



ANNUAL PLAN 2024



We grow, foster and maintain relationships and communication with whānau, families and the Waimarino community whereby they feel part of the college activities, education programmes and events.

1.0. LEARNERS AT THE CENTRE	ACTIONS	LED BY	TIME	INDICATORS / PROGRESS
1.0.0. We continue to strengthen our relationship with our whānau, iwi and the wider community.	1.0.0.a. Continue to actively promote and invite whānau and community to all curricular and extra-curricular events.	SLT, HOD, PE Sports Coordinator Inter-Whānau Coordinator	All year	A positive shift in in the Review Development Maps (RDM). Developing whānau and community engagement in college events.
	1.0.0.b. Continue to develop and nurture iwi wide relationships by authentically engaging with iwi and giving effect to the Tiriti O Waitangi.	SLT Cultural Team	All year	Developing iwi presence and engagement at the college's significant events, i.e. pōwhiri, prize giving and PLD.
	1.0.0.c. Continue to develop and strengthen the pastoral communication procedures.	SLT Pastoral Team	Term 2	Developing positive whānau relationships.
	1.0.0.d. Continue to be very actively involved with the Kāhui Ako especially with the achievement challenge, <i>Whānau and Iwi Engagement</i> .	Te Kāhui Ako Team	Monthly	Half year and end of year progress evaluations.

1.0.1. We continue to develop sound practices to ensure our places of learning are safe, inclusive and free from discrimination and bullying.	1.0.1.a Staff to develop and monitor practices to ensure places of learning are safe and gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990 , and the Human Rights Act 1993 . Continue to promote the <i>Speak Up, Stand Together, Stop Bullying</i> message in assemblies and on <i>Pink Shirt Day</i> . Provide an anonymous system to notify any reports of discrimination and bullying.	SLT, Deans, teaching staff	All year	Pastoral data, complaints and concerns reports
1.0.2. We continue to develop staff to have high aspirations for every learner and support these by partnering with their whānau as a valued contributor to the education pathway of their child.	1.0.2.a. We continue to develop the practice that every staff member starts the year with a positive phone conversation with the whānau of every student they teach.	All teaching staff	Wk. 4 Tm. 1 Wk.4 Tm. 3	Whānau informal feedback reflects improved communication and engagement Notably shift in the RDM. This action is developing an expected practice.
	1.0.2.b. Continue to develop the 3-way conference to partner with parents and whānau with their child/ren education plan.	Teaching staff Pedagogical Leaders Team Curriculum Team	As required	70% attendance at three-way conferences. 50% attendance at parent teacher evenings.
	1.0.2.c. To identify earlier the students that demonstrate exceptional or higher learning ability for differentiated teaching.	Teaching staff Pedagogical Leaders Team Curriculum Team		Students are reporting they're being challenged in their area of strength and are achieving endorsements.

We place priority on building programmes that have local histories, places, mātauranga Māori at the heart of the curriculum, and we build an inclusive environment for all learners.

2.0. BARRIER FREE ACCESS	ACTIONS	LED BY	TIME	INDICATORS / PROGRESS
2.0.0. Continue to reduce barriers to education for all learners.	2.0.0.a. Continue to identify learning support needs through the transition reports and the LSC. 2.0.0.b. Continue to develop with whānau to identify and understand barriers to learning and solutions to address them. 2.0.0.c.	SLT Pedagogical Leaders Team HOD English TIC Literacy SENCO, SCT, SLST	All Year	Positive shift in the RDM Staff have developed an understanding of the diverse needs of their learners. IEPs for students with high needs are developing active participating in some college events.

