



RUAHINE SCHOOL KAUPAPA (CHARTER) 2020

Ruahine VISION

'The Best I Can Do, the Best I Can Be'

'Tū māia au ki te mahi, tū rangatira au ki te ao!'

Ruahine MISSION

To empower our Ruahine ROCKERS within an inclusive environment through;

- 1. High expectations within a broad curriculum*
- 2. Strong community spirit*
- 3. Leadership, collaboration and hauora*



Our Ruahine School **Vision, Mission and Values** are student-centred, meaningful, and inspire personal excellence - they encompass the Vision, Values, Principles and Key Competencies of the New Zealand Curriculum. To achieve our Vision we are guided and supported by our **Ruahine ROCKERS Values**, being:

<p>Resilient <i>Being resilient is about sticking to something until it is completed and not giving up; it's showing perseverance and commitment.</i></p>	<p>Open to Learning <i>Being open to learning is about being brave to try new things even when it seems hard; it is about risk-taking, exploring, inquiring and curiosity.</i></p>	<p>Collaborative <i>Being collaborative is about learning, playing and sharing positively together; it's about being inclusive, showing unity and cooperation, and being a contributing member of a community.</i></p>	<p>Kind <i>Being kind is about treating others the way you want to be treated; it is caring, friendliness, tolerance, humility and inclusiveness.</i></p>	<p>Enthusiastic <i>Being enthusiastic is about showing a sense of fun and enjoyment in what you do; it's about having pride and self-motivation.</i></p>	<p>Respectful <i>(being)</i> <i>Respectful is about speaking and acting with courtesy; it's about caring for ourselves, others and our environment; it's integrity, self-esteem, pride, being trustworthy and honest.</i></p>	<p>Self-managing <i>Self-managing is about being responsible for our actions; it's being reliable, showing integrity and pride, having a 'can-do' attitude, knowing how and when to act appropriately, showing initiative and enterprise.</i></p>
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Ruahine School MISSION Unpacked

High expectations within a broad curriculum	Strong community spirit	Leadership, collaboration and hauora
<ul style="list-style-type: none"> • We celebrate effort, achievement and success for all • We inspire and encourage all learners to be the best they can be and do the best they can do • Our curriculum is broad, rich and inclusive of all learners • We focus on high expectations and have a strong focus on success in literacy and numeracy • We are a future focused school; embracing collaboration and e-learning for today's learners and their future 	<ul style="list-style-type: none"> • We value, appreciate and respect all people, culture*, environment • We value the individuality and uniqueness of all learners • We foster family, whānau, school and community partnerships 	<ul style="list-style-type: none"> • Our students are independent, self-motivated, confident and proud learners • Our students are reflective and active thinkers, problem solvers, innovators and communicators • We are a culturally responsive school and we value all members of our school community • Our students are positive, respectful and contributing members of their local and wider communities and environment • Our students are confident with the skills and key competencies through our ROCKERS values they need to be lifelong learners • Our students respect and care about themselves, peers, community, school, and environment • We are a member of the Dannevirke Kāhui Ako

Ruahine School Culture* and Strengths Defined

Below is a list of some of the ways Ruahine School's culture and strengths are defined

ARTS	MĀORI	ROCKERS	RURAL	SPORT	LEADERSHIP	ACADEMIC
Dance Drama Music Production Choir Piano lessons	Matariki Hāngi Kapa Haka Link to local iwi Te Reo Ki o rahi	Values Vision Whakatauki Self-Directed Learning	Lamb and Calf Small School Pumpkin Festival Climbing Trees Craft Day QE11 School Picnic	Cross-country 7-a-side Swimming Athletics Physical Education Sports Teams	PR Team Admin Team Enviro Team House Leaders Peer Mediation William Pike Challenge	Mathex Lit Quiz Speeches ICAS EPro8 Science Fair
NEW ZEALAND CURRICULUM 2007						



Our commitment to the cultural diversity, and the unique position of Māori culture in Aotearoa, New Zealand

We adhere to the principles of the Treaty of Waitangi and acknowledge the kaupapa of Te Tiriti o Waitangi - **'Protection, Participation and Partnership'**

We acknowledge Rangitane and Ngāti Kahungunu as mana whenua and value our connections with both iwi in various ways.

<https://nzcurriculum.tki.org.nz/Principles/Treaty-of-Waitangi>

Our priorities are guided by the Education Act 1989 Section 61(3) and the Principles of the New Zealand Curriculum.

In order to strengthen our iwi liaison, cultural pedagogy, and ako engagement and achievement the Dannevirke Kāhui Ako are undertaking in-depth work on CRRP (Culturally Responsive and Relational pedagogy).

Specifically Ruahine School has;

Through Rongohia te hau tools Ruahine School took part in observations and surveys, analysed information with teachers and Board of Trustees, established a CRRP Data analysis and action plan, established the role of Cultural Leader to support the development of teachers' cultural responsiveness.

2020 Focus: to unpack and understand the meaning of 'Protection, Participation and Partnership' and how our staff and Board of Trustees can ensure this kaupapa enhances Ruahine School's culture.

At Ruahine School we respect the diverse ethnic and cultural heritage of all Aotearoa, New Zealand people, with acknowledgement of the unique place of Māori; and New Zealand's role in the Pacific and as a member of the Pacific Islands Forum in order to;

- Increase agency, engagement, participation and success of Māori students
- Acknowledge, respect and grow our understanding of Tikanga Māori (Māori protocol), values, traditions and history.
- Engage with the local tikanga, environment and community; developing partnerships with local Māori involved in the school and community.
- Encourage and expect the correct pronunciation of Māori place names and personal names.

Monitoring and reporting ako progress and achievement at Ruahine School

Purpose:

- Enable effective evaluation of student progress and achievement through purposeful and timely assessment
- Identify students and groups of students who are not achieving or are at risk of not achieving, and/or have special needs
- Enable timely planning, resourcing and implementation of relevant and equitable teaching and learning support and/or curriculum adaptation to ensure progress and success for **all** students

Process:

- A variety of (purposeful and timely) assessment tools and strategies are used to gather evidence to inform a clear Overall Teacher Judgment of progress and achievement
- Teachers use their professional knowledge (including learner voice and knowing the learner) to analyse and moderate learning, to make clear, evidenced based OTJs of student's best-fit New Zealand Curriculum achievement level; and to formatively identify and plan for next learning steps
- Regular team and school-wide moderation to ensure consistency of achievement expectations
- School-wide PLD and collaborative professional learning focuses grow teacher knowledge and practice to specifically impact student achievement
- Learner voice is central to learning and monitoring progress. Learners play an active role in this process through goal setting, self assessment and learner led conferences.

