

RUAHINE SCHOOL KAUPAPA (CHARTER) 2022

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</p> <p><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</p> <p><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</p> <p><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</p> <p><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</p> <p><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</p> <p><i>being 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</p> <p><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 is part of the TAMAKI NUI-Ā-RUA KĀHUI AKO (Dannevirke)

Our Kaupapa reflects our Kāhui Ako achievement challenge and vision

Achievement Challenge: *Growing Culturally Responsive and Relational Pedagogy (CRRP)*

Vision: *Through whanaungatanga ākonga are empowered*

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 ō Waitangi. We acknowledge **Rangitāne** and **Ngāti Kahungunu** 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 Tamaki nui-ā-Rua Kāhui Ako are undertaking in-depth work on CRRP (Culturally Responsive and Relational pedagogy). Specifically Ruahine School has; Through Rongohia te hau tools taken 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, prioritised te reo Māori learning for staff and ākonga

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.



Representing Rokai House (blue)



Representing Takapari House (green)



Representing Matanginui House (yellow)



Representing Whariti House (red)

Ruahine School Strategic Plan 2022-2024 to progress our Mission Statement

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

High expectations within a broad curriculum	High expectations within a broad curriculum	Strong Community Spirit	Leadership, collaboration and hauora
<p>Ruahine School will have a curriculum that is meaningful and learner centred, culturally connected and future focussed</p>	<p>Ruahine School will be inclusive, and supportive of <u>all</u> learners to be the best they can be and enjoy learning</p>	<p>Ruahine School will foster strong partnerships with whānau and the community in a variety of ways</p>	<p>Ruahine School will recruit, retain, develop and support our staff to be the best they can be</p>
LINKS TO 'NATIONAL EDUCATIONAL AND LEARNING PRIORITIES' (NELP)			
<p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy." NELP 2.4</p>	<p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. NELP 1.1 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. NELP 3.5</p>	<p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. NELP 1.2</p>	<p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce. NELP 3.6</p>
SPECIFIC INITIATIVES			
<p>Embed recently reviewed local curriculum</p>	<p>Improve the impact of PLC collaboration to make a difference for priority learners and improve pedagogy</p> <p>Continue to develop cultural relationships for responsive pedagogy (CR4RP)</p>	<p>Develop teacher understanding of how to build stronger partnerships and their importance and impact</p>	<p>Develop staff to strengthen teaching, priority learners and leadership capability to promote competence, efficiency and a sense of success</p>
VISIBLE OUTCOMES			
<p>Our learners will enjoy being at school and actively participate in their learning journey. They will see themselves as successful learners within a curriculum that is meaningful to them.</p>	<p>Our learners know they belong at our school. They are encouraged to be the best they can be and enjoy success through their language (te reo), identity (whakapapa) and culture (tikanga)</p>	<p>Our school whānau and our wider community are actively involved in, and are proud of, their school.</p>	<p>Our PLCs and staff meetings are focused on targeted professional learning so our teachers make a difference for learners everyday. Our professional growth cycle as a tool to support staff to be the best they can be will be embedded</p>

Ruahine School Annual plan 2022

High expectations within a broad curriculum

Evaluative question: How effectively are our teaching practices, expectations, systems and processes challenging and extending all our learners?

Specific Initiative is linked to NELP 2.4	Embed recently reviewed local curriculum		
2022 Mahi	<p><i>Foci that continue to embed our local curriculum:</i></p> <ul style="list-style-type: none"> ❖ Year 5-8 literacy and maths PLD to support teaching practice to lift achievement <ul style="list-style-type: none"> ➢ DMIC maths PLD for 3 teachers ➢ Deepening understanding of a broad reading curriculum for all teachers ❖ Grow teachers understanding of the new Aotearoa NZ Histories and how it fits within our local curriculum through a CR4RP lens ❖ Deepen teachers understanding of teaching skills for agentic learning across the curriculum ❖ Whole staff PLD around our curriculum statement for Inquiry Learning, including Information literacy (reading to learn) ❖ Deepen teachers capabilities and understanding to connect ICT with IL PLD 		
<i>When</i>	<i>What</i>	<i>Who</i>	<i>Expected Outcomes</i>
<i>TODs January</i>	<i>PLD to support ongoing curriculum development throughout the year Maths, collaboration</i>	<i>Leadership team</i>	<i>Knowledge deepened to support planning in Term 1</i>
<i>Ongoing</i>	<i>Literacy and Maths PLD to focus on the identified Literacy and Maths Goals with a focus on Years 5-8</i>	<i>Leadership team</i>	<i>Teachers share and learn collaboratively, and take new learning back to classes to use in teaching and planning.</i>
<i>Terms 1, 2 and 3</i>	<i>Practice Analysis Conversations (PAC) to focus on the identified Literacy Goals</i>	<i>Kate to coordinate</i>	<i>Self-awareness deepens and practice enhanced resulting in better outcomes for ākonga</i>
<i>Ongoing</i>	<i>Aotearoa NZ Histories PLD with Poutama Pounamu (Kāhui Ako), and cultural leader</i>	<i>Leadership team and Mary Stubbings</i>	<i>teachers become more confident and competent to plan and teach the Aotearoa NZ Histories curriculum</i>
<i>fortnightly throughout the year</i>	<i>Team PLCs will have a focus on the identified Literacy and maths Goals when reviewing progress of priority learners</i>	<i>Kate - Kupe Team, Lee - Pounamu Team</i>	<i>Teachers act on reflections, learning and support received to enhance literacy and maths programmes. Achievement data shows a shift.</i>
<i>Ongoing</i>	<i>New library programme (Accessit) to explore information literacy within class programmes and</i>	<i>Fran</i>	<i>Information literacy will be strengthened within classrooms and teachers will become more confident</i>

enhance reading for enjoyment

and competent when teaching information literacy. More children are reading for enjoyment.

High expectations within a broad curriculum

Evaluative question: How effectively are our teaching practices, expectations, systems and processes challenging and extending all our learners?

Specific Initiatives are linked to NELPs 1.1 and 3.5	<p align="center">Improve the impact of PLC collaboration to make a difference for priority learners and improve pedagogy</p> <p align="center">Continue to develop cultural relationships for responsive pedagogy (CR4RP)</p>		
2022 Mahi	<p><i>Foci that continue to improve the impact of PLC collaboration and develop CR4RP:</i></p> <ul style="list-style-type: none"> ❖ Incorporate CR4RP into PAC ❖ Embed professional growth cycle(PGC) for all staff ❖ OTJ PLD and how teachers use ongoing formative assessment to inform teaching practice 		
When	What	Who	Expected Outcomes
<i>TODs January</i>	<i>PLD to support ongoing collaboration and CR4RP development throughout the year (Kāhui Ako)</i>	<i>Leadership team</i>	<i>Knowledge deepened to support planning Term 1</i>
<i>Ongoing</i>	<i>Building on effectiveness of monitoring meetings during PLCs that focus on priority learners</i>	<i>Kate and leadership team</i>	<i>Teachers share and learn collaboratively, and take new learning back to classes to use in teaching and planning.</i>
<i>Terms 1, 2 and 3</i>	<i>Pre Practice Analysis Conversations (PAC) sessions to focus on incorporating CR4RP</i>	<i>Leadership team</i>	<i>Self-awareness deepens and practice enhanced resulting in better outcomes for ākonga</i>
<i>Term 1</i>	<i>Staff meeting to focus on PGC, collaborative goal setting discussion</i>	<i>Leadership team</i>	<i>PGC understanding deepens</i>
<i>fortnightly throughout the year</i>	<i>Team PLCs will set and monitor collaborative PGC goals. Leaders will explore and practice their leadership capabilities leading professional growth</i>	<i>Leadership team</i>	<i>Teachers and leaders act on reflections, learning and support received to enhance teaching programmes and practice. Achievement data shows a shift.</i>
<i>Terms 1 and 3</i>	<i>OTJ and using formative assessment to inform teaching practice and report accurately.</i>	<i>Kate and Lee</i>	<i>Teaching programmes and practice are purposeful and relevant. Achievement data shows a shift.</i>

Strong Community Spirit

Evaluative question: How effectively are our teaching practices, expectations, systems and processes challenging and extending all our learners?

Specific Initiative is linked to NELP 1.2	Develop teacher understanding of how to build stronger partnerships and their importance and impact		
2022 Mahi	<p><i>Foci that continue to build and deepen stronger partnerships:</i></p> <ul style="list-style-type: none"> ❖ Professional learning around collaboration and partnerships ❖ Communicate with parents and whānau re strategic plan and NELPS ❖ Learner, parent, teacher (3-way) goal setting meetings - embed practice from information gathered 		
When	What	Who	Expected Outcomes
<i>TODs January</i>	<i>PLD to support ongoing collaboration and partnership development throughout the year. Building on and deepening relationships with whānau</i>	<i>Sarah</i>	<i>Understanding of the difference between cooperation and collaboration. Teachers build closer relationships with whānau</i>
<i>Ongoing</i>	<i>Regular and clear communication with whānau to ensure we explain our plans, particularly regarding Covid19 requirements</i>	<i>Leadership team</i>	<i>We are in regular contact with our whānau. Communication is clear and whānau have an understanding of what we are trying to achieve</i>
<i>Ongoing</i>	<i>Communicate with whānau, and together voice and share our goals and plans for the next strategic plan from 2023 onwards. Gather, analyse and report on whānau voice to Board, staff and whānau.</i>	<i>Sarah and Bryn</i>	<i>We are in regular contact with our whānau. Communication moves from transactional to 'parent-teacher collaboration' Whānau feel their voice is heard and valued.</i>
<i>Ongoing</i>	<p><i>Teachers are in regular contact with whānau to share and to listen via:</i></p> <ul style="list-style-type: none"> ● <i>Seesaw</i> ● <i>email</i> ● <i>phone calls</i> ● <i>meetings</i> ● <i>newsletters</i> 	<i>Classroom teachers / team leaders</i>	<i>Whānau and teachers develop closer working relationships. Trust is enhanced. Whānau can support learning and teachers deepen understanding of ākonga. Communication is two way.</i>
<i>Ongoing</i>	<i>Staff meetings to focus on building stronger partnerships (Kāhui Ako) Kahui Ako PLCs undertaken by a number of staff.</i>	<i>Leadership team</i>	<i>Staff trust is deepened and collaboration is enhanced across the school</i>

<i>fortnightly throughout the year</i>	<i>Team PLCs communication with whānau of priority learners shared</i>	<i>Kate - Kupe Team, Lee - Pounamu Team</i>	<i>Teachers feel supported; share and problem solve together. Achievement data shows a shift.</i>
<i>Terms 1 and 3</i>	<i>Strengthen OTJs and use of formative assessment to inform teaching practice and report accurately.</i>	<i>Kate and Lee</i>	<i>Teaching programmes and practice are purposeful and relevant. Achievement data shows a shift.</i>

Leadership, collaboration and hauora

Evaluative question: How effectively are our teaching practices, expectations, systems and processes challenging and extending all our learners?

Specific Initiative is linked to NELP 3.6	Develop staff to strengthen teaching, priority learners and leadership capability to promote competence, efficiency and a sense of success		
2022 Mahi	<p><i>Foci that strengthen teaching capability, confidence, efficiency and a sense of success:</i></p> <ul style="list-style-type: none"> ❖ DMIC maths - 3 staff participating in programme, resulting in all teaching staff trained ❖ Staff leadership - develop a leadership strategy / matrix to grow leaders / leadership capabilities across the school ❖ Te Reo - 5 staff participate in MOE funded te reo course 		
When	What	Who	Expected Outcomes
<i>TODs January</i>	<i>PLD to support ongoing leadership development throughout the year</i>	<i>Sarah</i>	<i>Understanding the difference between leadership and managing/organising.</i>
<i>Ongoing</i>	<i>Staff participate in DMIC maths PLD</i>	<i>Kate to coordinate</i>	<i>Teachers' knowledge, confidence and competence is enhanced. Teachers share learning. Resulting in all teaching staff being trained.</i>
<i>Ongoing</i>	<i>Staff participate in external Te Reo PLD</i>	<i>Leadership team Lee to coordinate in school PLD</i>	<i>Teachers' knowledge, confidence and competence is enhanced. Teachers share learning</i>
<i>Ongoing</i>	<p><i>Leaders participate in PLD with EdLead</i></p> <ul style="list-style-type: none"> ● <i>Kāhui Ako middle leaders' coaching</i> ● <i>Curriculum leaders' coaching</i> ● <i>Principal PLC and professional supervision</i> ● <i>Deputy Principal PLC</i> ● <i>Deputy and Assistant principal coaching</i> 	<i>Sarah / Carol Lynch</i>	<i>Leaders build self-awareness, deepen understanding of leadership roles and strategies to lead. Resulting in the school running smoothly and teachers feeling secure and valued.</i>

<i>Ongoing</i>	<i>Staff meetings to focus on building leadership across the school</i>	<i>Leadership team</i>	<i>Staff build self-awareness, deepen understanding of leadership roles and strategies to lead. Resulting in the school running smoothly and teachers feeling secure and valued.</i>
<i>Ongoing</i>	<i>Formulate a strategy for leadership across the school</i> <ul style="list-style-type: none"> ● <i>overview of leadership expectations and responsibilities</i> ● <i>matrix or guidelines with capabilities</i> 	<i>Sarah - leadership team</i>	<i>School leadership strategy collaboratively developed matrix or guidelines collaboratively developed Staff have clarity and feel supported through the guidance of the overview, resulting in a smoothly run school and staff growing their leadership skills</i>
<i>fortnightly throughout the year</i>	<i>Teachers take turns to lead PLCs using developing leadership and collaboration skills</i>	<i>Kate - Kupe Team, Lee - Pounamu Team</i>	<i>Teachers feel supported, lead, share and problem solve together. Achievement data shows a shift.</i>

Ruahine School 2021 Achievement Data and 2022 Targets

Maths target 2022:

- *Reduce the disparity between boys and girls achievement*

Literacy (Reading and Writing) target 2022:

- *Reduce the disparity between boys and girls achievement*
- *Reduce the disparity between Māori and non-Māori achievement*

Whole School & Details	Maths - end 2020	Maths - end 2021	Reading - end 2020	Reading - end 2021	Writing - end 2020	Writing - end 2021
% At or Above	97%	97%	92%	94%	89%	88%
<u>Details</u> % At and Above	95.9% of boys 98.8% of girls 100% of Māori	93.6% of boys 98.1% of girls 96% of Māori	86.3% of boys 97.5% of girls 77% of Māori	89.7% of boys 95.5% of girls 88% of Māori	79.4% boys 97.6% girls 77% Māori	82.1% boys 92.8% girls 84% Māori
<u>Details</u> % Above	5.5% of boys 7.3% of girls 5% of Māori	9% of boys 3.8% of girls 4% of Māori	2.7% of boys 8.5% of girls 0% of Māori	5.1% of boys 12.5% of girls 4% of Māori	2.7% of boys 4.9% of girls 0% of Māori	0% of boys 2.5% of girls 0% of Māori

Details % At	90.4% of boys 91.5% of girls 95% of Māori	84.6% of boys 94.3% of girls 92% of Māori	83.6% of boys 89% of girls 77% of Māori	84.6% of boys 85% of girls 84% of Māori	76.7% of boys 92.7% of girls 77% of Māori	82.1% of boys 91.3% of girls 84% of Māori
Details % Below or Well Below	4.1% of boys 1.2% of girls 0% of Māori	6.4% of boys 0% of girls 4% of Māori	13.7% of boys 2.4% of girls 23% of Māori	10.3% of boys 2.5% of girls 8% of Māori	19.2% of boys 2.4% of girls 23% of Māori	18% of boys 6.3% of girls 12% of Māori
Target Students	Maths - end 2020	Maths - end 2021	Reading - end 2020	Reading - end 2021	Writing - end 2020	Writing - end 2021
% At or Above	77.3%	73.9%	57.1%	65.2%	30%	66.6%
% Below or Well Below	22.7%	26.1%	42.9%	34.7%	70%	33.3%

Further Annual Plan Mahi - Operational

NAG 4 Finance / Property	NAG 5 Health and Safety	NAG 6 Legislation
Finance - TA funding Board fund extra TA hours for learning and health needs	COVID19 Organisation and preparedness for shift from alert levels to CPF traffic lights using MOE guidance <ul style="list-style-type: none"> - Update immunisation register - Communication - Hybrid teaching - Contact tracing 	Policy Cycle Review 5d Emergencies 4 Financial management 4a Property management 6a Governance
Property - 5YA <ul style="list-style-type: none"> - Infrastructure work completed - Begin Block 1 upgrade 	Carpark <ul style="list-style-type: none"> - Continue work with Police for safety - Move bollards, add stakes to hold and metal for path 	NELPs legislated from 2023 Transfer Policy organisation from NAGS to NELPs Continue shift of Charter organisation
Property - Cyclical maintenance <ul style="list-style-type: none"> - Rooms 6 and 7 carpeted - Room 6 interior painted. 	Buses <ul style="list-style-type: none"> - Continue work with the MOE and GO Bus to find a safe turning point on Top Grass Road 	Board Training <ul style="list-style-type: none"> - Haupu Tool - Shift from NAGs to NELPs - Possible new Board members induction
Property - SIP <ul style="list-style-type: none"> - Courts completed; painting for new court (funded through PFK) - Playground moved (funded through SIP and Board) 	MOE Health and Safety Guidelines <ul style="list-style-type: none"> - Continue with developing Safety Management Plan - Continue with implementing risk assessment for events 	Board Elections Elections moved to September due to Covid19 disruptions.

<i>Ongoing Reviews</i>		
Insurance - odd years	Support Staff Police vetting - every three years	Rongohia Te Hou - even years
Policy review cycle - every three years (2022, 2025, 2028)	Board Work Plan - annually	Health and PE Community Survey - odd years
Principals' professional growth cycle - annually	staff professional growth cycle - annually	

Documents supporting our Kaupapa / Charter

- PROPERTY: 5YA and 10YPP
- POLICY: Policy Review Cycle
- FINANCE: Budget
- ANALYSIS OF VARIANCE / ANNUAL REPORT
- LEARNER ACHIEVEMENT DATA
- STATEMENT OF NATIONAL EDUCATION AND LEARNING PRIORITIES (NELP) - objectives 1-3

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: