



STRATEGIC PLAN 24-25

Vision statement

Raphuhia Kote Mātauranga – Ruapehu College pursues excellence. Excellence in character, in governance, in teaching, in learning, and in achievement, as we aim to grow learners who will make their difference in our community and the world.

Community consultation

In 2022, the Board of Trustees consulted whānau, community, staff, and students to seek their voice as the first step of drafting a strategic plan. This was conducted by a survey and four face-to-face community hui.¹ Holding the hui in the four main regions (National Park, Ohakune, Raetihi and Waiouru) of Waimarino eliminated the barrier of travel and technology access. All four hui were facilitated by a board member and senior staff leader, started with an appropriate welcome/karakia, and was followed by an explanation of the tikanga of the hui to ensure all voices were heard and respected. Feedback was gathered with open-ended questions that were aligned with the National Education Learning Priorities (e.g. *What suggestions and ideas do you have that can help the college to achieve?*) In 2023, key themes were identified in the responses which informed the following strategic goals.

Strategic goals	Board primary objective	Education requirements	What do we expect to see?
We grow, foster and maintain relationships and communication with whānau, families and the Waimarino community whereby they feel part of the college activities, education programs and events.	To ensure that the college: 1.a. Is a physically and emotionally safe place for all students and staff. 1.b. 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 1.c. Takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school.	1.a. Learners with their whānau are at the centre of education (NELP 1). 1.b. Foundation curriculum policy statements.	1.a. What will we see? The college has positive relationships with whānau, families and the wider community whereby they feel comfortable to be actively involved in education programs, college activities and events. 1.b. What evidence will we see of this? Whānau and families involved in their child's education programme and working with teachers to achieve best outcomes. 1.c. What shifts to teachers' practices do we expect to see?

¹ The survey had a response rate of 29% from board members, staff, and students' parents/caregivers.

			Teachers are continually monitoring their learning space to ensure it is a culturally, emotionally and physically safe environment, and responding in an expected manner. Teachers have developed a positive relationship with the whānau and families of their learners that is resulting in positive education outcomes.
We place priority on developing programs that have local histories, places, mātauranga Māori at the heart of the curriculum, and we develop an inclusive environment for all learners.	To ensure that the college: 2.a. Is inclusive of, and caters for, students with differing needs. 2.b. Gives effect to Te Tiriti o Waitangi by working under the principles of partnership, participation and protection.	2.a. Great education opportunities and outcomes are within reach for every learner (NELP 2). 2.b. Foundation curriculum policy statements. 2.c. National curriculum statements.	2.a. What will we see? Programs that are meeting the individual and diverse needs of learners. 2.b. What evidence will we see of this? Programs that include a localised curriculum and value the mātauranga Māori knowledge of the local iwi. 2.c. What shifts to teachers' practice do we expect to see? Teachers differentiating their lesson plans and teaching practice that creates an inclusive environment.
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.	To ensure that the college: 3.a. Is taking all reasonable steps to make instruction available in tikanga Māori, and te reo Māori. 3.b. Is achieving equitable outcomes for Māori students.	3.a. Quality teaching and leadership make the difference for learners and their whānau (NELP 3). 3.b. National performance measures.	3.a. What will we see? A robust recruitment and support process to increase our chances of securing experienced and committed staff whose values align with the college. Staff retention is on par or better than national retention rates. 3.b. What evidence will we see of this?

			Development of a thorough recruitment package that is reviewed by an experienced and qualified HR consultant. A consultation with an experienced international recruitment agency and accredited employer status with immigration. Staff retention data 3.c. What shifts to teachers' practice do we expect to see? Teachers are actively developing correct pronunciation of te reo Māori and their understanding of tikanga Māori. Teachers' confidence is developing where they feel comfortable to practice some basic te reo and tikanga in their classroom.
The board will resource teaching programs 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.	To ensure that the college: 4.a. Has particular regard for the statements in the national education and learning priorities. 4.b. Gives effect to its obligations to the New Zealand Curriculum, teaching and learning programs and monitoring and reporting progress.	4.a. Future of learning and work Learning that is relevant to the lives of New Zealanders today and throughout their lives (NELP 4).	4.a. What will we see? Curriculum programs are well equipped with equipment and funding resources that enable teachers to teach the skills and knowledge required for their subject. The board will review the effectiveness of the programs via the monthly principal reports, department reports, review development map and the annual statement of variance report. 4.b. What evidence will we see of this? Annual budget, principal reports, department reports, statement of variance, NZQA/NCEA results.

