student attendance is 90% or better at all levels ➤ Track retention rates and capture school leaver destination data

		*Track retention rates and capture school leaver destination data	
Aim 2: To raise the capacity and capability of teaching staff through professional development in Te Kāhahu, ICT pedagogies, moderation and other workshops, inquiry and PD on effective data analysis and mentoring techniques.	<ul style="list-style-type: none"> ➤ Focus on Teaching as Inquiry ➤ Continue to improve the quality of teaching within the College ➤ Develop effective PLGs and a robust PLD programme ➤ Develop an effective and robust appraisal process that includes taitako cultural competencies ➤ Increase Maori achievement ➤ ICT infrastructure and PLD supports increased use of ICT in classrooms ➤ Triennial elections are contested and new trustees take office ➤ BoT Code of Conduct reviewed and trustee training prioritised ➤ New Board Policies framework is introduced 	<ul style="list-style-type: none"> ➤ Embed Teaching as Inquiry ➤ Continue to improve the quality of teaching within the College ➤ Embed PLGs and an effective PLD programme ➤ Review an effective and robust appraisal process that includes cultural competencies ➤ Strategically plan for the use of ICT in classrooms ➤ BoT training continues to contribute to improve governance ➤ Board policy framework guides Board work and revised procedures support policy ➤ College Charter/Strategic Plan is reviewed 	<ul style="list-style-type: none"> ➤ Embed Teaching as Inquiry ➤ Excellence in teaching and learning evident throughout the College ➤ Embed an effective PLD programme ➤ Embed an effective appraisal process that includes cultural competencies ➤ Further develop the effective use of ICT to improve teaching and learning in classrooms ➤ BoT effectively governs College ➤ College Charter/Strategic Plan is reviewed
Aim 3 To strengthen positive, active relationships and communication within the College, with whanau, iwi and the wider community.	<ul style="list-style-type: none"> ➤ Develop Whanau group and evaluate effectiveness ➤ Strengthen parent partnerships in learning through the development of 3-way conferences and mentoring ➤ Priority learners are a focus for Principal reporting and for BoT 	<ul style="list-style-type: none"> ➤ Strengthen Whanau group ➤ Evaluate and modify 3-way conferences (mentoring) ➤ Community surveys shows improved attitude and positive support for the College ➤ Develop iwi wide relationships 	<ul style="list-style-type: none"> ➤ Meetings to establish on-going plans ➤ Evaluate and embed effective 3-way conferences ➤ Increased roll indicates improved support for the College ➤ Embed iwi wide relationships

	<p>monitoring.</p> <ul style="list-style-type: none"> ➤ Community perception continues to be improved – survey undertaken ➤ Develop iwi wide relationship through iwi education plans and other methods. 	<p>To work towards the establishment of a Community of Learning.</p>	<p>To establish the Community of learning</p>
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Ruapehu College Annual plan 2019-2020-2021

Based on meetings with ERO, principal, senior leaders, BOT chairperson and MoE Senior Advisors in 2019 and ongoing.

Key Area of Focus	Actions school is taking	Outcomes for students and teachers	How the school will evaluate the impact of these actions and outcomes	Timeframes	Leadership And responsibility
Curriculum					
An improved response to students' cultural, academic and individual learning needs	Incorporating cultural competence into teacher appraisal. (Reference teaching and learning for specific details)	Teacher practice improves through In depth appraisal and classroom observations as performed through the lens of Te Kāhahu. Teachers and students have a clear understanding of learning outcomes in the classroom. Engagement improves for Māori learners as they bring cultural experience to the classroom, making connections to our learning context.	Evaluation through Te Kāhahu feedback to staff and discussion with staff on programmes. Evidence of engaging programmes and learning styles to suit student needs. (See Te Kāhahu folder). Also Tātaiako in appraisal documents (see appraisal documents).	Started Term 2 on-going.	SLT team, Te Kāhahu team
Suitable pathways for students, in line with the developed desired	Building 'desired learner' profile. Engaged with YGART (youth guarantee ART).	Engagement and learning increases by formally establishing our learners' profile and building a coherent picture of what is effective teaching and learning practices for students and teachers.	Full discussion and ownership of the learners profile as evidenced in mentoring meetings and professional development and linking back to school	Start of term 1 and on-going.	KB SM

learner profile		.	goals and the NZC document.(Staff minutes) (Observing HoDs and TiC's embracing leadership and solutions based approach to learning needs). Qualitative and quantitative feedback, PB4L, referrals,		
courses that are of sufficient quality and depth to support future success	Departments use of student data to make decisions about quality of courses Using Year 8 transition data with college's testing	Leadership spreads and embeds effective practice using observation tools and review tools that exemplify effective practices so course pathways are supported. Engagement in learning increases through teachers changing their practice.	Classes' achievement and individual needs are identified and programmes evaluated and changes made if necessary. Refer year 9-13 programmes and courses. Ruapehu College curriculum document. Learner voice as evidence in mentoring programmes.	Term 1-4	SM All staff. .
Accelerated progress for target students on Years 9 and 10	Y9 and 10 students identified early for assistance by the use of transition data. Literacy and numeracy scores and understanding increase through tracking results of PAT tests, asttle and SBA in year 10.	Teachers plan appropriate programmes to accelerate targeted student progress	Students given extra assistance through teachers' aides. On-going testing through, tracking and reporting. (Department data on KAMAR and reports to parents).	Term 1 and 2.	All staff GH LB WD

	SPEC identifies learning needs that can be met by intervention strategies.				
promotion of literacy and numeracy progress for all students, particularly priority learners	Building all teachers' capability to be a teacher of literacy and numeracy.	Literacy and numeracy results improve through teachers taking ownerships and understanding of literacy and numeracy across the curriculum. Year 10 succeed at numeracy and literacy when targeted interventions for success are in place so that students can access NCEA Level 1 in Year 11.	Staff continue revising the literacy strategies for students. Measuring the increase in literacy levels. Refer to Literacy and numeracy curriculum. Continue to monitor at risk students into level one so there will be adequate interventions. As reported in staff meetings minutes.	On-going.	All staff.
Key Area of Focus	Actions school is taking	Outcomes for students and teachers	How the school will evaluate the impact of these actions and outcomes	Timeframes	Leadership And responsibility
Improving teaching and learning					
develop a shared understanding of what effective teaching looks like	Development of an effective teacher profile at RC.	Teachers understand and implement effective teaching to improve the quality of learning through the development of an effective teacher profile.	Through discussions and reflections on the NZC document. Teacher will align with the learner profile. Embed the teacher profile that relates to understanding the learner profile. The teacher profile would know and understand the relevance of the learner profile.	On-going all year. Start on term 2	KB

improve teachers' capability to respond to individual needs and multi-level classrooms	E-learning as an integral part of teaching and learning	A range of pedagogical and paradigm shifts occur because of differentiated learning in multi-level classrooms and through access to chrome books.	Working on Google docs and classroom Google and other aspects of ICT, teachers will evaluate the progress of the learner and make decision about the best use of technology. Reflected in class observation when students are self-directed (refer to Te Kākahu observations) Discussion with SLT regarding feedback to inform future strategic planning for ICT. Outcome is that teacher focus on students. They focus on needs. Professional discussions continuing with staff.	On-going	SLT team. All staff Te Kākahu team
Develop a shared understanding and implement teaching as inquiry.	Class observations linked to PLD, appraisal, Te Kākahu project, leaders walk through's	Teachers understand and use the principles of inquiry through classroom observations and interviews with staff linked to Te Kākahu, observations for appraisal and feedback specific to engaging learners.	Ongoing evaluations and reflections as evident in appraisal documents. Process of inquiry is evident. See Student achievement data. Documented evidence in staff meeting minutes, department reports.	Started 2016, and ongoing into 2018.	Te Kākahu team. SLT team All staff
Quality and use of student					

achievement information to:					
inform teaching that better responds to students' individual needs	Class observations linked to PLD, appraisal, Te Kākahu project, leaders walk through's	Students' individual needs are met through classroom observations linked to Te Kākahu, appraisal, and feedback specific to engaging learners.	Discussion with SLT regarding feedback to inform future strategic planning for ICT. Outcome is that teacher focus on students. They focus on needs. Professional discussions continuing with staff.	As above	As above
improve analysis, review and decision making at leadership level	PB4L	Student behaviour improves as a result of PB4L establishing values and behaviours that are taught to students responding to identified intervention data.	PB4L will result in a change of student behaviour and teacher s rewarding positive behaviours and reduced number of ODR.	Started 2014 on a three year programme. Heading into tier 3 for 2018.	PB4L team Josh Couperus SM
lead the change process	Developing leaders of learning as change managers in the quality of teaching and use of data	Teachers and students use learning intentions and success criteria to effect change that makes a difference.	Professional development in leadership (see below). Differentiation is evidence in classrooms walkthroughs as evidence of student engagement. Better retention and results.	Developing for 2017. Ongoing.	KB and SLT team.

better monitor and support effective use of data across the school	Use of student assessment information in class -differentiation PLD for leaders of learning re- analysis and use of student data	PLD, discussion and analysis of data for next step learning, analysis of variance, peer mentoring, test and NCEA results and identifying at risk students lead to in class differentiation and increase student engagement and learning.	Leaders to show evidence of problem solving by developing programmes to engage students.	As above	As above
support deliberate class placement	Using literacy data at department level	Appropriately placed students in core classes.	Continue to assess student achievement. Junior assessments (see below) and NCEA results.	ongoing	All staff
lead up to NCEA	Yr 9 and 10 SBA aligned with NZC levels	Students understand expectations of NCEA Teachers evaluate student needs at Year 11.	Identify student progress and needs. Refer to assessment analysis data.	All year	All staff
set collaborative student goals and pathways	Learner profiles developed	Learner profile developed and shared with students as part of PLD and the whole 21st century learner.	Refer to staff meeting and PLD minutes. Should reflect in other documentation such as school goals and charter and annual plan.	Started term 2 2015	KB SLT
improve departmental reporting	Including student data in department meetings and reports – used in reviews	Needs defined and results improved through department reports.	See above.	Ongoing.	All staff
Improve the quality of information shared with trustees.	BOT training with STA re-receiving and using student data	The board is upskilled through NZSTA PD specifically relating to school goals and data analysis Improved quality of information shared with trustees.	Calendar. Start Charter. Minutes from the meeting as evidence. Development of an operational charter and a Ruapehu College documents for a strategic plan.	Starting May.	Dean Francois BoT. NZSTA- personnel

Key Area of Focus	Actions school is taking	Outcomes for students and teachers	How the school will evaluate the impact of these actions and outcomes	Timeframes	Leadership And responsibility
Partnerships with whānau					
Further develop relationships with whānau, community and iwi to promote partnerships that support students' learning.	<p>establishing relationships and networks with all local iwi</p> <p>Whānau surveyed gathering evidence about student engagement, participation and perspectives about learning at RC.</p> <p>Departments/staff are given time and support to strategize deliberate acts to improve relationships that support student learning.</p>	<p>Improved relationships with Ngati Rangi, as an established iwi, so they feel welcome in the school</p> <p>An education plan (in its infancy stages) provides whānau with opportunities to work with their child's teachers to improve outcomes for their child's learning.</p>	<p>Department process includes strategies that improve relationships with whānau.</p> <p>Already Kamar notifications to parents have increased.</p> <p>Already evidence of Increased attendance at parent teacher interviews/mentoring sessions.</p>	<p>Departments by 1st July</p> <p>On-going process</p>	<p>HODs</p> <p>MA</p> <p>Cultural team</p> <p>Ngati Rangi</p>
include iwi education plans as part of curriculum review and school operations	<p>considering iwi education plan</p> <p>Departments to attend Te Puna Matauranga subject cluster hui.</p> <p>Departments to participate in the 'curriculum inquiry tool: success as nga iwi'</p>	The iwi education plan is visible in the school's curriculum	Staff attendance and participation at the subject cluster hui facilitated by Te Puna Matauranga on behalf of the iwi	<p>Maths -26 May</p> <p>Science-28th May</p> <p>English-23 June</p> <p>On-going until 24 November (2016)</p>	<p>Identified</p> <p>HODs</p> <p>MA</p>

Consult with the school's Māori community to develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students.	community relationships through informal events Whānau reps invited to attend meetings with iwi and school reps to develop plans and targets to improve Māori student's achievement.	Student behaviour and achievement improves through fluid relations with Ngāti Rangi and Ngāti Uenuku as iwi so they can walk in and out of the school and be welcomed.	The school is working together the community and the iwi as partners to improve outcomes for student achievement.	Term 3 - meetings with representatives SLT attendance at various monthly meetings	SLT
Community relationships	Building community relationships through informal events. e.g. festivals, puanga Website/portals for whānau and families to access information School representation at Māori community and community meetings	Improved community relationships through more involvement of the school with the community on an informal level, including more students' involvement at hui.	School-community school feedback is evident in staff briefing feedback, and in the Ruapehu bulletin and at minutes of the hui. See online websites of Ruapehu College and the Ruapehu Bulletin.	Started and ongoing	SLT All staff
Information sharing	website/portals for whānau and families	Parents and whānau have access to data through web portals and through KAMAR.	In the fledgling stages. Online bookings for report evenings had a good turnout. Monitoring.	Ongoing	Kerren Dixon SLT
Student mentoring	mentoring programme for students	Mentoring programme is established and implemented	Started in 2014. Evidence in KAMAR. Continuing to develop strategies.	Ongoing in 2018	MA
Key Area of Focus	Actions school is taking	Outcomes for students and teachers	How the school will evaluate the impact of	Timeframes	Leadership And

		these actions and outcomes			responsibility
Self-review					
establishing a shared understanding of robust, evidence-based review	Developing reflective practice as a staff. Share student results at staff meetings. Display student results.	Teachers understand and develop reflective practice Leadership uses roll based statistics to provide a better understanding of robust, evidence based review.	More positive and engaged discussion in staff PD sessions as reflected in staff minutes. Students on meaningful pathways. Assessment reviews.	Started and ongoing	SLT team
clearly evaluating the impact of decisions, strategies interventions on improving successful outcomes for all students	Teaching as inquiry development.	Teaching as inquiry leads to successful outcomes for students.	Actions evident in Staff meeting minutes. Information evident at achievement feedback to BoT. Interventions evaluated based on progress and achievement outcomes. Refer to department reports. Appraisal goals.	Started and ongoing	All staff
Developing teachers' capability to inquire into the effectiveness of their own practice.	Building leaders of learning capability to review. Through PLD and senior leaders' guidance	Leadership develops leader and staff capability using Te Kākahu tools.	Looking at how it really looks in the classroom.	Started May 2015 and ongoing	KB and all staff.

Evidence ERO will need to verify the school's evaluation of its improvements and changes. Ongoing into 2020

Key Area of Focus	Evidence ERO will require to verify the school's evaluation of its improvements and changes
Curriculum	<ul style="list-style-type: none"> • Programmes (Years 9 -13) • Courses • Literacy and numeracy curriculum • Ruapehu College curriculum document • Student voice • Learner profiles - pathways
Improving teaching and learning	<ul style="list-style-type: none"> • Student achievement data • Class observations – engagement • Appraisal documents • Teaching as inquiry - documented evidence • Effective teacher profile • Department reports/documents – evaluation of student achievement information. What it shows. So what next? • Principal's reports to BOT in relation to student achievement information
Partnerships with whānau	<ul style="list-style-type: none"> • Use of feedback gathered from whānau • Māori student achievement data (Year9 -13) • Māori student targets in Charter • Te Kākahu project data/information
Self review	Evidence in review documents related to other key areas of focus in this plan.