School Houses

Ruahine School has a strong tradition of School Houses – with family members over generations belonging to the same house. There are 4 houses, each representing an area of the majestic Ruahine Ranges. Camaraderie and competition abound when houses are competing for points during our annual sporting competitions, and various other activities and events held at school throughout the year.

 <p>Representing Rokai House (blue)</p>	 <p>Representing Takapari House (green)</p>	 <p>Representing Matanginui House (yellow)</p>	 <p>Representing Whariti House (red)</p>
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RUAHINE SCHOOL STRATEGIC PLANNING - OVERVIEW

VISION: 'The Best I Can Do, the Best I Can Be' 'Tū māia au ki te mahi, tū rangatira au ki te ao!'

MISSION: *To empower our Ruahine ROCKERS within an inclusive environment through;*

1. *High expectations within a broad curriculum*
2. *Strong community spirit*
3. *Leadership, collaboration and hauora*



DANNEVIRKE KĀHUI AKO ACHIEVEMENT CHALLENGE

Culturally Responsive and Relational Pedagogy (CRRP)

By focusing on culturally responsive and relational pedagogy this will advance the principles of the New Zealand Curriculum

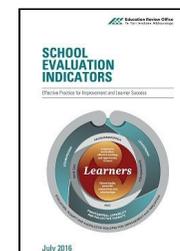


(high expectations, learning to learn, Treaty of Waitangi, community engagement, cultural diversity, coherence, inclusion and future focus)

It also advances principles of Tataiako.

ERO - SCHOOL EVALUATION INDICATORS

- DOMAINS:**
- 1: *Stewardship*
 - 2: *Leadership for equity and excellence*
 - 3: *Educationally powerful connections and relationships*
 - 4: *Responsive curriculum, effective teaching and opportunity to learn*
 - 5: *Professional capability and collective capacity*
 - 6: *Evaluation, inquiry and knowledge building for improvement and innovation*



<https://www.ero.govt.nz/publications/school-evaluation-indicators/>

Strategic Aims (Headings for all aims and targets are under **NAGS 1-8**. Links are made to the Ruahine School Mission Statement, Dannevirke Kāhui Ako Achievement Challenge, the **NEGs 1-10**, and the ERO Evaluation Indicator Domains **DOM 1-6** and **Outcome Indicators**)

Ruahine School Strategic Plan 2020 - 2022

NAG 1

NEGs

1,2,3,5,6,7,9,10

DOM 1,2,3,4,5,6

“High expectations within a broad curriculum”

“Culturally Responsive and Relational Pedagogy (CRRP)”

Ako

NAG 1: Future focused learning and teaching through HIGH EXPECTATIONS WITHIN A BROAD CURRICULUM and CULTURAL RESPONSIVENESS AND RELATIONAL PEDAGOGY.

MISSION 1. High expectations within a broad curriculum

Through a CRRP lens we will continue to have high expectations for all learners in all curriculum areas with a focus on inquiry, digital technologies and science.

2020

Mathematics

- Review ‘the big mathematical ideas’
- Strengthen Spring into Maths programme
- Continue to strengthen mathematics leadership in Pounamu team
- **CHARTER OBJECTIVE:** See page 16 on

Literacy

- Embed Learner Agency in literacy & extend across the curriculum
- Continue PLD on agentic learners and questioning (2020-2021)
- Shared reading PLD across the school
- **CHARTER OBJECTIVE:** See page 16 on

Inquiry Learning

- Review integration, including literacy & maths, & use of Seesaw
- **MAJOR FOCUS 2020** PLD for teachers on pedagogy, collaborative planning, teaching and learning

E-learning

- Take action from review, review professional e-learning needs, use & integration of e-learning, establishment of Seesaw. Begin implementation BYOD across the school
- Embed new learning and curriculum

Science

- **MAJOR FOCUS 2020-2021** Focus on The Nature of Science. Science Fair, Science PLC

Kāhui Ako

2021

Mathematics

- Review use of big mathematical ideas, problem solving and assessment
- **CHARTER OBJECTIVE** set from 2020 AoV

Literacy

- Share and review planning systems
- Review shared reading
- **CHARTER OBJECTIVE** set from 2020 AoV

Inquiry Learning

- Review progress of integration, including literacy & maths, & use of Seesaw
- Review and embed pedagogy, collaborative planning, teaching and learning

Learner Agency

- Review practice

E-learning

- Review BYOD, review Seesaw

Science

- **MAJOR FOCUS 2020-2021** Focus on The Nature of Science. Science Fair, Science PLC

Kāhui Ako

- Review CRRP work from plan and outcomes for learners
- Take action relevant to 2020 end of year review, review & build on CRRP. Maintain effective practice
- Maintain effective practice (2021-2022)
- Maths PLCs, Science PLCs, Transition to High School, Transition to School, Successful Learner

2022

Mathematics

- Review mathematics support programmes
- Explore learner Agency in mathematics
- **CHARTER OBJECTIVE** set from 2021 AoV

Literacy

- Review teacher knowledge of The Code
- **CHARTER OBJECTIVE** set from 2021 AoV

Inquiry Learning

- Review Seesaw practice
- Continue to build on pedagogy, collaborative planning, teaching and learning

E-learning

- Take action from review, review professional e-learning needs, use & integration of e-learning, establishment of Seesaw. Begin implementation BYOD across the school
- Embed new learning and curriculum, review BYOD, review Seesaw (2021) Review BYOD (2022)

Science

- Review progress of practice and outcomes for learners - The Nature of Science. Science Fair, Science PLC

Kāhui Ako

- Maintain and enhance CRRP work from plan
- Maintain effective practice. (2021-2022)
- Review impact of Maths PLCs, Science PLCs, Transition to High School, Transition to School,