			4.c. What shifts to teachers' practice do we expect to see? Teachers with the desire to improve pedagogical practice and remain curious to learn as we encourage our students to be curious to learn. Teachers actively engaged in the PLD program and are developing high impact teaching strategies into their everyday practice.
How will we achieve progress towards our strategic goals?			
1.a. The board is committed to resourcing the identified areas to achieve progress towards its strategic goals which are based on the aspirations and needs of the college community. 1.b. The board is committed to resourcing that reduces barriers to education for all learners including Māori, Pacifica and those with learning and special needs. 1.c. The board is committed to giving effect to Te Tiriti o Waitangi by ensuring that plans, policies and local curriculum reflect local tikanga and mātauranga Māori. 1.d. The board is committed to ensure all reasonable steps to make instruction available in tikanga Māori and te reo Māori.			
How will we measure success?			
1. Using review development maps (see below) to know our starting point and to track progress over the next two years. The maps will be tailored to suit the following groups: 1.a. teaching staff 1.b. support staff 1.c. whānau, iwi and community 1.d. students 2. NCEA L1, L2 and L3 data with a comparative analysis 3. Junior literacy and numeracy data 4. SENCO, literacy and numeracy and progress reports			

A review development map to track progress from the Board's perspective

RUAPEHU COLLEGE

GOAL 1: WHĀNAU / COMMUNITY

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

GOAL 2: IWI / COMMUNITY

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

Goal 3: SUPPORT STAFF / TEACHING STAFF

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.

GOAL 4: BOARD / STUDENTS

The board will resource teaching programs 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 the wider world.

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

Goal 1 We grow, foster and maintain relationships and communication with whānau, families and the community whereby they feel part of the college activities, education programs and events.

✓	Establishing	Exploring	Developing	Embedded
Positive whānau relationships				
Strong iwi and community engagement				

✓	Establishing	Exploring	Developing	Embedded
Positive whānau relationships	Whānau are yet to be engaged in a relationship about their ākonga.	Whānau have limited engagement about their ākonga.	Whānau have regular engagement about their ākonga.	Whānau have positive relationships that are nurtured and valued
Strong iwi and community engagement	The college is yet to engage with the community and the iwi.	The college has limited engagement with the iwi and the community.	The college has regular engagement with the iwi and the community.	The college has positive relationships that are nurtured and valued with the iwi and community.

Objective 2 Great education opportunities and outcomes are within reach for every learner.

Goal 2 We place priority on building programs that have local histories, places, mātauranga Māori at the heart of the curriculum, and we build an inclusive environment for all learners.

✓	Establishing	Exploring	Developing	Embedded
A localised curriculum that values local history, places, and mātauranga Māori is present in our education programs				
All learners have equitable access to education including language literacy and numeracy				
	Establishing	Exploring	Developing	Embedded
A localised curriculum that values local history, places, and mātauranga Māori is present in our education programs.	The college is yet to establish a localised curriculum in our education programs.	The college is exploring a localised curriculum to include in our education programs.	The college has some subjects with a localised component in our education programs.	The college has a strong presence of a localised curriculum in our education programs. .
All learners have equitable access to education including language literacy and numeracy	The college is yet to establish equitable all learners.	The college is exploring initiatives and programs to give all learners equitable access.	The college is trialling initiatives and programs to give all learners equitable access.	The college has embedded programs and systems to ensure equitable access for all learners. .

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

Goal 3 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.

