

# Rangitikei College Annual Implementation Plan 2024

References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

## Summary of the plan

The 2024 annual plan identifies priorities for development in the 2024 school year that give effect to the 2024-2025 Strategic Plan. Much of this continues on work commenced in 2022-2023 and focuses on developing a more responsive curriculum at all levels, equitable outcomes and enhanced student wellbeing and identity.

## Where we are currently at:

During 2022-2023 the following aspects were undertaken as part of the curriculum review process:

- Consultation with contributing school Boards, sector groups and iwi representatives
- Survey to whānau
- Externally facilitated hui with Māori and Pasifika students, and reports presented
- Wellbeing@School survey
- Participation in four teacher-only days focusing on preparation for changes in NCEA and the introduction of Te Mātaiaho
- Externally provided whole staff professional development on using technology to enhance learning, Tapasā and ALiM
- Revision of aspects of the Year 9-10 curriculum, including the integration of English and Social Studies in Year 9
- Ongoing engagement with staff and the Southern Rangitikei Kahui Akō

There was continued staff involvement with Poutama|Pounamu professional development, and the Kahui Akō iwi engagement initiative.

A revision of the strategic underpinnings of pastoral care and student wellbeing was undertaken, informed by Wellbeing@School and Rongohia te Hau surveys/tools, and the Māori and Pasifika student consultations above. Systems were strengthened and the provision of Alternative Education was re-envisioned. Te Whare Tapa Wha was identified as a lens to consider this going forward.

The curriculum review was ongoing and will continue in 2024. Planning for the major revision of NCEA Level 1 from 2024 has adjusted short-term focus for this review, and led to prioritising literacy and numeracy development.

*Regulation 9(1)(e)*

## How will our targets and actions give effect to Te Tiriti o Waitangi:

Te Tiriti is integral to decision-making in the school, and in the promotion and development of school culture through our pouwhenua. The school is absolutely committed to:

- Preparing all students for living in a bicultural and multicultural world
- Standing up to racism and confronting unconscious bias in all its forms
- Reducing inequities in educational achievement between non-Māori and Māori students

This is evident through Strategic Goal 3 below.

*Regulation 9(1)(g)*

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<p><b>Strategic Goal 1</b></p> <p>To successfully prepare for, and implement, the changes in the National Certificate of Educational Achievement.</p> <p style="text-align: right;"><i>Regulation 9(1)(a)</i></p>
<p><b>Annual Target/Goal:</b></p> <p>The new Level 1 NCEA successfully introduced across all learning areas in 2024, including literacy and numeracy development.</p> <p style="text-align: right;"><i>Regulation 9(1)(a)</i></p>
<p><b>What do we expect to see by the end of the year?</b></p> <ul style="list-style-type: none"> <li>Revised department programmes completed</li> <li>new Level 1 standards appropriately taught, assessed and reviewed</li> <li>Clear and structured planning and responsiveness to students at risk of not achieving literacy and numeracy</li> </ul> <p style="text-align: right;"><i>Regulation 9(1)(d)</i></p>

<i>Regulation 9(1)(b)</i>	<i>Regulation 9(1)(c)</i>	<i>Regulation 9(1)(c)</i>	<i>Regulation 9(1)(d)</i>	
Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
Principal conversations with HODs before the end of Term One identifying progress, perceptions and readiness for Level 1 standards. Data collected and reviewed at the end of year to measure change.	Principal  HoDs	Depending on outcome of conversations, professional development and resourcing to ensure successful implementation of new programmes and assessment.	End Term 1 End Term 4	Interviews completed within timeframe.  Additional supports necessary, if any, identified and responded to.  HoDs express increased confidence in revised Level 1 programmes by the end of the year.
Enhanced tracking of student literacy and numeracy attainment in Year 9-10, and communication of this to staff and whānau.	Teacher i/c Literacy (WST)  Teacher i/c Numeracy (WST)		Ongoing	All teachers can access up-to-date (minimum termly) numeracy/literacy data, especially e-asTTLe, on Year 9-10 students.  Whānau teachers given tools to communicate relevant information to whānau at Learning Conferences.
Structured interventions put in place Years 9-11 for students at high risk of not achieving NCEA literacy and numeracy requirements.	Teacher i/c Literacy (WST)  Teacher i/c Numeracy (WST)  HoD Learning Support	Will vary depending on the nature of the need (eg. Learning Support Assistants, class withdrawal/change, ILPs etc)	Ongoing	Relevant interventions clearly evident and responsive to student needs.  75% of Year 11 students, and 90% of Year 12 students have achieved NCEA Literacy and Numeracy co-requisites by the end of the 2024 school year.
Teacher only days to incorporate professional development on responding to high literacy/numeracy needs	Teacher i/c Literacy (WST)  Teacher i/c Numeracy (WST)		Term 2  Term 4	Increased staff confidence in promoting literacy and numeracy across all subjects, and evidence of targeted strategies within each department.
Maths and English department involvement in Accelerating Learning in Literacy (ALL), and Accelerating Learning in Mathematics (ALiM)	HoD Mathematics  Co-HoD English	Funding received from MOE Pfs application. This funds teacher release time and additional resourcing if required.	All year	Students identified as needing further support through ALiM and ALL accelerate progress higher than expected.



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Programmes for Students professional development initiatives.				
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## Strategic Goal 2

To review and strengthen the content and delivery of the school curriculum, and ensure that it meets the requirements of Te Mātaiaho/NZ Curriculum with integrity.

Regulation 9(1)(a)

### Annual Target/Goal:

Changes made to aspects of the school curriculum and teaching pedagogies that enhance teaching and learning.

Regulation 9(1)(a)

### What do we expect to see by the end of the year?

- Revised vocational pathways programme and increased engagement by students placed in it.
- Enhanced schoolwide process for gathering feedback on teaching from Year 9-10 students
- Teachers more confident and competent in differentiation, scaffolding and giving and receiving feedback
- Chromebooks being used more productively in Year 9-10 classes
- Year 9-10 English/Social Studies fully integrated into 'Humanities'
- New classroom spaces used to enhance learning in performing arts and learning support learning areas

Regulation 9(1)(d)

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
<i>Regulation 9(1)(b)</i>	<i>Regulation 9(1)(c)</i>	<i>Regulation 9(1)(c)</i>		<i>Regulation 9(1)(d)</i>
New timetable structure put in place for students on 'vocational courses' and out 40% of the school week, and Individual Learning Programmes (ILPs) developed for these students.	HoD Vocational Pathways	Suitable classroom provided Specialist teachers timetable to vocational room.	All year	Students in Vocational Pathway programme achieve the NCEA targets identified in their ILPs.
MOE Teacher Only Days focus on preparation and implementation of Te Mātaiaho.	SLT		Term 2, Term 4	Teachers report increased confidence in implementing Te Mātaiaho.
Professional development programme with 3M Learning (Martin Hughes) focussing on developing teacher pedagogy relating to differentiation, scaffolding and feedback.	Acting AP (KM) Principal	Centrally funded PLD. Some teacher release time.	All year	Increased understanding and use of differentiation, scaffolding and feedback reported by teachers  Formalised Year 9-10 student surveys that focus on teaching in the classroom.
To not use chromebooks in Year 9-10 in Term One to allow professional development to take place before reintroduction.	Acting AP (KM)	Teacher release time for professional development.	Term 1	Enhanced (not increased) use of Chromebooks in Year 9-10, and less evidence of them being used in 'blanket' activities (will also be shown in less damage and misuse)
Continue Tapasā professional development programme through	Principal	Centrally funded PLD. Some teacher release time.	All year	Staff have opportunities to enhance cultural competency, with a focus on ESOL learners.



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Auckland University and weave in with 3M professional development.				
Fully integrate Year 9-10 Social Studies/English programmes into 'Humanities'.	HoDs Social Studies and English		January	Successful implementation of Year 9-10 Humanities programmes, including increased evidence of resulting: <ul style="list-style-type: none"> <li>• Coherence</li> <li>• Literacy/numeracy application and attainment</li> <li>• Local curriculum</li> </ul>
Completion of Performing Arts space	Board Project Manager, contractor, Business Manager, Principal	5YA funding plus budgeted Board contribution	September	Rebuild completed on time and on-budget.  New venue provides appropriate teaching and performance facilities for performing arts curriculum and co-curricular activities for all students.
Completion of refit of Learning Support rooms (WH5-6)	Business Manager HOD Learning Support	Budgeted capital and furniture & fittings.	April	Learning Support Hub (WH5-6) functioning as a vibrant, transparent and inviting learning space, fully integrated into the life of the school, providing enhanced opportunities for Learning Support students and staff.



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## Strategic Goal 3

To promote equitable outcomes for all students.

Regulation 9(1)(a)

### Annual Target/Goal:

Clear strategies evident to reduce inequities in learning attainment, especially literacy and numeracy, and student engagement.

Regulation 9(1)(a)

### What do we expect to see by the end of the year?

- Quality data available and used by teachers that highlight areas of potential inequitable outcomes (eg. learning data, attendance, standdowns/suspension, sporting participation).
- Where inequitable outcomes exist, evidence of these reducing 2022-2024

Regulation 9(1)(d)

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
<i>Regulation 9(1)(b)</i>	<i>Regulation 9(1)(c)</i>	<i>Regulation 9(1)(c)</i>		<i>Regulation 9(1)(d)</i>
Refer to literacy and numeracy actions above which are also focussed on achieving equitable outcomes.				
Professional development for teaching staff through Kahui Akō iwi engagement initiative.	Kahui Akō Within-Schools teachers  Principal	-	Ongoing	Increased engagement by staff with iwi and Runanga (eg. pastoral, curriculum, careers)  Local contexts more evident in classroom programmes.
Use enhanced literacy and numeracy data to identify evidence of inequitable outcomes, and if found, take tangible steps to redress these.	Teacher i/c Literacy (WST)  Teacher i/c Numeracy (WST)	-	All year	Year 9-10 achievement data (especially e-asTTLe) accessible and analysed with a view to identifying inequitable outcomes.  Teachers are confident in accessing, interpreting and using data.
Continued involvement with MOE-funded 'Learning Village' programme to enhance outcomes for ESOL students, including the involvement of an additional Learning Support Assistant.	HoD Learning Support  Learning Support Assistants (2)	Funded by MOE.	All year	ESOL students achieve enhanced competency in English (using ELLP scores) and attainment in NCEA.
Provide free sport at all levels	Business Manager	Pilot funding received from Tu Manawa Regional Sports Trust	All year	Increased average sporting participation as measured by SSNZ census.
Increase Pasifika student voice.	Principal	-	All year	Establishment of forum or mechanism by which Pasifika student voice is heard (in response to 2023 consultation).



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## Strategic Goal 4

To deepen students' sense of wellbeing, connection and identity.

Regulation 9(1)(a)

### Annual Target/Goal:

School environment and structures developed with a view to encourage student wellbeing, attendance and connection to the college.

Regulation 9(1)(a)

### What do we expect to see by the end of the year?

- Te Whare Tapa Wha embedded into the school pastoral system, including Te Whare Aroha Rangatahi
- Academic Mentoring reframed and a clear programme developed and implemented
- Increased evidence of student voice at both the classroom and whole-school level
- Clear understanding of school attendance data evident, and being responded to
- Continued enhancement of school physical spaces with a view to fostering pride, identity and connection

Regulation 9(1)(d)

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
<i>Regulation 9(1)(b)</i>	<i>Regulation 9(1)(c)</i>	<i>Regulation 9(1)(c)</i>		<i>Regulation 9(1)(d)</i>
The school pastoral system increasingly framed through a Te Whare Tapa Wha lens.	Principal Pastoral team	Staff time to review.	All year	Review of pastoral system complete, and Te Whare Tapa Wha clearly evident in recommendations.  Staff increasingly reference Te Whare Tapa Wha.
Review and enhance 'Academic Mentoring', House spirit, and student leadership programmes.	ACM Coordinator	Increased time for ACM coordinator to mentor House leaders, and to develop teaching programme for Academic Mentors.	All year	House Captains and Deputy House Captains given increased recognition (including revised badges) and play increasing role in school activities (organising, implementing, higher visibility etc).  ACM Coordinator actively overseeing development of leadership skills and acting as leadership mentor for House leaders.  Development, resourcing and implementation of ACM curriculum programme.
Opportunities for student 'voice' expanded.	Principal Student leaders Acting AP (KM)	Staff time to gather and analyse student feedback.	All year	Designated student leader appointed with responsibility for gathering student voice, and sharing that in appropriate forum (Board, staff, students).  Formalised feedback gathered, analysed and reflected upon from Year 9-10 classes.
Identify further within-school actions to monitor, follow up on, and reduce non-attendance.	AP (OG) Dean (GW)	Liaison with attendance service.  Staff time.	All year	Increased rigour in attendance records – eg. 'invalid' entries on individual attendance data drops to near zero.



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				<p>Enhanced school liaison with attendance service.</p> <p>School attendance data – individual and global – analysed more frequently and rigorously.</p> <p>Staff member with responsibility for analysing data appointed.</p> <p>Principal to report to Board on attendance at least termly.</p>
Develop Te Whare Aroha Rangatahi as a general ‘student wellness’ facility incorporating public health, external counselling etc as well as alternative education.	Pastoral Team leader	Budget allowance for minor capital.	All year	Public health services relocated to Te Whare and working effectively.
Promote use of physical environment, within and outside school, as places of connection and pride	All staff	<p>Budgeted funding for:</p> <ul style="list-style-type: none"> <li>- Signage</li> <li>- Student shelter</li> <li>- Visual art</li> <li>- Landscaping</li> </ul>	All year	<p>Completion of block renaming and supporting signage.</p> <p>Board plans for additional external student shelter.</p> <p>Landscaping changes to enhance physical environment.</p>