	<ul style="list-style-type: none"> Complete CRRP work from plan Take action relevant to 2019 end of year review, review & build on CRRP. Maintain effective practice Maths PLCs, Science PLCs, Transition to High School, Transition to School, Successful Learner Pathways, Lead Principal implementation 	Pathways implementation, Lead Principal review impact on Ruahine School	Successful Learner Pathways. Possible continuation of Lead Principal role
<p>NAG 2</p> <p>NEGs 1,2,3,5,6,7,9,10</p> <p>DOM 1,2,3,6</p> <p>“Strong community spirit”</p> <p>“CRRP”</p> <p>Whanaungatanga</p>	<p>NAG 2: Strategic direction and reporting that enhances a STRONG COMMUNITY SPIRIT and CULTURAL RESPONSIVENESS AND RELATIONAL PEDAGOGY</p> <p><i>MISSION 2. Strong community spirit</i></p> <p><i>Through a CRRP lens we will grow our strong community spirit and strengthen reporting by further development of Seesaw and learner led conferences. We will integrate more qualitative data when reporting to the Board of Trustees.</i></p>		
	<p>2020</p> <p>Assessment and Reporting</p> <ul style="list-style-type: none"> Review Reporting to Board process, research and use qualitative data for priority learners and new entrants. Report on transition from ECE and to secondary school. Report on KiVa progress Continue developing longitudinal data Take action from Learner Led Conference and report review Reporting review Enhance effective Assessment and Reporting using other aspects of school life including qualitative data Refine assessment and monitoring procedures for transient students, review monitoring of students receiving Learning Support, external funding or Teacher Aide support Review Seesaw as a tool to connect with whānau. Refine and plan forward from review 	<p>2021</p> <p>Assessment and Reporting</p> <ul style="list-style-type: none"> Refine Reporting to Board process, research and use qualitative data for priority learners and new entrants Refine reporting on transition from ECE and to secondary school Review development of longitudinal data Review 2020 action from Learner Led Conference and reporting Review 5 and 6 year old assessments, longitudinal data and qualitative data (2021 and 2022) Review assessment and monitoring procedures for transient students, review monitoring of students receiving Learning Support, external funding or Teacher Aide support 	<p>2022</p> <p>Assessment and Reporting</p> <ul style="list-style-type: none"> Embed Reporting to Board process, research and use qualitative data for priority learners and new entrants. Report on transition from ECE and to secondary school Build on development of longitudinal data Review 5 and 6 year old assessments, longitudinal data and qualitative data (2021 and 2022) Assessment and Reporting using other aspects of school life including qualitative data Refine assessment and monitoring procedures for transient students, review monitoring of students receiving Learning Support, external funding or Teacher Aide support Review Seesaw as a tool to connect with whānau. Refine and plan forward from review <p>Note: Board Elections</p>

<p>NAG 3</p> <p>NEGs 1,2,3,5,6,7,9,10</p> <p>DOM 1,2,3,4,5,6</p> <p>“High expectations within a broad curriculum” “Leadership, collaboration and hauora”</p> <p>“CRRP” Wananga</p>	<p>NAG 3: Professional learning that supports HIGH EXPECTATIONS WITHIN A BROAD CURRICULUM, LEADERSHIP, COLLABORATION AND HAUORA and CULTURAL RESPONSIVENESS AND RELATIONAL PEDAGOGY</p> <p><u>MISSION 1. High expectations within a broad curriculum</u> <u>MISSION 3. Leadership, collaboration and hauora</u> <i>Through a CRRP lens our professional learning and appraisal system will continue to focus on Practice Analysis Conversations and the kaupapa of the PACs will be used across all areas of NAG 3 development.</i></p>		
<p>2020 Professional Learning, Development and Appraisal</p> <ul style="list-style-type: none"> ● Maintain PLD for effective practice and review annually ● Embed collaborative practices. ● Further develop Practice Analysis Conversations to enhance appraisal and professional growth ● Review Kāhui Ako direction and Ruahine’s progress towards outcomes (annually) and establish middle leaders PLCs for Kāhui Ako ● PLD / Appraisal programme: Principal Professional Supervision, Principal side-coached peer appraisal, Leaders PLC, middle leaders PLC, team PLCs, PCT programme and staff meetings 	<p>2021 Professional Learning, Development and Appraisal</p> <ul style="list-style-type: none"> ● Review PCT programme ● Maintain PLD for effective practice and review annually ● Review collaborative practices. ● Maintain Practice Analysis Conversations to enhance appraisal and professional growth ● Review Kāhui Ako direction and Ruahine’s progress towards outcomes (annually) and continue middle leaders PLCs for Kāhui Ako 	<p>2022 Professional Learning, Development and Appraisal</p> <ul style="list-style-type: none"> ● Maintain PLD for effective practice and review annually ● Continue Practice Analysis Conversations to enhance appraisal and professional growth ● Review Kāhui Ako direction and Ruahine’s progress towards outcomes (annually) and review middle leaders PLCs for Kāhui Ako 	
<p>NAG 4</p> <p>NEGs 2,3</p> <p>DOM 1,2,4</p> <p>“High expectations within a broad curriculum”</p> <p>“CRRP”</p>	<p>NAG 4: Manage and maintain funds and assets that support and enhance HIGH EXPECTATIONS WITHIN A BROAD CURRICULUM and CULTURAL RESPONSIVENESS AND RELATIONAL PEDAGOGY</p> <p><u>MISSION 1. High expectations within a broad curriculum</u> <i>Through a CRRP lens we will plan our 10YPP to meet the needs of today’s learners and our annual budget will support this.</i></p>		
<p>2020 Finance</p> <ul style="list-style-type: none"> ● Review and update online banking. Review Novopay procedures. Implement and review Kindo. <p>Property</p> <ul style="list-style-type: none"> ● Next 5YA projects organised and underway (beginning 10YPP July 2020) ● Review and update furniture plan for learning needs, review and set new budget from 10YPP 	<p>2021 Finance</p> <ul style="list-style-type: none"> ● Major insurance review ● Review internal procedures <p>Property</p> <ul style="list-style-type: none"> ● Continue 5YA projects (10YPP July 2020) ● Review and update furniture plan for learning needs. ● Cyclical Maintenance review. Continue interior painting and tidy up chips etc. Touch up fascia boards, purple floor entrances, other chips etc. 	<p>2022 Finance</p> <ul style="list-style-type: none"> ● Review budget organisation and internal accounting systems <p>Property</p> <ul style="list-style-type: none"> ● Continue/complete 5YA projects (10YPP July 2020) ● Review and update furniture plan for learning needs, review and set new budget from 10YPP ● Cyclical Maintenance review. Continue interior painting and tidy up chips etc. Touch up fascia boards, purple floor entrances, other chips etc. 	