✓	Establishing	Exploring	Developing	Embedded
Te reo Māori and tikanga Māori are meaningfully incorporated				
PLD focuses on strengthening quality teaching and building leadership capability.				
Staff wellbeing is important.				
	Establishing	Exploring	Developing	Embedded
Te reo Māori and tikanga Māori are meaningfully incorporated	Te reo Māori and tikanga Māori are yet to be established into the everyday life at the college.	Te reo Māori and tikanga Māori are being introduced into the everyday life at the college.	Te reo Māori and tikanga Māori are developing in everyday life at the college.	Te reo Māori and tikanga Māori are meaningfully incorporated into the everyday life at the college.
PLD focuses on strengthening quality teaching and building leadership capability	Staff are yet to introduce learnings from the PLD sessions into their everyday practice.	Staff are exploring and testing learnings from the PLD sessions into their everyday practice.	Staff are applying learnings from the PLD sessions into their everyday practice.	Strong teaching practice and leadership capability are evident in staff.
The college has good practices in place to support staff wellbeing.	The college has yet to establish good practices to support staff wellbeing.	The college is exploring good practices that will support staff wellbeing.	The college has implemented some good practices that support staff wellbeing.	The college's practices indicate that staff wellbeing is important.

Objective 4 Learning that is relevant to the lives of New Zealanders today and throughout their lives.

Goal 4 The board will resource teaching programs 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 the wider world.

✓	Establishing	Exploring	Developing	Embedded
The key competencies are woven into your learning area.				
Education programs are well resourced at the college.				

	Establishing	Exploring	Developing	Embedded
The key competencies are woven into your learning area.	The key competencies are marginally included in the teaching of your learning area.	The key competencies are occasionally included in the teaching of your learning area.	The key competencies are regularly included in the teaching of your learning area.	The key competencies are woven throughout the teaching of your learning area.
Education programs are well resourced at the college.	Education programs are not resourced at the college.	Education programs have minimal resources at the college.	Education programs are reasonably resourced at the college.	Education programs are well resourced at the college.

A review development map to track progress from teaching perspectives

RUAPEHU COLLEGE	
GOAL 1: WHĀNAU / COMMUNITY We grow, foster and maintain relationships and communication with whānau, families and the community whereby they feel part of the college activities, education programs and events.	GOAL 2: IWI / COMMUNITY We place priority on building programs that have local histories, places, mātauranga Māori at the heart of the curriculum, and we build an inclusive environment for all learners.
Goal 3: SUPPORT STAFF / TEACHING STAFF 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.	GOAL 4: BOARD / STUDENTS The board will resource teaching programs 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 the wider world.

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

Goal 1 We grow, foster and maintain relationships and communication with whānau, families and the community whereby they feel part of the college activities, education programs and events.

✓	Establishing	Exploring	Developing	Embedded
Positive whānau relationships				
Strong iwi and community engagement				

✓	Establishing	Exploring	Developing	Embedded
Positive whānau relationships	Whānau are yet to be engaged in a relationship about their ākonga.	Whānau have limited engagement about their ākonga.	Whānau have regular engagement about their ākonga.	Whānau have positive relationships that are nurtured and valued
Strong iwi and community engagement	The college is yet to engage with the community and the iwi.	The college has limited engagement with the iwi and the community.	The college has regular engagement with the iwi and the community.	The college has positive relationships that are nurtured and valued with the iwi and community.

Objective 2 Great education opportunities and outcomes are within reach for every learner.

Goal 2 We place priority on building programs that have local histories, places, mātauranga Māori at the heart of the curriculum, and we build an inclusive environment for all learners.

✓	Establishing	Exploring	Developing	Embedded
A localised curriculum that values local history, places, and mātauranga Māori is present in our education programs				
All learners have equitable access to education including language literacy and numeracy				
	Establishing	Exploring	Developing	Embedded
A localised curriculum that values local history, places, and mātauranga Māori is present in our education programs.	The college is yet to establish a localised curriculum in our education programs.	The college is exploring a localised curriculum to include in our education programs.	The college has some subjects with a localised component in our education programs.	The college has a strong presence of a localised curriculum in our education programs. .
All learners have equitable access to education including language literacy and numeracy	The college is yet to establish equitable all learners.	The college is exploring initiatives and programs to give all learners equitable access.	The college is trialling initiatives and programs to give all learners equitable access.	The college has embedded programs and systems to ensure equitable access for all learners. .