	<p>Continue to create opportunities for students with high needs to participate in college events. 2.0.0.d.</p> <p>Continue to develop policies that support minimal cost to whānau e.g. Donation Scheme, devices provided and funding sought where possible.</p>			Successful funding applications.
2.0.1. Continue to improve the delivery and monitoring of literacy in the junior college.	<p>2.0.1.a. Year 9</p> <p><u>Student learning portfolio</u></p> <p>Continue setting up individual student portfolios prior to commencing college with the aim to include: standardised test results, OTJs, samples of student’s work.</p> <p><u>Class size</u></p> <p>Continue to provide small class size of approx. 20 students per class to provide opportunity for more effective teaching and learning</p> <p><u>Literacy lessons</u></p> <p>Continue with one-hour focus literacy lessons each week with an English teacher.</p> <p><u>Building writing mileage</u></p> <p>Continue to develop every subject to commit a lesson to a writing task that is aligned with the literacy exam.</p> <p><u>Marking and Effective Feedback</u></p> <p>Continue to develop a standardised marking schedule for literacy writing tasks.</p> <p>Continue to develop clear instructions are provided prior to the task, feedback and forward are provided within one week of completion of the task.</p>	SLT Pedagogical Leaders Team HOD English TIC Literacy SENCO	All Year	<p>Literacy is continued to be a priority in the PLD plan using HIT strategies and UDL.</p> <p>The SENCO, SLT and transition dean have identified students needing literacy support by using the Response to Intervention / Tier Support Model.</p> <p>Using Kamar to further develop the tracking of numeracy results and progress, and to be discussed fortnightly at SLT meetings and the heads and faculty leaders meeting.</p> <p>A SENCO and Learning Support report of achievement on the initiatives undertaken with students targeted with in class support or focus group support.</p> <p>An end of year literacy report from the TIC Literacy teacher that includes data and an analysis of improvement, insights and barriers to achievement.</p>
	<p>2.0.1.b. Year 10</p> <p><u>Building writing mileage</u></p> <p>Continue to develop every subject is to commit a lesson to a writing task that is aligned with the literacy exam.</p> <p>Continue with two tasks for each exam exemplar - a) grammar correction exercises b) scaffolding to produce a piece of writing aligned with the requirements of the literacy exam</p> <p><u>Student learning portfolio</u></p> <p>Continue to gather samples of students writing tasks throughout the year.</p>	SLT Pedagogical Leadership Team HOD English TIC Literacy SENCO	All Year	NCEA literacy results are in line with the national EQI results.

	<p>2.0.1.c. Year 11 <u>Literacy tutorials</u> Continue to support the preparation for the first literacy exam in June with two tutorials run after College for three weeks will be offered to every Year 11.</p> <p><u>Literacy lessons</u> Continue to develop one-hour focus literacy lessons per fortnight with a senior leader or an English teacher.</p>	<p>SLT Pedagogical Leadership Team HOD English TIC Literacy SENCO</p>	All Year	
<p>2.0.2. To continue to improve the delivery and monitoring of numeracy in the junior college.</p>	<p>2.0.2.a. Year 9 <u>Class size</u> Continue to support small class size of approx 20 students per class provides opportunity for more effective teaching and learning</p> <p><u>Learning Support</u> Continue to support numeracy with a qualified maths teacher working with small focus groups.</p>	<p>SLT Pedagogical Leadership Team HOD Mathematics TIC Literacy SENCO</p>	All Year	<p>Numeracy is featured as a priority in the PLD plan using HIT strategies and UDL.</p> <p>The SENCO, SLT and transition dean have identified students needing numeracy support by using the Response to Intervention / Tier Support Model.</p> <p>A SENCO and Learning Support report of achievement on the initiatives undertaken with students targeted with in class support or focus group support.</p> <p>An end of year numeracy report from the TIC numeracy teacher that includes data and an analysis of improvement, insights and barriers to achievement.</p> <p>NCEA numeracy results are in line with the national EQI results.</p>
	<p>2.0.2.b. Year 10 <u>Numeracy Lessons</u> Continue with one-hour focus numeracy lessons per fortnight with a mathematics teacher.</p> <p><u>Numeracy Progress</u> To support the newly appointed TIC Numeracy with the development of a numeracy program that aligns with the UDL principles.</p>	<p>SLT Pedagogical Leadership Team HOD Mathematics TIC Literacy SENCO</p>	All Year	
<p>2.0.3. To continue to implement interventions that support learning acceleration of literacy.</p>	<p>2.0.3.a. Continue to develop the work with at-risk students in small groups through a structured literacy program and / or the Betsy Sewell Programme to accelerate literacy confidence.</p>	<p>SENCO SLT TIC Lit</p>	All Year	<p>Structured literacy formal testing results have identified progress in literacy.</p>
<p>2.0.4. To continue to implement interventions that support the learning acceleration of numeracy.</p>	<p>2.0.4.a. Continue to develop the work with at-risk students in small groups using the Numicon maths program to accelerate numeracy and maths ability.</p>	<p>SENCO SLT Numeracy support staff member</p>	All Year	<p>Numicon formative and summative test results.</p>

2.0.5. To continue to strengthen learners in their soft skills that equip them to be successful in any pathway.	2.0.5.a. Continue to break learning barriers by changing learning behaviours with: academic mentoring, Habits of Mind, Growth Mindset and Grit.	Academic mentors	Fortnightly	The graduate profile includes the soft skill sets of HOM, GM and GRIT.
2.0.6. To continue to identify and support students that require professional service interventions.	2.0.6.a. Continue develop an effective system to log, share and discuss student observations made from student's pastoral records, and or teachers.	SLT Pastoral Team	Weekly	Referrals made to college counsellor or other health professional service.

We attract and retain experienced and committed staff to our community and our college, and we place importance on their wellbeing, while equipping them with the skills they need to grow today's learners, including te reo Māori and tikanga Māori.

3.0. TEACHING AND LEADERSHIP	ACTIONS	LED BY	TIME	INDICATORS / PROGRESS
3.0.0. Continue to meaningfully incorporate te reo Māori and tikanga Māori into the everyday life at the college.	3.0.0.a. Continue to develop the new year 9 Te Taiao program that incorporates outdoor environmental studies, science and mātauranga Māori.	TIC Mātauranga Māori Advisor Te Taiao teachers	All year	Positive shift in the RDM A review of the new program is conducted before the end of the college year which includes student and staff voice.
	3.0.0.b. Continue to seek a TIC Mātauranga Māori Advisor to support staff to implement Te Mātauranga Māori in their subject area.	SLT	Term 1	TIC Mātauranga Māori Advisor appointed and supported with a management unit.
	3.0.0.c. Continue to provide staff PLD on aspects of mātauranga Māori.	SLT TIC Mātauranga Māori Advisor	As required	Mātauranga Māori is scheduled twice a term on the PLD annual plan. Staff are engaged in Mātauranga Māori PLD.
3.0.1. Continue to develop staff to strengthen teaching, leadership and learner support capability.	3.0.1.a. Continue to dedicate PLD to strengthen teacher practice, leadership effectiveness and how to support learning needs.	Teaching staff Pedagogical Leaders SCT, SLT	As required	Kāhui Ako PLD Monday 29 January 2024 Teaching staff PLD every Thursday at 8am Kāhui Ako co-labs PLGs observations
3.0.2. Continue to seek strategies to strengthen teaching practice.	3.0.2.b. Continue to work with the pedagogical team tasked with raising teacher efficacy.	SLT Pedagogical Leaders Team	Weekly	PLD on The Developing Brian with Nathan Wallis

	3.0.2.c. Continue to develop staff who are engaged in PLD but do not make positive shifts in practice.	SLT Pedagogical Leaders Team	Per term	PLD on gifted learners and differentiated teaching. Professional Learning Groups working effectively. Peer observations of teaching practice twice a year.
3.0.3. Continue to develop curriculum that is place-based and relevant.	3.0.3.d. Continue to monitor and encourage involvement from iwi and other key stakeholders.	SLT Curriculum Team	Three-weekly	Curriculum development that is ongoing and open for consistent improvement. Community and iwi involvement noted in the RDMs Anecdotal reports of improved engagement and outcomes by teachers.

The board will resource teaching programmes that ensure students leave Ruapehu College with the skills and knowledge to enable them to operate at their highest level and to make a difference in their local community and wider world.

4.0. FUTURE OF LEARNING AND WORK	ACTIONS	LED BY	TIME	INDICATORS / PROGRESS
4.0.0. Continue to collaborate with industries and employers to ensure students have the skills, knowledge and pathways to succeed in work.	4.0.0.a. To continue to develop the building and construction program in collaboration with AGC and Brittons.	SLT	Term 1	The RCBCA is effectively running with high attendance and engagement by students.
	4.0.0.b. Continue to aim for a flexibility timetable approach on a needs-basis for students requiring an individual education plan [IEPs] due to their vocational pathway.	SLT	Term 1	Students' needs and vocational pathways are being met and not hindered by the college's systems.
	4.0.0.c. Continue to explore further opportunities to collaborate with employers/industries via Gateway, STAR and/or our ministry Secondary Tertiary Adviser.	Careers & Gateway Co-ordinator	All year	Meet with the Secondary Tertiary Advisor to explore opportunities. Meet with Gateway co-ordinator to discuss new relationships within the community.