<p>Kaitiaki</p>	<ul style="list-style-type: none"> ● Cyclical Maintenance. Continue interior painting and tidy up chips etc. Touch up chips, scratches and peeling ● Investigate selling the school house ● Update server, hybrid move to 'The Cloud', purchase new APs ● Investigate better base for playgrounds 			
<p>NAG 5</p> <p>NEGs 2,3,7,9,10</p> <p>DOM 1,2</p> <p><i>“Leadership, collaboration and hauora”</i></p> <p><i>“CRRP”</i></p> <p>Hauora</p>	<p>NAG 5: Maintain a safe environment for learners, staff and visitors that promotes and encourages LEADERSHIP, COLLABORATION AND HAUORA and CULTURAL RESPONSIVENESS AND RELATIONAL PEDAGOGY</p> <p><u>MISSION 1. High expectations within a broad curriculum</u></p> <p><u>MISSION 3. Leadership, collaboration and hauora</u></p> <p><i>Through a CRRP lens we will ensure our school is a safe place to work, learn and play. We will be culturally and environmentally safe. Our school will be a positive place where everyone’s emotional safety is a priority.</i></p>	<p>2020</p> <ul style="list-style-type: none"> ● Complete review of Health and Safety policies, procedures and displays. Review forms and support resources. Update displays ● 5YA, cyclical maintenance and other property projects designed to support hauora and high expectations for learning ● Complete universal bathroom ● KiVa - continue KiVa programmes and teams. Develop strong systems for analysing and reporting ● CRRP focus group Interviews 	<p>2021</p> <ul style="list-style-type: none"> ● Consultation - Health and PE curriculum (T1 2021) ● 5YA, cyclical maintenance and other property projects designed to support hauora and high expectations for learning ● Review KiVa programme and outcomes ● Continue to use CRRP focus group interviews 	<p>2022</p> <ul style="list-style-type: none"> ● 5YA, cyclical maintenance and other property projects designed to support hauora and high expectations for learning ● Review KiVa programme and outcomes ● Review CRRP focus group interviews
<p>NAG 6,7,8</p> <p>NEGs 1,2,3,4,5,6,7,9,10</p> <p>DOM 1,2</p> <p><i>“High expectations</i></p>	<p>NAG 6, 7, 8: Complete all legislative requirements in order to support HIGH EXPECTATIONS WITHIN A BROAD CURRICULUM, STRONG COMMUNITY SPIRIT, LEADERSHIP, and COLLABORATION AND HAUORA and CULTURAL RESPONSIVENESS AND RELATIONAL PEDAGOGY</p> <p><u>MISSION 1. High expectations within a broad curriculum</u></p> <p><u>MISSION 2. Strong community spirit</u></p> <p><u>MISSION 3. Leadership, collaboration and hauora</u></p> <p><i>Through a CRRP lens we will ensure all legislative requirements are completed on time. Our focus will be on our Mission.</i></p>			

*within a broad curriculum”
“Strong community spirit”
“Leadership, collaboration and hauora”*

“CRRP”

Manaakitanga

2020

- **(6)** Continue review cycle of **Policies and Procedures**
- **(7)** Update **Charter & Strategic Plan** as per usual cycle with a focus on **CRRP** and updating **Treaty of Waitangi** information
- **(8)** Complete **Analysis of Variance** as per usual timeline

2021

- **(6)** Continue review cycle of **Policies and Procedures**
- **(7)** Update **Charter & Strategic Plan** as per usual cycle with a focus on **CRRP** and review effectiveness of updated **Treaty of Waitangi** information
- Complete **legislative requirements**: Audit, Charter, Annual Review and Analysis of Variance as per usual timeline
- **(8)** Complete **Analysis of Variance** as per usual timeline

2022

- **(6)** Continue review cycle of **Policies and Procedures**
- **(7)** Review and update front sections of **Charter & Strategic Plan**
- Review Charter, Strategic & Annual Plan as per changing legislation from **Tomorrow Schools review outcome**
- Complete **legislative requirements**: Audit, Charter, Annual Review and Analysis of Variance as per usual timeline
- **(8)** Complete **Analysis of Variance** as per usual timeline

RUAHINE SCHOOL ANNUAL PLAN 2020

‘The Best I Can Do, the Best I Can Be’

‘Tū māia au ki te mahi, tū rangatira au ki te ao!’

National Education and Administration Guidelines are given effect (and referenced) under each Strategic Aim. The Annual Plan outlines the actions to achieve the Aims.

STRATEGIC AIM NAG 1 NEGs 1,2,3,5,6,7,9,10	NAG 1: Future focused learning and teaching through HIGH EXPECTATIONS WITHIN A BROAD CURRICULUM and CULTURAL RESPONSIVENESS AND RELATIONAL PEDAGOGY. <i>MISSION 1. High expectations within a broad curriculum</i> Through a CRRP lens we will continue to have high expectations for all learners in all curriculum areas with a focus on inquiry, digital technologies and science. (Kāhui Ako = CRRP)			
	NAG 1 ANNUAL PLAN – to achieve STRATEGIC AIM 1			
	ACTIONS TO ACHIEVE	WHO	COST	TIMELINE
1.1 Mathematics <ul style="list-style-type: none"> Review ‘the big mathematical ideas’ Strengthen Spring into Maths programme Continue to strengthen mathematics leadership in Pounamu team CHARTER OBJECTIVE To consistently progress learning and achievement in MATHEMATICS through and across the curriculum 	<p>Big maths ideas: Review at leadership and then teacher level. Update maths overviews as appropriate</p> <p>Spring into Maths; Improve the monitoring and tracking and improve Spring into maths professional learning</p> <p>Pounamu maths leader: Strengthen action planning, engage in PLD through Kāhui Ako PLC and middle leaders PLC</p> <p>See page 16 for Charter objective</p>	<p>Kate, Fran</p> <p>Kate</p> <p>Kate, Fran, Carol Lynch</p>	<p>Nil</p> <p>Nil</p> <p>Relievers costs</p>	Ongoing
1.2 Literacy <ul style="list-style-type: none"> Embed Learner Agency in Literacy & extend across the curriculum Continue PLD on agentic learners and questioning (2020-2021) Shared reading PLD across the school CHARTER OBJECTIVE To consistently progress learning and achievement in LITERACY through and across the curriculum 	<p>Learner Agency: through collaborative TAI, professional reading and Practice Analysis Conversations (PAC)</p> <p>Agency Staff meetings, PLCs, TAI, professional reading and PAC</p> <p>Shared Reading Staff meetings, side coaching and professional reading</p> <p>See page 16 for Charter objective</p>	<p>Kate, Lee, Sarah</p> <p>Kate, Lee, Sarah</p> <p>Sarah</p>	<p>Reliever costs for PLCs. Prof reading \$500</p> <p>Reliever costs for PLCs. Prof reading \$500</p> <p>Professional reading \$500</p>	Ongoing