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

Goal 3 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.

✓	Establishing	Exploring	Developing	Embedded
Te reo Māori and tikanga Māori are meaningfully incorporated				
PLD focuses on strengthening quality teaching and building leadership capability.				
Staff wellbeing is important.				
	Establishing	Exploring	Developing	Embedded
Te reo Māori and tikanga Māori are meaningfully incorporated	Te reo Māori and tikanga Māori are yet to be established into the everyday life at the college.	Te reo Māori and tikanga Māori are being introduced into the everyday life at the college.	Te reo Māori and tikanga Māori are developing in everyday life at the college.	Te reo Māori and tikanga Māori are meaningfully incorporated into the everyday life at the college.
PLD focuses on strengthening quality teaching and building leadership capability	Staff are yet to introduce learnings from the PLD sessions into their everyday practice.	Staff are exploring and testing learnings from the PLD sessions into their everyday practice.	Staff are applying learnings from the PLD sessions into their everyday practice.	Strong teaching practice and leadership capability are evident in staff.
The college has good practices in place to support staff wellbeing.	The college has yet to establish good practices to support staff wellbeing.	The college is exploring good practices that will support staff wellbeing.	The college has implemented some good practices that support staff wellbeing.	The college's practices indicate that staff wellbeing is important.

Objective 4 Learning that is relevant to the lives of New Zealanders today and throughout their lives.

Goal 4 The board will resource teaching programs 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 the wider world.

✓	Establishing	Exploring	Developing	Embedded
The key competencies are woven into your learning area.				
Education programs are well resourced at the college.				
	Establishing	Exploring	Developing	Embedded
The key competencies are woven into your learning area.	The key competencies are marginally included in the teaching of your learning area.	The key competencies are occasionally included in the teaching of your learning area.	The key competencies are regularly included in the teaching of your learning area.	The key competencies are woven throughout the teaching of your learning area.
Education programs are well resourced at the college.	Education programs are not resourced at the college.	Education programs have minimal resources at the college.	Education programs are reasonably resourced at the college.	Education programs are well resourced at the college.

A review development map to track progress from support staff perspectives

RUAPEHU COLLEGE	
GOAL 1: WHĀNAU / COMMUNITY We grow, foster and maintain relationships and communication with whānau, families and the community whereby they feel part of the college activities, education programs and events.	GOAL 2: IWI / COMMUNITY We place priority on building programs that have local histories, places, mātauranga Māori at the heart of the curriculum, and we build an inclusive environment for all learners.
Goal 3: SUPPORT STAFF / TEACHING STAFF 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.	GOAL 4: STUDENTS / STAFF The board will resource teaching programs 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 the wider world.

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

Goal 1 We grow, foster and maintain relationships and communication with whānau, families and the community whereby they feel part of the college activities, education programs and events.

✓	Establishing	Exploring	Developing	Embedded
Positive whānau relationships				
Strong iwi and community engagement				
	Establishing	Exploring	Developing	Embedded
Positive whānau relationships	Whānau are yet to be engaged in a relationship about their ākonga.	Whānau have limited engagement about their ākonga.	Whānau have regular engagement about their ākonga.	Whānau have positive relationships that are nurtured and valued
Strong iwi and community engagement	The college is yet to engage with the community and the iwi.	The college has limited engagement with the iwi and the community.	The college has regular engagement with the iwi and the community.	The college has positive relationships that are nurtured and valued with the iwi and community.

Objective 2 Great education opportunities and outcomes are within reach for every learner

Goal 2 We place priority on building programs that have local histories, places, mātauranga Māori at the heart of the curriculum, and we build an inclusive environment for all learners.

✓	Establishing	Exploring	Developing	Embedded
A localised curriculum that values local history, places, and mātauranga Māori is present in our education programs				
All learners have equitable access to education including language literacy and numeracy				
	Establishing	Exploring	Developing	Embedded
A localised curriculum that values local history, places, and mātauranga Māori is present in our education programs.	The college is yet to establish a localised curriculum in our education programs.	The college is exploring a localised curriculum to include in our education programs.	The college has some subjects with a localised component in our education programs.	The college has a strong presence of a localised curriculum in our education programs. .
All learners have equitable access to education including language literacy and numeracy	The college is yet to establish equitable access for all learners.	The college is exploring initiatives and programs to give all learners equitable access.	The college is trialling initiatives and programs to give all learners equitable access.	The college has embedded programs and systems to ensure equitable access for all learners. .

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

Goal 3 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.

✓	Establishing	Exploring	Developing	Embedded
Te reo Māori and tikanga Māori are meaningfully incorporated				
PLD focuses on strengthening quality teaching and building leadership capability.				
The college has good practices in place to support staff wellbeing.				
	Establishing	Exploring	Developing	Embedded
Te reo Māori and tikanga Māori are meaningfully incorporated	Te reo Māori and tikanga Māori is yet to be established into the everyday life at the college.	Te reo Māori and tikanga Māori is being introduced into the everyday life at the college.	Te reo Māori and tikanga Māori is regularly heard and seen in the everyday life at the college.	Te reo Māori and tikanga Māori is meaningfully incorporated into the everyday life at the college.
PLD focuses on strengthening quality teaching and building leadership capability	Staff are yet to introduce learnings from the PLD sessions into their everyday practice.	Staff are exploring and testing learnings from the PLD sessions into their everyday practice.	Staff are applying learnings from the PLD sessions into their everyday practice.	Strong teaching practice and leadership capability are evident in staff.
The college has good practices in place to support staff wellbeing.	The college has yet to establish good practices to support staff wellbeing.	The college is trialing good practices that will support staff wellbeing.	The college has implemented some good practices that support staff wellbeing.	The college's practices indicate that staff wellbeing is embedded and important.

Objective 4 Learning that is relevant to the lives of New Zealanders today and throughout their lives

Goal 4 The board will resource teaching programs 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 the wider world.

✓ NA	Establishing	Exploring	Developing	Embedded
The key competencies are woven into your learning areas.				
Education programs are well resourced at the college.				
	Establishing	Exploring	Developing	Embedded
The key competencies are woven into your learning areas.	The key competencies are marginally included in the teaching of your learning area.	The key competencies are occasionally included in the teaching of your learning area.	The key competencies are regularly included in the teaching of your learning area.	The key competencies are woven throughout the teaching of your learning area.
Education programs are well resourced at the college.	Education programs are not resourced at the college.	Education programs have minimal resources at the college.	Education programs are reasonably resourced at the college.	Education programs are well resourced at the college.

A review development map to track progress from the iwi and community perspectives

RUAPEHU COLLEGE	
GOAL 1: WHĀNAU / COMMUNITY We grow, foster and maintain relationships and communication with whānau, families and the community whereby they feel part of the college activities, education programs and events.	GOAL 2: IWI / COMMUNITY We place priority on building programs that have local histories, places, mātauranga Māori at the heart of the curriculum, and we build an inclusive environment for all learners.

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

Goal 1 We grow, foster and maintain relationships and communication with whānau, families and the community whereby they feel part of the college activities, education programs and events.

✓	1	2	3	4
Whānau feel they have a positive relationship with the college.				
Whānau feel they can partner with the college to discuss the education program for their ākonga.				
Iwi and/or community members feel they have a positive relationship with the college.				
	1	2	3	4
Whānau feel they have a positive relationship with the college.	Whānau feel they have a poor relationship with the college.	Whānau feel they could have a better relationship with the college.	Whānau feel they have a good relationship with the college.	Whānau feel they have a very positive relationship with the college.

Whānau feel they can partner with the college to discuss the education program for their ākonga	Whānau feel they cannot discuss the education program of their ākonga with the teachers.	Whānau feel they cannot discuss the education program of their ākonga with most of the teachers.	Whānau feel they can discuss the education program of their ākonga with most of the teachers.	Whānau feel they can partner with the college to fully discuss the education program for their ākonga.
Iwi and/or community members feel they have a positive relationship with the college.	The iwi and/or community members feel they have a poor relationship with the college.	The iwi and/or community members feel they could have a better relationship with the college.	The iwi and/or community members feel they have a good relationship with the college.	The iwi and/or community members feel that have a very positive relationship with the college.

Objective 2 Great education opportunities and outcomes are within reach for every learner

Goal 2 We place priority on building programs that have local histories, places, mātauranga Māori at the heart of the curriculum, and we build an inclusive environment for all learners.

✓	1	2	3	4
A localised curriculum that values local history, places, and mātauranga Māori.				
All learners have equitable access to education including language literacy and numeracy.				
	1	2	3	4

A localised curriculum that values local history, places, and mātauranga Māori.	The college is yet to establish a localised curriculum that consults and works with key local people, places and iwi.	The college is exploring a localised curriculum that consults and works with key local people, places and iwi.	The college has implemented a localised curriculum that consults and works with key local people, places and iwi.	The college has a strong localised curriculum that consults and works with key local people, places and iwi.
All learners have equitable access to education including language literacy and numeracy.	All learners do not have equitable access to education at the college.	All learners have equitable access to only some learning areas of education at the college.	All learners have equitable access to most learning areas of education at the college.	All learners have equitable access to all learning areas of education at the college.

A review development map to track progress from student perspectives

RUAPEHU COLLEGE	
GOAL 1: WHĀNAU / COMMUNITY	We grow, foster and maintain relationships and communication with whānau, families and the community whereby they feel part of the college activities, education programs and events.
GOAL 2: IWI / COMMUNITY	We place priority on building programs that have local histories, places, mātauranga Māori at the heart of the curriculum, and we build an inclusive environment for all learners.
GOAL 4: STUDENTS / TEACHERS	The board will resource teaching programs 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 the wider world.

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

Goal 1 We grow, foster and maintain relationships and communication with whānau, families and the community whereby they feel part of the college activities, education programs and events.

✓	1	2	3	4
Positive whānau relationships				
Strong iwi and community engagement				
✓	1	2	3	4
Positive whānau relationships	Whānau are yet to be engaged in a relationship about their ākonga.	Whānau have limited engagement about their ākonga.	Whānau have regular engagement about their ākonga.	Whānau have positive relationships that are nurtured and valued
Strong iwi and community engagement	The college is yet to engage with the community and the iwi.	The college has limited engagement with the iwi and the community.	The college has regular engagement with the iwi and the community.	The college has positive relationships that are nurtured and valued with the iwi and community.

Objective 2 Great education opportunities and outcomes are within reach for every learner

Goal 2 We place priority on building programs that have local histories, places, mātauranga Māori at the heart of the curriculum, and we build an inclusive environment for all learners.

✓	1	2	3	4
A localised curriculum that values local history, places, and mātauranga Māori is present in our education programs				
All learners have equitable access to education including language literacy and numeracy				

	1	2	3	4
A localised curriculum that values local history, places, and mātauranga Māori is present in our education programs.	The college is yet to establish a localised curriculum that consults and works with key local people, places and iwi.	The college is exploring a localised curriculum that consults and works with key local people, places and iwi.	The college has implemented a localised curriculum that consults and works with key local people, places and iwi.	The college has a strong localised curriculum that consults and works with key local people, places and iwi.
All learners have equitable access to education including language literacy and numeracy	The college is yet to establish equitable access for all learners.	The college is exploring initiatives and programs to give all learners equitable access.	The college is trialling initiatives and programs to give all learners equitable access.	The college has embedded programs and systems to ensure equitable access for all learners.

Objective 4 Learning that is relevant to the lives of New Zealanders today and throughout their lives

Goal 4 The board will resource teaching programs 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 the wider world.

✓	1	2	3	4
The key competencies are woven into your learning area.				
Education programs are well resourced at the college.				
	1	2	3	4
The key competencies are woven into your learning area.	The key competencies are marginally included in the teaching of your learning area.	The key competencies are occasionally included in the teaching of your learning area.	The key competencies are regularly included in the teaching of your learning area.	The key competencies are woven throughout the teaching of your learning area.
Education programs are well resourced at the college.	Education programs are not resourced at the college.	Education programs have minimal resources at the college.	Education programs are reasonably resourced at the college.	Education programs are well resourced at the college.