



Charter & Strategic Plan 2020 - 2022

Annual Plan 2022

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Our Charter

Affirmation - Tēnei Te Pō

Tēnei te pō	Like night and day
Tēnei te ao	I transition daily
Te tū nei ko au ko Ruapehu e tū ake nei	Standing and aspiring to be like Ruapehu
Tū tahi kia piri	Standing as one
Tū tahi kia toko	Standing in support
Kia hua mai te mana Atua	Realising our divinity
Kia hua mai te mana tangata	Celebrating our humanity
Tū te rangi kia whano	Aspiring to the heavens
Tū te rangi kia rea	Discovering my infinity
Haumie, Hui e	Consciously declaring my intent today
Taiki e	<i>Composed by Che Wilson, 2016</i>

Our Pepeha

Ko Ruapehu te Maunga	Ruapehu is our mountain
Ko Ngāti Rangi me Uenuku ngā iwi	Ngāti Rangi and Uenuku are our iwi
Ko Te Kura Tuarua o Ruapehu te kura	Ruapehu College is our school
Ko Rapuhia Kote Mātauranga te whakatauākī	Seek Further Knowledge is our motto

Our Wawata

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

Our Uara

Respect
Honesty
Confidence
Rapuhia Kote Mātauranga

We Value

Respect, Honesty, Confidence, Rapuhia Kote Mātauranga. In 2018 and 2019, we implemented the diploma of learning based on our PB4L and taking the focus on '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 behavior 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.

The Purpose of the Charter

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 articulated by the New Zealand Curriculum and the National Education and Learning Priorities [NELPS] 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 backdrop 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 on Tainui Road on the eastern side of Ohakune. The college was established in 1955. The college is a well-resourced decile two college employing 21.50 full-time equivalent teachers, fourteen support staff, two administration staff, one full-time property manager, one caretaker, three canteen staff and two 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 several courses for students and adults in the community.

Video-conferencing is offered by a 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 several 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 Rangī 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, 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 the 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 Māori 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.

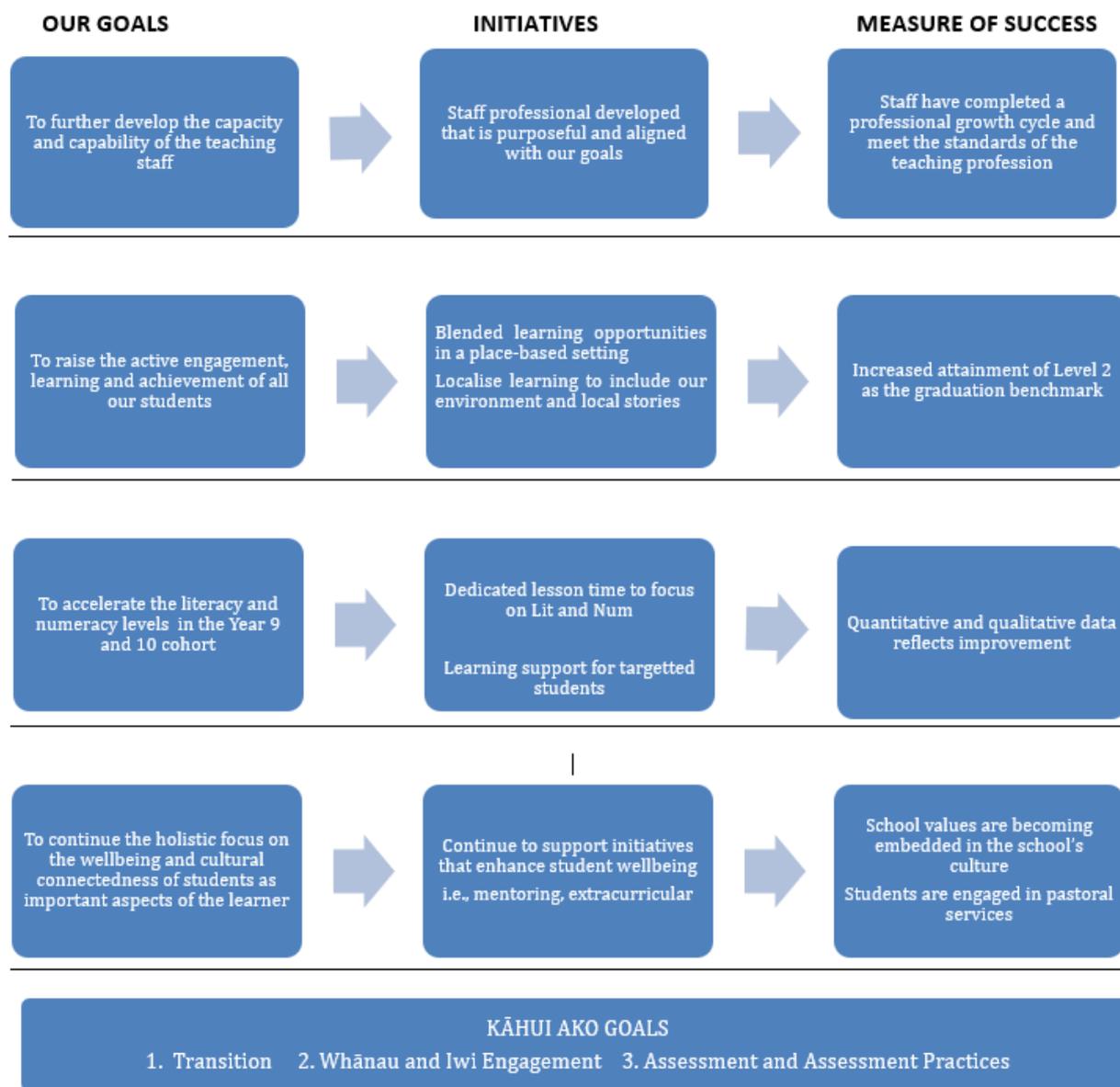
Parents, caregivers, and whanau are encouraged to visit the college, to meet their son's and/or daughter's teachers and to be part of the wider college community.