<p>1.3 Inquiry Learning</p> <ul style="list-style-type: none"> ● Review integration, including literacy & maths, & use of Seesaw ● MAJOR FOCUS 2020 PLD for teachers on pedagogy, collaborative planning, teaching and learning (the Nature of Science focus) 	<p>Review integration at staff and leadership meetings throughout the year PLD to continue development</p> <p>Side coaching Inquiry Learning through science Professional reading to support PLD - staff meetings and PLCs Curriculum statement - review and modify is needed the 2019 update using science as a vehicle</p> <p>Include CRRP lens</p>	<p>Kate, Lee, Fran</p> <p>Kate, Fran</p> <p>Kate, Fran Kate, Fran</p> <p>Kate, Sarah</p>	<p>Nil</p> <p>Nil Reliever costs \$500</p> <p>Nil</p>	<p>Ongoing</p>
<p>1.5 E-learning</p> <ul style="list-style-type: none"> ● Take action from review. Review professional e-learning needs, use & integration of e-learning, establishment of Seesaw ● Begin implementation BYOD across the school (dependent on infrastructure upgrade) ● Embed new learning and curriculum 	<p>Review e-learning needs, use and integration at staff meetings, PLCs, leadership meetings Continue PLD, professional reading, side coaching etc. Plan next steps throughout the year Report to Board and community Plan 2021 next step</p> <p>BYOD - in-depth discussion of costs, infrastructure needs, software and device needs, learning needs etc. at Board and plan forward from discussion</p> <p>Curriculum and pedagogy - embed, refine and document new learning across the school</p>	<p>Kate</p> <p>Kate, Sarah, Board</p> <p>Kate</p>	<p>Nil</p> <p>Quote \$4048 - APs Quote \$11230 -infrastructure</p> <p>Nil</p>	
<p>1.6 Science</p> <ul style="list-style-type: none"> ● MAJOR FOCUS 2020-2021 Focus on The Nature of Science. Science Fair, Science PLC 	<p>Staff meetings throughout the year. Beginning with unpacking and developing an agreed understanding of 'The Nature of Science' and how this guides learning Professional reading to support learning, Observations and side coaching to support learning, pedagogical shift and new understandings Science Fair - Lead teacher to organise for the event Professional learning for quality and purposeful teaching</p>	<p>Fran, Kate</p> <p>Fran, Kate</p> <p>Emily, Fran</p>	<p>Nil</p> <p>\$500</p> <p>\$1200 - integrated curriculum</p>	

<p>1.7 Kahui Ako</p> <ul style="list-style-type: none"> Complete CRRP work from plan Take action relevant to 2019 end of year review, review & build on CRRP. Maintain effective practice. Maths PLCs, Science PLCs, Transition to High School, Transition to School, Successful Learner Pathways, Lead Principal implementation 	<p>CRRP - complete, analyse, report on and plan forward from student interview information.</p> <p>Review 2018-2019 CRRP progress. Take action to build on learning and share progress with Board and community.</p> <p>Effective practice will be clarified, documented and maintained. 2021 planned for.</p> <p>Maths PLC continues to develop share practice across the KA</p> <p>Science PLC begins across the KA</p> <p>Transition to High School continues to be a KA focus</p> <p>Transition to school research is shared and across the KA</p> <p>Plan forward from this</p> <p>SLP completed with the roopu from across the KA.</p> <p>Lead principal work begins Term 1. Ruahine School shared leadership also begins in Term 1. Review in Term 4 and plan for 2021</p>	<p>Sarah, Kate</p> <p>Sarah, Kate, staff, Board</p> <p>Kate, Lee, Sarah</p> <p>Kate, Fran Kate, Fran Kate</p> <p>Lee</p> <p>Sarah, Kate Sarah, Kate</p>	<p>Nil</p> <p>Nil</p> <p>KA staffing KA staffing KA staffing</p> <p>Nil</p> <p>Nil KA staffing and funds</p>	
<p>STRATEGIC AIM 2</p> <p>NAG 2 <i>NEGs 1,2,3,5,6,7,9,10</i></p>	<p>NAG 2: Strategic direction and reporting that enhances a STRONG COMMUNITY SPIRIT and CULTURAL RESPONSIVENESS AND RELATIONAL PEDAGOGY</p>			
	<p>MISSION 2. Strong community spirit <i>Through a CRRP lens we will grow our strong community spirit and strengthen reporting by further development of Seesaw and learner led conferences. We will integrate more qualitative data when reporting to the Board of Trustees. (Kāhui Ako = CRRP)</i></p>			
	<p>NAG 2 ANNUAL PLAN – to achieve STRATEGIC AIM 2</p>			
	<p>ACTIONS TO ACHIEVE</p>	<p>WHO</p>	<p>COST</p>	<p>TIMELINE</p>
<p>2.1 Assessment and reporting</p> <ul style="list-style-type: none"> Review Reporting to Board process, research and use qualitative data for priority learners and new entrants. Report on transition from ECE and to secondary school. Report on KiVa progress. Report on CRRP focus group interviews Continue developing longitudinal data Take action from Learner Led Conference and report review Reporting review 	<p>Reporting to Board - review, update and act on reporting timeline, purpose etc. in preparation for 2021 policy and procedure review (2, 2.1, 2.2, 2.3). Establish transition reporting. Establish a KiVa reporting plan. Analyse, review, report on and plan from CRRP focus group interviews</p> <p>Assessment, monitoring, longitudinal data, qualitative data - continue investigation and development. Continue purposeful qualitative data programme. Specific focus on monitoring of programmes for transient students. Act on 2019 assessment review</p> <p>Learner Led Conference and reporting review - using data from 2019 update programme of work for LLC and reports</p>	<p>Sarah, Kate, Bryn</p> <p>Sarah, Kate, Bryn</p> <p>Kate</p>	<p>Nil</p> <p>Nil</p> <p>Nil</p>	<p>Ongoing, regular reporting to Board</p> <p>Ongoing following established timeline</p> <p>follow established timeline</p>

<ul style="list-style-type: none"> Enhance effective Assessment and Reporting using other aspects of school life including qualitative data Refine assessment and monitoring procedures for transient students, review monitoring of students receiving Learning Support, external funding or Teacher Aide support. Review Seesaw as a tool to connect with whānau. Refine and plan forward from review 	<p>Seesaw - review with staff, whānau and Board. Update procedures and refine organisation documentation. Put annual PLD programme in place</p>	<p>Fran</p>	<p>\$1645 (2020) \$823 (2021) \$823 (2022)</p>	<p>Ongoing, completed by Term 3</p>
<p>STRATEGIC AIM 3 NAG 3 NEGs 1,2,3,5,6,7,9,10</p>	<p>NAG 3: Professional learning that supports HIGH EXPECTATIONS WITHIN A BROAD CURRICULUM, LEADERSHIP, COLLABORATION AND HAUORA</p>			
	<p><i>MISSION 1. High expectations within a broad curriculum</i> <i>MISSION 3. Leadership, collaboration and hauora</i> <i>Through a CRRP lens our professional learning and appraisal system will continue to focus on Practice Analysis Conversations and the kaupapa of the PACs will be used across all areas of NAG 3 development. (Kāhui Ako = CRRP)</i></p>			
	<p>NAG 3 ANNUAL PLAN – to achieve STRATEGIC AIM 3</p>			
	<p>ACTIONS TO ACHIEVE</p>	<p>WHO</p>	<p>COST</p>	<p>TIMELINE</p>
<p>3.1 Professional Learning, Development and Appraisal</p> <ul style="list-style-type: none"> Maintain PLD for effective practice and review annually Embed collaborative practices. Further develop Practice Analysis Conversations (PAC) to enhance appraisal and professional growth Review Kāhui Ako direction and Ruahine’s progress towards outcomes (annually) and establish middle leaders PLCs for Kāhui Ako PLD / Appraisal programme: Principal Professional Supervision, Principal side-coached peer appraisal, Leaders PLC, middle leaders PLC, 	<p>PLD for effective Practice - Reflect on PLD throughout the year at leadership meetings. Adjust as necessary. Plan for 2021.</p> <p>Collaborative Practice - Staff meetings, PLCs, side coaching and reading to enhance and continue collaborative practice</p> <p>PAC - Continue twice a year with side coaches for new teachers. TOD, PLC and staff meeting time to grow understanding</p> <p>Kāhui Ako - leaders discussion and plan forward. Share and discuss with staff and board. share with community. Monitor and adjust. Record progress and plan for 2021</p> <p>PLD / Appraisal - Programme established to be ongoing, build on capacity and pedagogy. Individual development recorded by staff. Progress reported to Board Chair / BOT.</p>	<p>Sarah, Kate, Lee</p> <p>Kate</p> <p>Kate</p> <p>Sarah, Kate</p> <p>Sarah, Kate, Bryn</p>	<p>Nil</p> <p>Release for PLCs</p> <p>Release for PLCs</p> <p>Nil</p> <p>\$4100</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing, completed by Term 4</p>

<p>team PLCs, PCT programme and staff meetings</p>	<p>Senor Leaders PLCs (second year) Middle Leaders PLCs (first year) Principal peer appraisal, side coached (first year) Team PLCs continue fortnightly PLC programmes continue three teachers (PCT1 x2, PCT 2 x1)</p>	<p>Sarah Sarah Sarah, Bryn Kate, Lee Kate, Lee</p>						
STRATEGIC AIM 4 NAG 4: Manage and maintain funds and assets that support and enhance HIGH EXPECTATIONS WITHIN A BROAD CURRICULUM and CULTURAL RESPONSIVENESS AND RELATIONAL PEDAGOGY								
MISSION 1. High expectations within a broad curriculum <i>Through a CRRP lens we will plan our 10YPP to meet the needs of today's learners and our annual budget will support this. (Kāhui Ako = CRRP)</i>								
NAG 4 ANNUAL PLAN – to achieve STRATEGIC AIM 3								
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">ACTIONS TO ACHIEVE</th> <th style="width: 15%;">WHO</th> <th style="width: 15%;">COST</th> <th style="width: 10%;">TIMELINE</th> </tr> </thead> </table>					ACTIONS TO ACHIEVE	WHO	COST	TIMELINE
ACTIONS TO ACHIEVE	WHO	COST	TIMELINE					
<p>4.1 Finance</p> <ul style="list-style-type: none"> ● Review and update online banking. ● Review Novopay procedures. ● Implement and review Kindo. 	<p>Online banking: continue training, review, create folder / instructions sheet for online tips and tricks. Ensure all appropriate people have the right access</p> <p>Novopay: Review systems, folders and information.</p> <p>Kindo: continue to share information and support parents. Educate staff on Kindo use. Set and write procedures for staff.</p>	<p>Sarah, Kate, Ali</p> <p>Kate, Ali, Sarah</p> <p>Ali, Kate</p>	<p>Nil</p> <p>Nil</p> <p>\$200</p>	<p>Ongoing</p> <p>Term 1</p> <p>Term 1</p>				
<p>4.2 Property</p> <ul style="list-style-type: none"> ● Next 5YA projects organised and underway (beginning 10YPP July 2020) ● Review and update furniture plan for learning needs, review and set new budget from 10YPP. ● Cyclical Maintenance. Continue interior painting and tidy up chips etc. Touch up chips, scratches and peeling. ● Investigate selling the school house. ● Update server, hybrid move to 'The Cloud', purchase new APs. 	<p>5YA: meetings to plan and implement: Plans must centre around MOE priorities condition assessment and CRRP / high expectations and hauora.</p> <p>Furniture plan updated to reflect 5YA work, collaboration, CRRP / high expectations and hauora.</p> <p>Cyclical Maintenance: Work with Martin Beveridge Painters to complete touch ups. Get quote for office area and staffroom. Implement as budget allows Discuss and plan for update of bathrooms (may not be covered under 5YA for many years)</p> <p>School house: Discuss options for future plan for the house</p>	<p>Sarah, Ian (property consultant), Dean (MOE), Kate, Bryn, Bart, Board</p> <p>Sarah, Kate, Marianne (Furnware), Lee</p> <p>Sarah, Bart</p> <p>Board, MOE</p>	<p>\$193,586 5YA \$193,586 AMS</p> <p>\$5549 (July 2020)</p> <p>\$12,013</p> <p>Unknown</p>	<p>July 2020 funds available. Planning and paperwork complete T4</p> <p>T1 plan, T 2 order</p> <p>By the end of Term 2</p> <p>ongoing</p>				

<ul style="list-style-type: none"> Investigate better base for playgrounds 	<p>Server update and new APs - discuss, plan for and implement using new era quote</p> <p>Playgrounds - price options for base and other upgrades. Plan and implement</p> <p>Playground Markings to be completed as per 2019 quote and arrangements</p>	<p>Kate, Sarah, Bryn, Board</p> <p>Bart, Ali, Sarah</p> <p>Sarah</p>	<p>APs \$4047 Server \$11,230</p> <p>Unknown</p> <p>\$9340</p>	<p>Decision made, Term 1 APs in Term 1</p> <p>Term 1</p> <p>Term 1</p>
<p>STRATEGIC AIM 5</p> <p><i>NAG 5 NEGs 2,3,7,9,10</i></p>	<p>NAG 5: Maintain a safe environment for learners, staff and visitors that promotes and encourages LEADERSHIP, COLLABORATION AN HAUORA and CULTURAL RESPONSIVENESS AND RELATIONAL PEDAGOGY</p>			
	<p><i>MISSION 1. High expectations within a broad curriculum</i> <i>MISSION 3. Leadership, collaboration and hauora</i> <i>Through a CRRP lens we will ensure our school is a safe place to work, learn and play. We will be culturally and environmentally safe. Our school will be a positive place where everyone's emotional safety is a priority. (Kāhui Ako = CRRP)</i></p>			
	<p>NAG 5 ANNUAL PLAN – to achieve STRATEGIC AIM 3</p>			
<p>5.1 Health and Safety</p> <ul style="list-style-type: none"> Complete review of Health and Safety policies, procedures and displays Review forms and support resources Update displays 5YA, cyclical maintenance and other property projects designed to support hauora and high expectations for learning Complete universal bathroom KiVa - continue KiVa programmes and teams. Develop strong systems for analysing and reporting CRRP focus group Interviews 	<p>Procedures - complete update Signage and displays - buy / make Policy review - Continue as per Cycle of Review (5a, 5b, 5e)</p> <p>Hauora and High Expectations for Learning - to be considered in all design and building work when meeting with property team, Project Manager, MOE and contractors</p> <p>Liaise with contractors - to complete work Book shelves to be completed first</p> <p>KiVa - Establish a system for ongoing monitoring, and reporting. Use annual data to analyse programme, report and plan forward. Coach KiVa team leader in new programme</p> <p>CRRP focus group interviews: Analyse, review, and plan from CRRP interviews with staff to support a CRRP lens in decision making</p>	<p>Sarah, Naomi, other leadership and Board members as required</p> <p>Sarah, Kate, Bart, Bryn, Ian Rattray, Dean Ashton, Lee Builders</p> <p>Sarah, Ian, Lee Builders Lee, Sarah, Ian, Lee Builders</p> <p>Iveta, Kate, Sarah, KiVa team</p> <p>Sarah, Kate</p>	<p>\$400 signage</p> <p>\$193,586 5YA \$193,586 AMS</p> <p>\$ 114,242.24 + GST (High Health)</p> <p>\$650 (annual fee)</p> <p>Nil</p>	<p>End Term 1</p> <p>Ongoing. July 2020 funds available.</p> <p>Early Term 1 End of January</p> <p>ongoing</p> <p>ongoing</p>

STRATEGIC AIM 6 <i>NAGs 6, 7, 8</i> <i>NEGs 1,2,3,4,5,6,7,9,10</i>	NAG 6, 7, 8: Complete all legislative requirements in order to support HIGH EXPECTATIONS WITHIN A BROAD CURRICULUM, STRONG COMMUNITY SPIRIT, LEADERSHIP, and COLLABORATION AND HAUORA and CULTURAL RESPONSIVENESS AND RELATIONAL PEDAGOGY			
	MISSION 1. High expectations within a broad curriculum MISSION 2. Strong community spirit MISSION 3. Leadership, collaboration and hauora <i>Through a CRRP lens we will ensure all legislative requirements are completed on time. Our focus will be on our Mission. (Kāhui Ako = CRRP)</i>			
	NAGS 6,7,8 ANNUAL PLAN – to achieve STRATEGIC AIM 6			
	ACTIONS TO ACHIEVE	WHO	COST	TIMELINE
6.1 Policies and Procedures <ul style="list-style-type: none"> (6) Continue review cycle of Policies and Procedures 	Cycle of Review - to be updated from 2018-2020 to 2020-2022 Cycle of Review for 2020 to be followed. Review policies 3, 5a, 5b, 5e. Health and Safety - major policy and procedure review (2018-2020) to be completed	Sarah, Naomi, Sarah, Naomi, Kate, Board Sarah, Naomi, Kate, Board	Nil Nil	Follow Cycle of Review timeline H&S review completed by end Term 1
7.1 <ul style="list-style-type: none"> (7) Update Charter & Strategic Plan as per usual cycle with a focus on CRRP and updating Treaty of Waitangi information 	2020 Charter - review, develop and update Treaty of Waitangi information to be updated CRRP and Kahui Ako achievement aims to be closely linked MOE portal - uploaded by 1 March 2020	Sarah, Bryn Sarah, Kate, Lee Sarah, Kate Sarah	Nil	First 2020 Board mtg Before first mtg Term 1 Board meeting 1 March upload
8.1 <ul style="list-style-type: none"> (8) Complete Analysis of Variance as per usual timeline 	2020 Charter and Annual Plan progress to be monitored and reviewed throughout the year, reporting to the Board of Trustees at each meeting 2019 AoV to be completed and uploaded to MOE portal by 1 March then 31 May 2020	Sarah, Bryn Sarah, Bryn	Nil	2020 Charter/AoV - Report at each Board meeting 2019 AoV - Upload by 1 March then 31 May

STRATEGIC AIM 1 (NAG 1) MATHEMATICS

NAG 1: Future focused learning and teaching through HIGH EXPECTATIONS WITHIN A BROAD CURRICULUM and CULTURAL RESPONSIVENESS AND RELATIONAL PEDAGOGY.

Annual Goal MATHEMATICS: Through a CRRP lens consistently progress learning and achievement in **MATHEMATICS** through and across the curriculum (*Kāhui Ako = CRRP*)

Maintenance focus 2020

Improve outcomes for all students, taking note of **Māori, Pasifika, children with special needs and transient children.**

Accelerate progress of all students performing below expectations, paying particular note of all identified priority learners throughout the year, and transient students.

2020 Mathematics Targets:

From the data: 95% of learners were working at or above the typical NZ curriculum achievement in relation to school years expectations in Mathematics in November.

Ruahine Mathematics Priority Learners 2020:-

Annual goals:

1. **Māori students: Background:** 95% of Maori learners were working at or above the typical NZ curriculum achievement in relation to school years expectations in Mathematics in November. However, only 5% of Māori were working above NZC expectations compared to 10% non-Māori. In 2019 Māori made up 14% (22) of Ruahine School.

2020 Goal: Reduce the disparity between these priority learning groups either working above or below NZC achievement. Maintain a focus on CRRP.

Exit Data

Basic Facts and Strategy (GLOSS); PAT years 4-8; learning observations; effective moderation processes; student evidence of learning; → used to make an informed professional OTJ relevant to National Standards.

Budget

- \$800 Mathematics curriculum budget
- \$ 3000 Professional Learning budget shared across curriculum areas (consultants, conferences, science, iwi etc.)
- \$12,000 PLC release time for teachers (shared with Literacy), Learning Support
- Kāhui Ako professional learning ; Maths PLCs (release time for one teacher)

ACTIONS TO ACHIEVE

Progress on Actions are in the detailed Mathematics Professional Learning Action Plan

(see end of year Analysis of Variance for evaluation of actions)

- Focus on accelerated learning for underachieving students
- Ensure there is equity in classroom learning programmes to cater for underachievers
- Students achieving below and well below NZC curriculum levels will be monitored and achievement tracked
- Collaborative planning of problem solving tasks
- Leadership supporting individual teachers where necessary around planning and assessment
- Ensure Mathematics is given priority in daily learning programmes
- Improve Basic Facts fluency by giving priority in starters
- Collaborative teaching across Years 4/5/6 and 6/7/8 classes for Basic Facts
- Continue to develop effective data analysis to inform teaching and learning (strategy and basic facts testing, evidence of learning in student books, observations and discussions)
- Leader observations of teaching and learning, and reflective professional discussions
- Ensure teacher-aide time is used effectively to support learning of children with focussed needs
- Reflective regular monitoring of teaching & learning planning and programmes, and classroom practice
- Consistent monitoring of students to ensure current needs are being met and consistent, accelerated progress is evident for well below and below students
- Continued development of Mathematical assessment and tracking

Personnel responsible

- Kate – Mathematics Leader
- Fran - Mathematics Kāhui Ako PLC member, Pounamu mathematics leader
- Teachers & Leadership team

- Teacher development around rich mathematical tasks

NAG 1 Big maths ideas: Review at leadership and then teacher level. Update maths overviews as appropriate

NAG 1 Spring into Maths; Improve the monitoring and tracking and improve Spring into maths professional learning

NAG 1 Pounamu maths leader: Strengthen action planning, engage in PLD through Kāhui Ako PLC and middle leaders PLC

STRATEGIC AIM 1 (NAG 1) LITERACY

NAG 1: Future focused learning and teaching through HIGH EXPECTATIONS WITHIN A BROAD CURRICULUM and CULTURAL RESPONSIVENESS AND RELATIONAL PEDAGOGY.

Annual Goal ENGLISH / LITERACY: Through a CRRP lens consistently progress learning and achievement in **LITERACY** through and across the curriculum (*Kāhui Ako = CRRP*)

Maintenance focus 2020

2020 Annual Writing Targets:

From the data: 87% of learners were working at or above expectations in Writing of the NZC in November.

Ruahine Writing Priority Learners 2020:-

Annual goals:

1. **Year 6 and 8 students:** **Background:** The 2019 achievement data shows that 29% boys in Year 6 and 32% boys in Year 8 are working below/well below typical NZC achievement. In Year 6 there are also 43% of boys working *just* at typical NZC achievement. A number of these boys were new to Ruahine School in 2019.

2020 Goals: Reduce the proportion of Year 8 boys working below/well below typical NZC achievement in writing.

Reduce the proportion of Year 6 boys working just at/below and well below typical NZC achievement in writing.

Exit Data Writing

Term 4 writing samples and evidence of writing across the curriculum, observations, effective moderation – used to make an informed professional OTJ relevant to NZC expectations

Budget

- \$1000 literacy budget
- \$ 3000 Professional Learning budget shared across curriculum areas (consultants, conferences, science, iwi etc.)
- \$12,000 PLC release time for teachers (shared with mathematics), Learning Support

2020 Annual Reading Targets

From the data: 94% were working at or above expectations in Reading of the NZC in November.

Ruahine Reading Priority Learners 2020:-

Annual goals:

1. **Year 6 students:** **Background:** The 2019 achievement data shows that 21% of boys in Year 6 are working below typical NZC achievement and 14% were achieving *just* at. (A number of these boys were new to Ruahine School in 2019.)

2020 Goals:

- Reduce the proportion of Year 6 boys working below typical NZC achievement in reading.

Exit Data Reading

Running Records, Six Year NET, PAT Reading Comp/Listening/Vocab (Years 4-8), observations, evidence of student learning throughout the curriculum, effective moderation – used to make an informed professional OTJ relevant to NZC expectations

Budget

- \$1000 Literacy
- \$ 3000 Professional Learning budget shared across curriculum areas (consultants, conferences, science, iwi etc.)
- \$12,000 PLC release time for teachers (shared with mathematics), Learning Support

ACTIONS TO ACHIEVE
Progress on Actions are in the detailed Literacy Professional Learning Action Plan
(see end of year Analysis of Variance for evaluation of actions)

**Personnel
responsible**

- Focus on accelerated learning for underachieving students
- Ensure there is equity in classroom learning programmes to cater for underachievers
- Apply programmes and strategies to specifically target learning for boys
- Professional learning support for teachers who have target (priority) learners
- Students achieving below and well below expected curriculum levels will be monitored and achievement tracked
- Continue to develop strong reciprocity between reading and writing
- Build on and embed 2018 professional learning development (The Code with facilitator; Liz Kane)
- Build on 2019 whole-school professional learning development - learner agency and reading - with (facilitator) Rita Palmer ⇒ to further build on self-directed learners development focus and transfer to other curriculum areas
- Continue to embed consistent moderation processes, begin across school writing moderation
- Learning support with teacher for identified students
- Continue to monitor Māori and Boys' student achievement during achievement monitoring meetings and through regular data collection

- Sarah
- Kate, Lee, Kelly
- Teachers and Leadership team

NAG 1 Learner Agency: through collaborative TAI, professional reading and PAC

NAG 1 Agency Staff meetings, PLCs, TAI, professional reading and PAC

NAG 1 Shared Reading Staff meetings, side coaching and professional reading

Documents supporting our Charter

PROPERTY: 5YA and 10YPP

POLICY: Policy Review Cycle

FINANCE: Budget

ANALYSIS OF VARIANCE / ANNUAL REPORT

LEARNER ACHIEVEMENT DATA

[NAGS](#) - National Administration Guidelines (the definitions for the NAGs have been summarised)

NAG 1: Teaching and learning programmes

NAG 2: Strategic planning, self review and assessment

NAG 3: Employment and personnel

NAG 4: Finance and Property

NAG 5: Health and Safety

NAG 6: Legislation

NAG 7: Charter

NAG 8: Analysis of Variance

[NEGS](#) - National Educational Guidelines

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

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

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

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

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

science and technology and physical activity

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

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

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

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

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

EDUCATION REVIEW OFFICE:

Progress Indicator [Domains](#)

Domain 1: Stewardship

Domain 2: Leadership for equity and excellence

Domain 3: Educationally powerful connections and relationships

Domain 4: Responsive curriculum, effective teaching and opportunity to learn

Domain 5: Professional capability and collective capacity

Domain 6: Evaluation, inquiry and knowledge building for improvement and innovation

and Outcome Indicators

Every student is a confident, connected, actively involved, lifelong learner ...

Confident in their identity, language and culture as citizens of Aotearoa New Zealand

Socially and emotionally competent, resilient and optimistic about the future

A successful lifelong learner

Participates and contributes confidently in a range of contexts – cultural, local, national and global

CHARTER RATIFICATION

The Ruahine Board of Trustees agree to govern the school in a manner reflecting both the content and the spirit of the Charter.

The Board of Trustees of Ruahine School accept this charter as its undertaking to the Minister of Education and submits it to the Ministry of Education for their approval.

Signed: Sarah McCord (Principal) DATE:

Signed: Bryn Quigan (Board of Trustees Chairperson) DATE: