RAS Strategic Plan 2024 – 2025

Takatu-ana te ako ā-mate-noa - Engage in Life-Long learning

Our Vision - Belonging, Well-Being, Success through:

• Partnership • Best-Practice • Community • Transitions • Responsive Curriculum

ERO 22" Moving forward, the school will prioritise:"• implementing a localised curriculum which is responsive to the aspirations of students, parents, and whānau • using internal evaluation to support the quality, consistency, and coherence of the school's curriculum, assessment and teacher practice across the primary and secondary school • mentoring and supporting staff to promote student wellbeing and engagement"

Summary of the information used to create this plan. Strategic Goal 1.

ERO Te Ara Huarau / School Improvement Framework. Learners Te Tiriti o Waitangi (level initiate) Foundations to give effect to Te Tiriti o Waitangi are clear and established. Students have the opportunity to learn through Tikanga Māori. Māori, Māori Whānau, hapu and iwi expectations are not yet established. ERO Te Ara Huarau / School Improvement Framework. Conditions to Support Learners . Partnerships (initiate) Community collaboration is beginning to provide opportunities for students. The school is initiating connections with whānau, hapu, iwi and parents. Support from educational partnerships is used to support the school.

Issues: The delivery of a progressive Māori language programme is yet to reflect the aspirations of local whanau, hapū and iwi for Māori language. Students are unaware of their te reo Māori capabilities. Students are unaware of te reo Māori lessons in the school. Teachers' recognise the importance of Māori language in the school. Teachers are yet to develop systems and assessments to monitor the effectiveness of programmes

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Strategic Goals	Board Primary Objective	Links to Education Requirements	What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
Belonging, Well-Being, Success A schoolwide progressive Māori language strategy plan is developed with whanau, hapu and iwi. The plan is to have a strong focus on developing the capability of staff and students in te reo Māori.	The school gives effect to Te Tiriti o Waitangi, including by working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, matauranga Māori, and te ao Māori; and taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and achieving equitable outcomes for Māori students.	**National Education Learning Priorities.** **Objective 3: Quality Teaching and Leadership – Quality teaching and leadership make the difference for learners and their whanau** **5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning** Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture • **Tikanga Māori is embedded in values, practice and organisational culture , based on the advice of mana whenua and tangata whenua.** Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori • **Tumuaki, Kaiako and staff are supported to develop their te reo Māori and tikanga Māori skills and competencies** • **Ākonga have opportunities to learn, and learn in te reo Māori.** • **We are committed to Te Tiriti. The Treaty is embedded in all policy and practices including strategy, behaviours, actions, services and resourcing** Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement • **Māori identity, language and culture are incorporated into teaching, learning and pastoral care.**	• A schoolwide progressive Māori language strategy plan is initiated with staff, students, whanau , hapū, and iwi. • The teaching and learning of te reo Māori is a valued part of the school curriculum. • The school prioritises the development of staff capability: - Teachers recognise the importance of Māori Language in the school - Teachers continue their own te reo Māori learning journey. - Staff are developing cultural competencies. • Discussions with whanau, hapū, and iwi are held on the language setting and planning process. • Students are regularly participating in progressive te reo Māori lessons. • Whānau, Hapū and Iwi are involved in the monitoring of the effectiveness of Māori language programmes.	• Whānau, hapū and iwi engage in designing and planning activities and celebrations that promote Māori Language. • Whānau, hapū and iwi who have Māori language capabilities advise the school on the delivery of te reo Māori programme. • A robust Tiriti o Waitangi policy outlines processes for the teaching and learning of te reo Māori in our school community. • Teachers recognise the importance of te reo in the school and continue their own te reo Māori learning journey. Teachers complete a Māori Language Learning programme appropriate to identified learning needs. • Teachers plan for the acquisition of vocabulary, phrases and other forms of language that are used on a regular basis in Aotearoa e.g. pepeha, whakatauki, greetings, waiata etc. • Define Māori language goals based on the language and tikanga outcomes identified in the national curriculum. • Our kura fully supports He Ruru Mātauranga initiatives including the development of purakau from Ngati Waewae /reomāorimai. • The school fully supports initiatives on Te Tai Poutini for kapa haka, mau rakau, matariki, te reo o wiki, Waitangi Day	**Students are progressing and achieving in te reo Māori.** **Students have set learning goals and know what to do to achieve them in te reo Māori.** **Learning goals are set in partnership with whanau, hapū, iwi and the school.** **Teachers meet their personal goals in their te reo Māori learning journey.** **Staff relate their development of cultural competencies.** **The school has a robust Tiriti o Waitangi policy that is well known to the school community.**

Strategic Goal 2
Summary of the information used to create this plan: An interrogation at mid-year and end of year data has highlighted areas of under-performance in achievement for cohorts of students throughout the school. These areas continue to be Reading Year 1-5, Writing Years 1-10, Mathematics and Statistics Years 1-10 and attendance across all levels. These specific target areas will form the basis of collaborative teaching as inquiry projects. The targets support the achievement challenges of the Top of the South Kāhui Ako.

Strategic Goals	Board Primary Objective	Links to Education Requirements	What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
Belonging, Well-Being, Success

Priority learners are identified and targeted to succeed. Accelerate the learning of students performing below expectations.

. | (1) A board's primary objective in governing a school are to ensure that

a) every student at the school is able to attain their highest possible standard in educational achievement;

d) the school is inclusive of, and caters for, students with differing needs; | National Education Priority 2 **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** Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations

National Education Priority 4 **Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy** Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills. **Ākonga are equipped with language, literacy, numeracy and digital literacy skills that enable future learning and development.**

Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists. | • Based on quality achievement data, targets are set to support cohorts of students performing below expectation

• Desired achievement outcomes are established for students performing below expectations in : NCEA Literacy and numeracy requirements Writing Years 1-10 Mathematics and Statistics Years 1-10 Attendance

• Collaborative inquiries are developed to support target student achievement. The inquiries are shared with a professional audience.

• Individual teaching plans have input from parents / students / whānau and family. Quality information is to be shared regularly with stakeholders

• Teachers are inquiring into their practice to see what works, what doesn't work and make the changes needed to improve student achievement.

• PLG meetings have a focus on target student achievement. PLGs enable robust discussion and collegial professional support to assist with teacher inquiries. | • Target students in reading, writing, mathematics and attendance will be identified late Term 4 /early Term 1.

• Individual teaching plans have input from parents / students / whānau and family. Quality information is to be shared regularly with stakeholders

• Leader and teacher capability is built to use teaching as inquiry to inform teaching and learning practices for target students. Collaborative inquiry is encouraged. Facilitate the sharing of inquiries to a professional audience.

•Termly student monitoring meetings are held between Curriculum Team Leaders and teachers on the achievement of target students.

• Fully implement Cycles of Inquiries as part of teacher appraisal processes.

•Individual teaching plans are established for all students achieving **well-below curriculum achievement levels** in mathematics, reading and writing. Parents, students, family and whānau have input into the plans. Regular Home and School information sharing occurs. | **Students are progressing and achieving towards curriculum level expectations.**

Students have set learning goals and are meeting them.

Student progress is assessed using a variety of valid assessment tools

Teachers can accurately identify students accelerated progress in learning areas. |

Strategic Goal 3

Summary of the information used to create this plan: The school has been working closely with Ngāti Waewae through reomāorimai to implement He Ruru Mātauranga and the pūrākau. Our kura has been slowly putting together a localised curriculum to sit alongside and support the NZ Curriculum Refresh. The school needs to keep on track with the implementation of the N.Z. Curriculum Refresh and the updating of NCEA programmes. School wide review and reporting to parents procedures require further development through this time. Staff need to become aware of the curriculum supports available.

Strategic Goals	Board Primary Objective	Links to Education Requirements	What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
Belonging, Well-Being, Success **Effective teaching strategies and learning opportunities are used to engage learners and enrich learning** **Use internal evaluation to support the quality, consistency, and coherence of the school's curriculum, assessment and teacher practice across the primary and secondary school**	(1) A board's primary objective in governing a school are to ensure that a) every student at the school is able to attain their highest possible standard in educational achievement; The school gives effect to Te Tiriti o Waitangi, including by working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori;	National Education Priority 4 **Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy** Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills. • **Ākonga are equipped with language, literacy, numeracy and digital literacy skills that enable future learning and development.** • **Our ākonga build key competencies and capabilities including communication, problem solving, critical thinking, resilience and interpersonal skills.** • **Our ākonga have a variety of learning opportunities to develop digital literacy.**	**Curriculum Development** • The aspirations of mana whenua and Te Ao Māori are evident in the localised curriculum. • Staff become familiar with the revised NZC Framework • Staff explore the Online Curriculum Hub to support relevant learning opportunities. • Clear delegations for the responsibility of implementation are stated. **Curriculum Review** • Curriculum Team Leader reports are strengthened to give an accurate overview of achievement for each learning area. • The curriculum review programme overview is updated to ensure effective review is taking place. • The school's reporting to parents' procedure is reviewed and developed. Emphasis is to be placed on effective practice and quality engagement with whānau, family and the learner. • Systems are developed to enhance the collection and collation of achievement data. • Greater use of the parent portal is made to enable timely reporting of progress.	**Curriculum Development** • Develop and implement a local curriculum which provides a coordinated approach to teaching and learning, incorporates the changes in the national curriculum and reflects the local context. • Implement NCEA literacy and numeracy requirements to meet NZQA expectations. • Social Sciences refresh. Implement NZ Histories Content Material • Mathematics and Statistics curriculum refresh implementation • English curriculum refresh implementation. • The Common Practice Models are explored **Curriculum Review** • Curriculum team leader leadership and oversight of implementation • Curriculum Team Leader reports are furnished at the end of Term 3 for BOT consideration • A comprehensive review programme is developed and implemented. • Quality achievement data is available • Ongoing consultation and updating of reporting to parents procedure.	Reefton Area School has a documented local curriculum. Increasing numbers of senior students are meeting NCEA literacy and numeracy requirements. NZ Histories are being delivered in classroom settings. Ngāti Waewae pūrākau are embedded in the local curriculum Digital technology requirements are being delivered in classroom settings. Mathematics and Statistics, English curriculum refresh implementation is in place by 2025. Common practice models are in classroom use. Effective curriculum review practices are happening in the school. The Board receive regular curriculum reviews across all learning area. Student achievement information is regularly collated to inform school improvement.

Strategic Goal 4
 Summary of the information used to create this plan: To counter the effects of a highly transient community, the school needs to ensure school wide positive behaviour for learning strategies, attendance strategies and well-being initiatives are implemented with both rigor and fidelity. Ongoing feedback and review suggests that consistency of practice is the number one barrier to positive student outcomes. While exemplars of good practice are in evidence, a

whole team approach is most likely to be of benefit. There is an increasing need to have both community and student involvement into school wide practices. The school is at the point where Tier 2 interventions could be strengthened. This would include developing appropriate responses to moderate behaviour issues. Maintaining agreed school wide values including those vital to Mana Whenua are of importance.

Strategic Goals	Board Primary Objective	Links to Education Requirements	What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
Belonging, Well-Being, Success . **A) Fully implement School Wide Positive Behaviour for Learning initiatives in the Reefton Area School Community** **B) Implement an attendance strategy** **C) Staff are committed to well-being outcomes**	The school is a physical and emotionally safe place for all students and staff; and gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and d) the school is inclusive of, and caters for, student with differing needs;	Objective 2: Barrier Free Access – Great education opportunities and outcomes are within reach for every learners 3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them. • Our learning environments are inclusive and responsive to ākonga needs. All ākonga can take part in social and learning opportunities. Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective.	• Tier 1 SWPB4L practices are implemented with fidelity. • The student reward system is embedded. Free and frequent, class rewards, and student achievement awards are used across all settings. •The community is actively informed and involved in SWPB4L initiatives. • Networks with Buller/West Coast Schools are professionally supportive. • The BOT is actively involved in the development of the student attendance and engagement strategic direction • A well-structured attendance procedure is shared with all staff. Each member of staff understands their role. • Student and community voice is actively sought to address well-being issues. • Staff induction includes indepth support for PB4L, Te Whare Tapa Rima, and Well-being initiatives. • Mentor and support staff to promote student wellbeing and engagement • A safe place is established in the School and resourced with personnel	• Bilingual signage is established in the quad area to reinforce school wide values • The PB4L team is expanded to include wider staff, student and BOT representation. • The big 5 data is shared regularly with staff, the BOT and parent community. • The Year 7/8/9/10 graduation programme is enhanced. • Regular reviews of PB4L practice is shared. • Enhance home and school information sharing. • Further develop Tier 2 interventions. • Specific causes of absence are identified and addressed. Consideration is given to the attendance and engagement of specific vulnerable groups. • Overall targets for improving attendance are based on a thorough audit of quality relevant data. Data is monitored frequently. Analysis is shared with all stakeholders. • A well-being team is established • The school fully supports the Mana Ake development on the West Coast. • Support West Coast Pathways and Buller REAP Transition initiatives •Address predominant student issues: pro-social behaviour, emotional wellbeing, bullying and violence, vaping, responding to trauma.	• SET and TFI evaluations are carried out to monitor SWPB4L Implementation. • Reward systems are maintained **The values of Manaaki, Wawata, Tū Tangata (Respect, Aspire and Self-Manage) are fully embedded into the school culture.** **Staff collaborations and teamwork are highly evident in all school-wide positive for behaviour initiatives .** **Clear, well understood procedures are in place for the managing of minor, major and crisis behaviours in the school setting.** **Students are taking pride in their environment.** **Restorative practices are implemented in classroom practice.** **Calm, respectful classroom environments are evidenced across the school.**