

Ruapehu College



Charter/Strategic Plan 2020 – 2022

including

Annual Plan for 2021

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.

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 schools throughout New Zealand. The native forest flora and fauna as well as mountain terrain and rivers of the Tongariro 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 21.50 full-time equivalent teachers, 14 support staff, 2 administration staff, 1 full-time caretaker/groundsman, 1 part-time grounds staff and 2 part-time cleaners.

The college has well maintained classroom and teaching facilities. The college offers specialist learning spaces for art, technology, horticulture, science and soft and hard materials technology. We have a good gymnasium and a squash facility on site, as well as Te Pae Tata which is an iwi led innovation and offers a number of courses for students and adults in the community. This year we are offering a design course with the UCOL.

Video-conferencing is offered by collaborative learning platform via the Volcanics' Cluster of secondary and area colleges. It is an important aspect of education at the college particularly with the delivery of a number of senior subject courses where we can't offer teachers. Students use Zoom technology for this learning.

There is also a library, support centre for special ability students, 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 as an area that transitions secondary college with the workforce.

We have developed a partnership with local iwi Ngāti Rangi and (Ngāti) Uenuku in utilising surplus classrooms for the benefit of both the college, local iwi and the wider community.

The college is set on four hectares of land incorporating an area of astro turf for tennis and netball. The college also has an artificial cricket wicket, two rugby fields and a soccer field 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 in the area 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 seasonal 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 2021 the roll of the College is 200 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 8 students from that area and another few from Raurimu and Ōwhango.

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 hosted the Hui Arana for about 1500 visitors. The school also attended the deed settlement signing for Ngāti 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, Rapuhia Kote Matauranga. These goals are part of our positive behaviours for learning (PB4L) values. In 2018 and 2019, we implemented the diploma of learning based on our PB4L and taking the focus on to 'how' students learn.

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.

Historically, over the last five years, the college has worked to achieve these values 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.

And 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.

RUAPEHU COLLEGE STRATEGIC PLAN

OUR GOALS

INITIATIVES

MEASURE OF SUCCESS

To increase the engagement, learning and achievement of all our students



Enhance student learning through blended learning opportunities in a place-based setting



Increased attainment of Level 2 as the graduation benchmark

To evaluate the content of our curriculum subjects



Localise learning to include our environment and local stories.
Develop the faculty leaders capability to drive the evaluation process.
Provide staff PD and teacher-only days



Evidence in the topics and content covered in curriculum subjects and the use of local resources

To implement a real world context around the digital technologies curriculum



Differentiate the technology curriculum and the use of technology in a subject.



The NZ digital technology curriculum successfully implemented

To continue the holistic focus on the wellbeing and cultural connectedness of students as important aspects of the learner



Continue to develop programs that encourage student wellbeing: pastoral and counselling services, learning and academic mentoring, wellbeing spaces, extra-curricular activities



School values are known, promoted and becoming embedded in the school's culture
A restorative approach for behavioural management
A positive shift in-line with the NZCER Wellbeing Survey

Kāhui Ako Goals: These goals are around community, curriculum- literacy (and other subjects) across all educational environments, transition from early childhood-primary-secondary- with a focus on shared assessment practices and into workforce/further study or training.

Board of Trustee Goals

- 1) To raise and maintain engagement, learning and achievement of all students.
- 2) To continue to develop the capacity and capability of the teaching staff through professional development.
- 3) To strengthen the positive culture and communication through active relationships with whanau, iwi as the wider community.
- 4) To enhance our physical school environment reflecting our significant place in the community.

Kāhui Ako Goals:

Challenge 1 - Whānau and Iwi engagement

Challenge 2 – Assessment

Challenge 3 - Transitions

The goals are about whanau and Iwi engagement, curriculum in particular literacy with a focus on common assessments across all educational environments, and transition from early childhood-primary-secondary- and into workforce/further study or training.

Ministry of Education the new bill,

Right to attend school fulltime, Transition attendance plan to vary attendance hours where in a student's best interests, New complaint and dispute resolution panels, Allowing teachers without satisfactory recent teaching experience to have their certificates renewed if they agree to a refresh process, Removing the requirement for the Teaching Council to audit teacher performance appraisals, Renaming "special schools" to be "specialist schools", Updating the physical restraint framework, School principal appointment criteria, Amending school board objectives, School boards to give effect to Te Tiriti o Waitangi, Requiring boards to consult on rules/bylaws, Updating school board of trustees elections, Development and consultation of school enrolment schemes etc.

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.

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.

The effective teacher profile at Ruapehu College

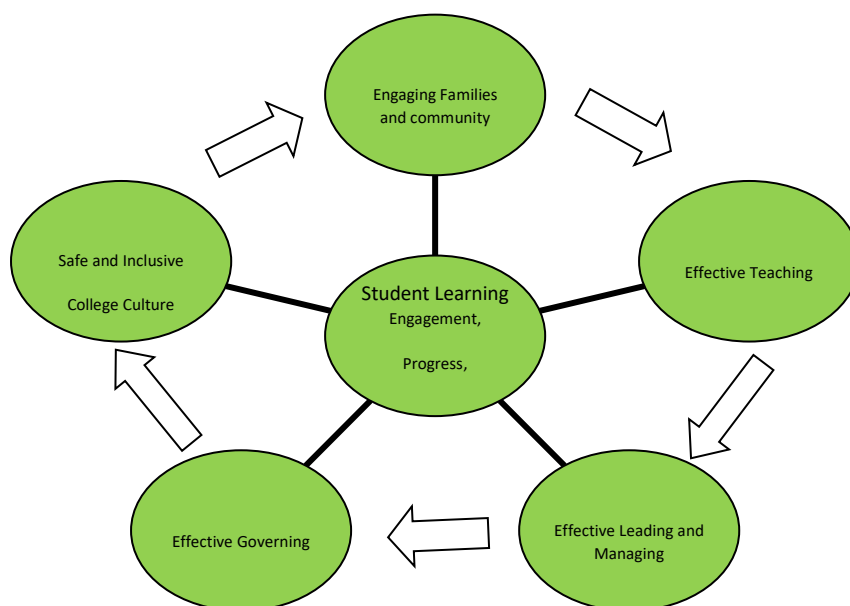
Values	Effective teacher domains	What does this look and sound like in a classroom?	How do we know this is effective?
Respect Honesty Confidence Rapu hia Kote Matauranga	Relationships whanaugatanga	Relationships with students are positive trusting and respectful, students feel safe with each other, high 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	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
	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 connects 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 Student, 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	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

	<p>Metacognition Learning talk</p>	<p>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 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</p>	<p>Absolum. M. (2007) Clarity in the Classroom Hodder: Auckland John D.Bransford, Ann L. Brown, and Rodney R. Cocking, <i>How people learn</i>.</p>
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<p align="center">Effective Learner Profile Connecting to the values of PB4L and Diploma of Learning</p>		
School Value	Learner Profile	What does this look like in the classroom
<p>Respect</p>	<p>Appreciation and consideration for the learning environment, rights of other students, teacher and themselves Awareness of other students and their right to learn Accepting school values and expectations Respect the classroom, the desks, the chrome books</p>	<p>Being prepared for learning with pens, books and equipment for learning Show respect for others in the classroom by listening to what they say Encourage others in their learning (no put downs) Phones off and away unless the teacher says Show respect for the teachers by calling them Mr, Sir or Miss, Mrs and use their name, say 'thank you' after a good lesson</p>
<p>Honesty</p>	<p>Providing an honest effort to learning – “I am willing to learn” “yes I did work hard” My actions and language are appropriate for classroom Be prepared, timely, in uniform, contribute actively, have regular attendance Creating and accomplishing goals that are realistic and achievable. Completing class work, meet assessment deadlines and catch up on work missed.</p>	<p>To make the best effort possible by listening to teacher instructions To show a good learning behaviour such as looking at texts and not look at what everyone else is doing To be responsible for my own learning and not be distracted To attend every class in correct uniform To give everything a go</p>
<p>Confidence</p>	<p>Believing in your ability to succeed – have a high self-efficacy. Display integrity with work ethic, attempting new tasks/activities, be active in the classroom Be comfortable with current learning level Knowing strengths and using them Understanding weaknesses and working hard to improve these Remove distractions and barriers to learning Be comfortable with who you are - culture Set a goals for the year with mentors</p>	<p>Knowing that if I try, I can succeed. Take a risk and overcome 'failure' or a 'wrong answer' To not give up because it seems too hard Ask for assistance. If the teacher is too busy, I will wait and ask again in a polite manner Think about what I find hard about learning and develop strategies to overcome these difficulties Try to do it myself first and develop a growth mind set Have a positive attitude and look for solutions</p>
<p>Rapuhia Kote Maturanga</p>	<p>Focus on learning and not gaining credits-all classroom activities are important. Be future focused – career -vocational or academic pathways Be prepared to extend self</p>	<p>Develop - Pride, passion, purpose, presence To develop a love of learning because I want to know something not just because of the credits I get!</p>

	Take ownership of learning	To follow the tikanga of the classroom and the school Understand knowledge-past, present and future
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Ruapehu College Strategic Plan-Review



Strategic Aims, Main Actions and Expectations

<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</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 	<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 	<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

<p>and utilizing PB4L, Diploma of Learning.</p>	<ul style="list-style-type: none"> ➤ 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"> ➤ 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 ➤ Track retention rates and capture school leaver destination data 	<ul style="list-style-type: none"> ➤ 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
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<p>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.</p>	<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 tātaiako 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
<p>Aim 3 To strengthen positive, active relationships and communication within the College, with whanau, iwi and the wider community.</p>	<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 monitoring. ➤ Community perception continues to be improved – survey undertaken ➤ Develop iwi wide relationship through iwi education plans and other methods. 	<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. To work towards the establishment of a Community of Learning. 	<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 ➤ To establish the Community of learning

Annual Plan Strategy – 2021 Specific goals

Ruapehu College NCEA achievement goals and targets 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 Level 2 the graduating benchmark. (NAG 1, 2, 8)</p>
	<p>Annual goals:</p> <p>To maintain and increase the percentage of students achieving NCEA Levels 1-3, ensuring equity across priority groups of learners.</p> <p>To maintain the percentage of students achieving Level 1 literacy and numeracy, focusing on early identification of those at risk.</p> <p>Monitor and report the progress of Maori, Pacific and Special Needs priority learners (and strategies) to the Board.</p> <p>To investigate and set appropriate NCEA Subject Endorsement targets for 2021.</p>
	<p>2021 targets:</p> <ul style="list-style-type: none">• To maintain the literacy pass rate at NCEA Level 1 to 100% for both Māori and non-Māori (roll based) and attending school.• To maintain the numeracy pass rate at NCEA Level 1 to 100% Maori and non-Māori (roll based) and attending school.• To continue to raise the overall NCEA Level 1 pass rate to 85% or better for both Maori and non-Maori.• Year 13 students who have not yet achieved NCEA Level 2 will have achieved NCEA Level 2 by the end of 2021• To maintain the percentage of students achieving NCEA Level 2 to 85% roll based.• The Year 13 students who have not yet achieved NCEA Level 1 will have achieved NCEA Level 1 by the end of 2021• Identify students in Year 12 require significant learning support and will achieve at least one NCEA Level 1 assessment by the end of 2021.• The Year 11 students at risk of not achieving NCEA Level 1 will have achieved NCEA Level 1 by the end of 2021

	<ul style="list-style-type: none"> The Year 11 students require significant learning support will achieve at least one NCEA Level 1 assessment by the end of 2021 			
	Baseline data and analysis: see Data in Analysis of variance.			
	Led by	Resourcing	Time frame	Outcomes
Academic counselling introduced at all levels	DP Mr Steve Mackrell DP Mr Mick Darmody	Dedicated time – fortnightly/three weekly 15mins Continue 3-way conferences for teachers (and students)	Whole year	All students set realistic goals for achievement based on their individual performance. Student achievement is monitored on an individual basis by mentors. Students at risk are identified early and support programmes put in place. Improved student achievement at all levels. All students and whanau take part in three-way conferences
PLD to improve data analysis and enable staff to track progress of students and identify students at risk	MA & SLT	PLD-Driven by curriculum team (MA, MD, DS, CH, KJA, others) PACE programme, My Mahi Learning diploma. Professional reading such as James Anderson takes place	Tm 1	Staff are more confident to interpret data Student progress is tracked and support is provided for students at risk. Teachers are able to provide disaggregated data to better identify the needs of priority learners.

<p>Literacy action plan developed</p> <p>Literacy progress is tracked and monitored – shared at staff meetings</p> <p>Literacy strategies are shared in all staff meetings</p> <p>Staff PLD on how to teach metacognitive comprehension strategies</p> <p>Literacy PLG develops action research inquiry to evaluate effectiveness of literacy strategies in the college</p> <p>Literacy strategies are taught by all teachers in all classes</p>	<p>Learning support-RT</p> <p>Others</p>		<p>Literacy PD provided through experienced staff- AS, DS, RT, others</p> <p>Readings provided for staff</p> <p>PD is provided for staff to understand, collect & record naturally occurring evidence in both numeracy and literacy</p>	<p>Tm 1</p> <p>Tm 1-4</p> <p>June-data gathered and progress evaluated</p>	<p>Literacy action plan developed to address literacy concerns in Year 9-11</p> <p>Students at risk of not achieving literacy are identified by the end of Term 2 and support plans are put in place for those students at risk.</p> <p>All teachers have embedded literacy strategies into all lesson planning.</p> <p>Observations of staff indicate greater use of effective literacy strategies in lessons.</p> <p>Teachers across curriculum and subjects collect naturally occurring evidence</p>
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<p>Numeracy data is tracked and progress is monitored</p> <p>Progress is shared at staff meetings and next steps identified</p>	<p>HOD Math, Principals Nominee</p>			<p>Tm 1-4 June - data gathered and progress evaluated</p>	<p>Students at risk of not achieving numeracy at level 1 are identified by the end of Term 2 in year 10 and support plans are put in place for those students at risk.</p> <p>Student and teachers continue to be more aware of standards that contribute to numeracy.</p> <p>Students to work with SENCO.</p>
<p>HODs set targets for each Year 11/NCEA Level 1 subject class</p> <p>All teachers set achievement goals with all students in Year 11 classes</p> <p>All teachers share high expectations explicitly in classes, for all students</p>	<p>Principal, DP</p>		<p>SLT assists with goal setting for special needs students</p> <p>NCEA internal assessment results are tracked during year for all students</p>	<p>Tm 1-3</p>	<p>NCEA achievement improved by 10% at ethnicity and gender levels roll based, provided students stay at school. This has been achieved but we want to improve roll based data.</p> <p>Year 11 Maori achievement continues to be at or above that of their peers.</p> <p>Greater number of endorsements at all levels.</p> <p>Focus on excellence and scholarship</p> <p>IEP type format is used for individual students profiles</p>

Ruapehu College Junior Achievement goals and targets 2021

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)

Aim 2 To develop standards based assessment in the junior school for 2021 so that progress can be maintained and targets better assessed.

Aim 3 To target learners into classes at year 9 and 10 levels.

Annual goals:

To effectively use national standards data and entry information about learners' aspirations, strengths, weaknesses, languages and cultural identity to develop curriculum programmes that engage and promote success for our Year 9 learners.

To put in place effective programmes that meet the needs of students who enter Year 10 below and well below the standard/curriculum levels in reading, writing and mathematics so they can access the full New Zealand Curriculum

To accelerate the progress of Year 9 and 10 students identified as below or well below the standard/curriculum level in Reading and Mathematics.

To ensure Year 9 students transition to college successfully and are actively engaged in extra-curricular activities.

To challenge and extend students identified as Gifted and Talented

2021 possible targets:

To accelerate the progress of Year 9 students in Reading and Mathematics so that 75% (or more) are at or above the curriculum levels 4 and 5 respectively

To establish baseline data for Year 10 students in Mathematics at the beginning of 2021 using PAT and E-astle.

To accelerate the progress of Year 10 students so that by the end of 2021, 80% of Year 10 Maori and non-Maori students will be working at advanced Level 5 of the New Zealand Curriculum for reading, writing and mathematics

Ten students Year 10 students require significant learning support and will have made accelerated progress towards Level 5 of the New Zealand Curriculum before the end of 2021

To accelerate the progress of Year 9 students so by the end of 2021, 75% (or more) of Year 9 Maori and non-Maori students will be working at early Level 5 of The New Zealand Curriculum for reading, writing and mathematics

Year 9 students who require significant learning support and will have made accelerated progress towards Level 5 of The New Zealand Curriculum by the end of 2021

To embed the learning diploma for 2021 and look at learning behaviours in subject areas.

To provide teachers with a database of Year 8 transition information to identify priority learners and plan effective learning programmes.

The data- See analysis of variance.

Actions to achieve target	Led by	Resourcing	Time frame	Outcomes
Academic mentoring counselling revised and introduced at all levels	SLT and DP Mr Steve Mackrell and Mick Darmody	Dedicated time – fortnightly 30mins Training for 3-way conferences for teachers and students Record on KAMAR	Whole year	All students set realistic goals for achievement based on their individual performance. Student achievement is monitored on an individual basis by mentors. Students at risk are identified early and support programmes put in place. Gifted and Talented identified and have plans in place
Progress of Year 9 students tracked and monitored and next steps identified in Mathematics, Reading & Writing Progress of Year 10 Maori boys is tracked and monitored in Reading	HODs Maths and English Principal's Nominee Mrs Thomas	OT testing programme MC support teacher in Year 9 homeroom Lexia reading programme Data analysis supports teachers to plan appropriate programmes in English and Mathematics (this needs updating). Working in small groups with teacher aides.	Whole year June- data gathered and progress evaluated	Students make accelerated progress with 75% achieving at or above the standard in Reading and Mathematics. Monitor Y9 and 10 students to make accelerated progress with 75% achieving at or above the standard in Reading.

<p>Year 8 transition database created and teachers able to easily access student transition information</p>	<p>TIC Year 8 transition to college</p> <p>Kāhui Ako goals</p>	<p>RTLB assistance</p> <p>Introduce Ruapehu college ability to gather data.</p> <p>Kāhui Ako discussion and shared data and resources.</p>	<p>Start of Tm 1</p>	<p>Year 9 teachers make effective use of transition information to develop programmes of work that address student needs.</p> <p>Priority learners are identified and support programmes put in place.</p> <p>Students are actively engaged in extra-curricular activities.</p> <p>Special needs students are identified and targeted support put in place</p>
<p>Baseline testing is completed for all Year 10 students in Mathematics using norm referenced assessment</p> <p>Year 10 progress is tracked and monitored and next steps are identified</p>	<p>HOD Maths, 2IC Maths</p>	<p>SENCO support</p> <p>Support staff</p> <p>Teacher aide support in Year 10 homeroom if required</p> <p>RTLB support</p> <p>eASttle and other equivalent data used</p>	<p>Tm 1</p> <p>June-data gathered and progress evaluated</p>	<p>Students at risk are identified and appropriate support is provided to enable students to make accelerated progress.</p> <p>75% of Year 10 students are at or above the standard in Mathematics by the end of 2019.</p> <p>Accelerate or extend gifted and talented students.</p>

Aim 2: To ensure a safe environment where the physical, human and financial resources support improved student learning and wellbeing in all areas of school life. (NAG 1, 3, 4, 5, 6)

Annual goals:

To introduce restorative practice to staff and develop restorative practises to improve student accountability and reduce repeated poor behaviour.

To explore and develop a campus wide environment and property plan that focuses upon student learning needs and future possibilities.

To have the 10YPP approved by the MOE and to implement the 5YP.

To introduce College values to develop college culture (PB4L)

2021 targets: (ongoing)

To complete outstanding projects for 2020 as per 5YP.

To focus upon new college values to improve college culture and community perceptions.

To develop links in the curriculum with the local environment