5.0. COLLEGE CULTURE	ACTIONS	LED BY	TIME	INDICATORS / PROGRESS
5.0.0. Continue to build the college culture	5.0.0.a. Continue to develop: Inter-whānau cultural events Inter-whānau sporting events Community support mufti days Community work experience day	Inter-whānau coordinator Cultural Committee Inter-whānau sports coordinator Sports Committee Prefects Gateway Coordinator	Three-weekly	Positive feedback in the RDM Increased participation in cultural events. Increased participation in sporting events Increased mufti collection amount Increased participation in community work days
5.0.1. Continue to ensure the college is a safe and inclusive environment for staff	5.0.1.a. Continue to provide social gatherings to support staff morale and to develop positive staff relations and collegiality.	All staff	As required	Positive staff indication in the RDM
	5.0.1.b Continue to support staff wellbeing with meaningful actions i.e. funding herbal teas, Viralex or the flu vaccination and mentoring support for new staff.			

Governance Compliance

6.0. POLICIES	ACTIONS	LED BY	TIME	INDICATORS / PROGRESS
6.0.0. Continue to ensure the college complies with legislative requirements to be an Equal Employment Opportunities employer.	6.0.0.a. The Board continues to regularly reflects on the college's progress towards its strategic plan and annual goals and adjusts according to external changes.	Board	Monthly	RDM completed once a year. The Board has a future focused strategic plan that defines the results to achieve its aims.
6.0.1. Continue to develop policies and procedures that align with our strategic direction while meeting our legislative and contractual obligations.	6.0.0.b. Policies continue to be reviewed and refined as per the policy schedule and reflect NZ's cultural diversity and the unique position of Māori.	Board	Monthly	The Board meets all its compliance responsibilities.

7.0. FINANCE	ACTIONS	LED BY	TIME	INDICATORS / PROGRESS
7.0.0. Continue to develop sound financial planning that provides financial stability as well as resourcing to achieve the college's strategic goals and objectives.	7.0.0.a. Confirm the planned budget for 2024.	Finance Manager Principal Board	Term 1 of current year	A sound operating budget with robust processes.
	7.0.0.b. Continue to identify the resources to achieve the objectives for teaching & learning.	Principal	Term 4 of previous year	A budget that meets the annual financial aims.
	7.0.0.c. Continue to provide effective monthly financial reporting.	Finance Manager Principal	Monthly	Monthly reports are accurate and informative.
	7.0.0.d Continue to monitor the financial status on a monthly basis compared to approved budgets.	Finance Manager Principal Board	Monthly	Expenditure is aligned with approved budgets

8.0. HEALTH & SAFETY	ACTIONS	LED BY	TIME	INDICATORS / PROGRESS
8.0.0. Continue to ensure the physical, mental, spiritual and social health of our learning community is a healthy and safe environment for all.	8.0.0.a. Continue to develop the cultural and pastoral systems for the purpose to improve student wellbeing.	Cultural Team Pastoral Team	Monthly Weekly	A positive college culture where students feel happy and safe.
	8.0.0.b. Continue to develop the Health & Safety Staff Committee meetings to ensure all health & safety work safe regulations are being met.	Health & Safety Staff Committee	Monthly	The Staff Health & Safety Committee is operating effectively to meet its purpose.
	8.0.0.c. Continue to provide informative health and safety monthly reports to the Board, that identifies current issues and actions.	Principal	Monthly	The Board is kept up to date on all health and safety matters.
	8.0.0.d.	Board	Monthly	

	Continue to work with the Board to ensure any health and safety matters raised are addressed in a timely manner.			All health and safety concerns are addressed as per compliance with legislation, standards and codes of practice.
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9.0. PROPERTY	ACTIONS	LED BY	TIME	INDICATORS / PROGRESS
9.0.0. Continue to ensure the management of the College's properties meets all legislative requirements.	9.0.0.a. Continue to meet with the property manager regularly to discuss and action current and foreseen maintenance issues.	Principal Property Manager	Fortnightly	All buildings are maintained to the required standard.
	9.0.0.b. Continue to regularly review the 5YA and 10YPP to ensure developments and progress is as per the timeline.	Principal Board Property Committee	Monthly	Property work has been completed as per the 5YA and 10YPP.