Ruapehu College Strategic Goals 2020 – 2022

Board of Trustee Goals

1. To raise and maintain the 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.

Ruapehu College's Goals for 2022



Ruapehu College's Leadership Goals for 2022

To strengthen communication with staff, whānau, iwi and the wider school community with the aim that information is delivered clearly and in a timely manner.

To further develop the capacity and capability of teaching staff with purposeful professional development.

To improve the delivery and monitoring of literacy in the junior school In preparation for the new literacy standard implementation in 2024.

To develop a system in the Junior School which identifies each student's individual needs and the strategies and interventions to be used in the classroom to support that need.

To continue to support initiatives that encourage positive wellbeing and a sense of cultural connectedness to people and place.

Kāhui Ako Goals:

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 full time, 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 and Learning Priorities - NELPS

The Statement of National Education and Learning priorities (NELP) set out the Government's priorities for education that will ensure the success and wellbeing of all learners. It is a statutory document issued under the Education and Training Act 2020 that directs government and education sector activities towards the actions that will make the biggest difference and ensuring that we are able to strengthen the education system to deliver successful outcomes for all learners/ākonga.

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

- ensuring that they are safe and inclusive and free from racism, discrimination, and bullying
- strengthening the quality of teaching our learners receive to giving our learners the skills they need to succeed in education, work, and life
- collaborating more with whānau, employers, industry and communities
- taking account of learners' needs, identities, languages, and cultures in their practice, and
- incorporating Te Reo Māori and tikanga Māori into everyday activities.

[The Statement of National Education and Learning Priorities \(NELP\) & Tertiary Education Strategy \(TES\)](#)

Objectives for Education

In early 2018 the Government set out its objectives for the education work programme. These have been updated to encompass what New Zealanders told us was important to them.

The objectives for education set the context for the NELP and the TES, and outline the things the Government will focus on to improve outcomes and wellbeing across the education system.

Objective 1: Learners at the centre – Learners with their whānau are at the centre of education

Objective 2: Barrier-free access – Great education opportunities and outcomes are within reach for every learner

Objective 3: Quality teaching and leadership – Quality teaching and leadership make the difference for learners and their whānau

Objective 4: Future of learning and work – Learning that is relevant to the lives of New Zealanders today and throughout their lives

Objective 5: World-class inclusive public education – New Zealand education is trusted and sustainable

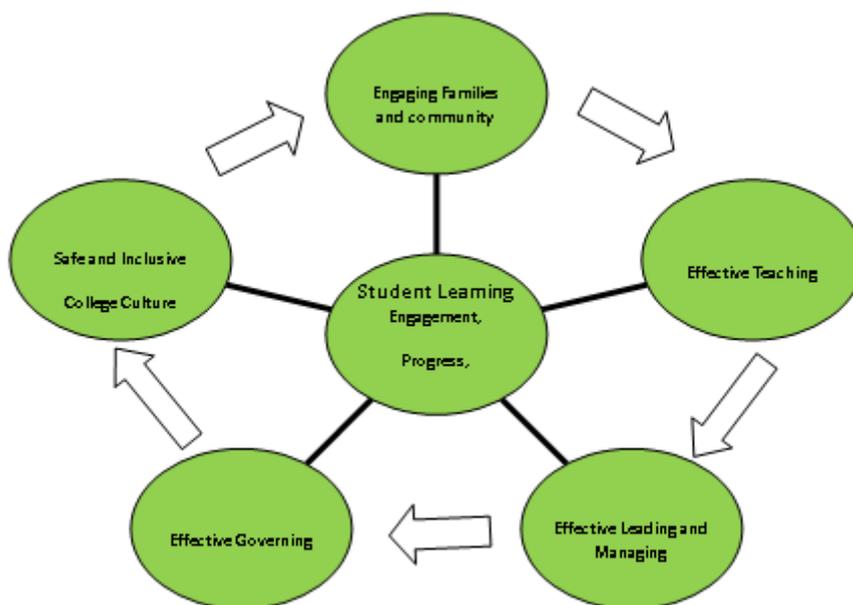
The Effective Teacher Profile

<i>Effective teacher domains</i>	<i>What does this look and sound like in a classroom?</i>	<i>How do we know this is effective?</i>
Relationships whanaungatanga	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 and 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, and know the progressions in learning. Students engage with the teacher's passion for the subject because they make the curriculum enjoyable. Teachers help connect conceptual ideas, make links to future pathways, use real world issues and opportunities to problem solve and contribute to the community. Students can "be" scientists, designers, mathematicians, writers....	<i>Te Mātauranga o Aotearoa, New Zealand Curriculum Specific Best Evidence Syntheses and cases</i>

<p>Connectedness Student, whānau, hapū & iwi</p>	<p>Teachers know the learner/know the family, finds connections 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.</p>	<p>Penetito, W., (2009), Place-based education: Catering for curriculum, culture and community. <i>NZ Annual review of Education</i>, Vol. 18, pp. 5-29.</p>
<p>Literacy and Numeracy</p>	<p>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 is explicitly taught</p>	<p><i>Effective Literacy Strategies in Years 9- 13</i>, Ministry of Education</p>
<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>

Effective Learner Profile - Connecting to the values of the Diploma of Learning

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, teachers, 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). 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 the classroom. Be prepared, timely, in uniform, contribute actively, and have regular attendance. Creating and accomplishing goals that are realistic and achievable. Completing class work, meeting assessment deadlines, and catching up on work missed.</p>	<p>To make the best effort possible by listening to teacher instructions. To show good learning behaviour such as looking at texts and not looking at what everyone else is doing. To be responsible for my own learning and not be distracted To attend every class in the 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, and being 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 - your culture. Set 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'. Do 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 mindset. Have a positive attitude and look for solutions.</p>
<p>Rapuhia Kote Mātauranga</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 yourself. Take ownership of learning.</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! To follow the tikanga of the classroom and the school. Understand knowledge-past, present and future.</p>



Strategic Aims, Main Actions and Expectations

Aim	2020	2021	2022
<p>Aim 1: To raise the active engagement, learning and achievement of all students.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Raise NCEA pass rates to national levels <input type="checkbox"/> Accelerate the literacy progress of students, especially juniors <input checked="" type="checkbox"/> Literacy pass rate at NCEA L1 is 85% or better <input checked="" type="checkbox"/> Numeracy pass rate at NCEA L1 is 85% or better — Develop merit and excellence endorsements at level 1. <input type="checkbox"/> Develop Academic Mentoring with scripts <input type="checkbox"/> Māori and non-Māori achieve at the same level <input type="checkbox"/> Staff embrace the kaupapa of Te Kāhahu 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> NCEA pass rate in Level 1 are at or above the pass rates for colleges of similar decile and type. <input checked="" type="checkbox"/> Maintain NCEA pass rates for L2 & 3 But improve at roll based stats. <input type="checkbox"/> Accelerate the literacy progress of students, especially juniors <input checked="" type="checkbox"/> Literacy pass rate at NCEA L1 is 85-100% <input checked="" type="checkbox"/> Numeracy pass rate at NCEA L1 is 85-100% 	<ul style="list-style-type: none"> <input type="checkbox"/> NCEA pass rates in Levels 1 & 2 are at or above national pass rates <input type="checkbox"/> Students to sit scholarship <input type="checkbox"/> Raise NCEA pass rates by 5% for L3 <input type="checkbox"/> Continue to accelerate the literacy progress of students, especially juniors <input type="checkbox"/> Numeracy pass rate NCEA L1 is at least 90% <input type="checkbox"/> Literacy pass rate at NCEA L1 is 90% or better

	<ul style="list-style-type: none"> <input type="checkbox"/> Reduce Unjustified absences at all levels to 10% or less <input type="checkbox"/> Student attendance is at least 95% or bet at all levels <input type="checkbox"/> Year 9 and 10 programmes and pedagogical practice are reviewed <input checked="" type="checkbox"/> Develop processes to track retention 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Focus on merit/excellence endorsements at Level 1 and 2 <input checked="" type="checkbox"/> Embed Academic Mentoring <input checked="" type="checkbox"/> Further reduce the performance gap between Māori and other students <input type="checkbox"/> Staff embrace the kaupapa of Te Kākahu <input type="checkbox"/> Student attendance is 90% or better at all levels <input checked="" type="checkbox"/> Establish flexibility for Year 9 and 10 curriculum classes <input checked="" type="checkbox"/> Develop greater integration of curriculum learning areas in Years 9 and 10 <input type="checkbox"/> Track retention rates and capture school leaver destination data 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate Academic Mentoring <input type="checkbox"/> Māori achievement is the same as or better than that of other non-Māori 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"> <input checked="" type="checkbox"/> Focus on Teaching as Inquiry <input checked="" type="checkbox"/> Continue to improve the quality of teaching within the College <input checked="" type="checkbox"/> Develop effective PLGs and a robust PLD programme <input checked="" type="checkbox"/> Develop an effective and robust appraisal process that includes tātaiako cultural competencies <input checked="" type="checkbox"/> Increase Māori achievement <input checked="" type="checkbox"/> ICT infrastructure and PLD supports increased use of ICT in classrooms <input checked="" type="checkbox"/> Triennial elections are contested and new trustees take office <input type="checkbox"/> BOT Code of Conduct reviewed and trustee training prioritised <input checked="" type="checkbox"/> New Board Policies framework is introduced 	<ul style="list-style-type: none"> <input type="checkbox"/> Embed Teaching as Inquiry <input checked="" type="checkbox"/> Continue to improve the quality of teaching within the College <input checked="" type="checkbox"/> Embed PLGs and an effective PLD programme <input type="checkbox"/> Review an effective and robust appraisal process that includes cultural competencies <input checked="" type="checkbox"/> Strategically plan for the use of ICT in classrooms <input type="checkbox"/> BOT training continues to contribute to improve governance <input checked="" type="checkbox"/> Board policy framework guides, Board work and revised procedures support policy <input checked="" type="checkbox"/> College Charter and Strategic Plan reviewed 	<ul style="list-style-type: none"> <input type="checkbox"/> Embed Teaching as Inquiry <input type="checkbox"/> Excellence in teaching and learning evident throughout the College <input type="checkbox"/> Embed an effective PLD program <input type="checkbox"/> Embed an effective appraisal process that includes cultural competencies <input type="checkbox"/> Further develop the effective use of ICT to improve teaching and learning in the class <input type="checkbox"/> BOT effectively governs College <input type="checkbox"/> 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"> <input checked="" type="checkbox"/> Develop Whanau group and evaluate effectiveness <input checked="" type="checkbox"/> Strengthen parent partnerships in learning through the development of 3-way conferences and mentoring <input checked="" type="checkbox"/> Priority learners are a focus for Principal reporting and for BOT monitoring <input checked="" type="checkbox"/> Community perception continues to be improved <input checked="" type="checkbox"/> Develop iwi wide relationship through iwi education plans and other methods 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Strengthen Whanau houses <input checked="" type="checkbox"/> Evaluate and modify 3-way conferences <input checked="" type="checkbox"/> Community surveys shows improved attitude and positive support for the College <input checked="" type="checkbox"/> Develop iwi wide relationships. To work towards the establishment of a Community of Learning 	<ul style="list-style-type: none"> <input type="checkbox"/> Meetings to establish on-going plans <input type="checkbox"/> Evaluate and embed effective 3-way conferences <input type="checkbox"/> Increased roll indicates improved support for the College <input type="checkbox"/> Embed iwi wide relationships <input type="checkbox"/> To establish the Community of learning

Annual Plan Strategy – Achievement Target Goals 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

Annual Goals:

To maintain and increase the percentage of students achieving NCEA Levels 1-3, ensuring equity across priority groups of learners. To maintain the percentage of students achieving Level 1 literacy and numeracy, focusing on early identification of those at risk. Monitor and report the progress of Maori, Pacific and Special Needs priority learners (and strategies) to the Board. To investigate and set appropriate NCEA Subject Endorsement targets for 2021.

2021 Targets:

- 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% Māori 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 Māori and non-Māori.
- 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.
- Identifying 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.
- 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

<p>PLD to improve data analysis and enable staff to track progress of students and identify students at risk</p>	<p>MA & SLT</p>	<p>PLD-Driven by curriculum team (MA, MD, DS, CH, KJA, others)</p> <p>PACE programme, My Mahi Learning diploma.</p> <p>Professional reading such as James Anderson takes place</p>	<p>Term 1</p>	<p>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>
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<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. 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 Maths</p> <p>PN</p>		<p>Tm 1-4</p> <p>June - data gathered and progress evaluated</p>	<p>Students at risk of not achieving numeracy at level1 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>Students 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 Māori 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 extracurricular 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-asttle.

To accelerate the progress of Year 10 students so that by the end of 2021, 80% of Year 10 Māori and non-Māori 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 Māori and non-Māori 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	Outcome
Academic mentoring counseling revised and introduced at all levels	SLT	Dedicated time Fortnightly 30 mins 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.

Year 8 transition database created and teachers able to easily access student transition information	TIC Year 8 transition to college Kāhui Ako goals	RTLB assistance Introducing Ruapehu College's ability to gather data. Kāhui Ako discussion and shared data and resources.	Start of Tm 1	Year 9 teachers make effective use of transition information to develop programmes of work that address student needs. Priority learners are identified, and support programmes put in place. Students are actively engaged in extracurricular activities. Special needs students are identified, and targeted support put in place
Baseline testing is completed for all Year 10 students in Mathematics using norm referenced assessment Year 10 progress is tracked and monitored, and next steps are identified	HOD Maths 21C Maths	SENCO support staff Teacher aide support in Year 10 homeroom if required RTLB support E-asttle and other equivalent data used	Tm 1 June data gathered and progress evaluated	Students at risk are identified and appropriate support is provided to enable students to make accelerated progress. 75% of Year 10 students are at or above the standard in Mathematics by the end of 2019. Accelerate or extend gifted and talented students.

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 practices 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