

# RUAHINE SCHOOL

## CHARTER 2017

(guided by the National Education Guidelines, National Administration Guidelines, and Education Act 1989)

Ruahine School is a vibrant, rural, full-primary state school nestled beneath the Ruahine Ranges.

We are situated in a dairy, and sheep/beef farming area approximately 12 kilometres southwest of Dannevirke, within the Tararua District. Children attend the school from the broad surrounding area, mostly by Ministry funded buses. Our roll fluctuates between 155 to 175 children.

The BoT have developed and implemented an enrolment scheme to prevent the possibility of overcrowding. Community partnership and involvement is active, highly valued, and fundamental to Ruahine School.

We are extremely proud of our child-centred, future-focussed rural school!

### **Ruahine MOTTO**

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

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

### **Ruahine VISION / MISSION**

***Within an inclusive community that values every person we prepare our students with the competencies and values they need to do the best they can do and be the best they can be.***

# Ruahine 'ROCKERS' Values

Ruahine ROCKERS are:

## Resilient

*(being resilient is about sticking to something until it is completed and not giving up; it's showing perseverance and commitment)*

## Open to Learning

*(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)*

## Collaborative

*(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)*

## Kind

*(being kind is about treating others the way you want to be treated; it is caring, friendliness, tolerance, humility and inclusiveness)*

## Enthusiastic

*(being enthusiastic is about showing a sense of fun and enjoyment in what you do; it's about having pride and self-motivation)*

## Respectful

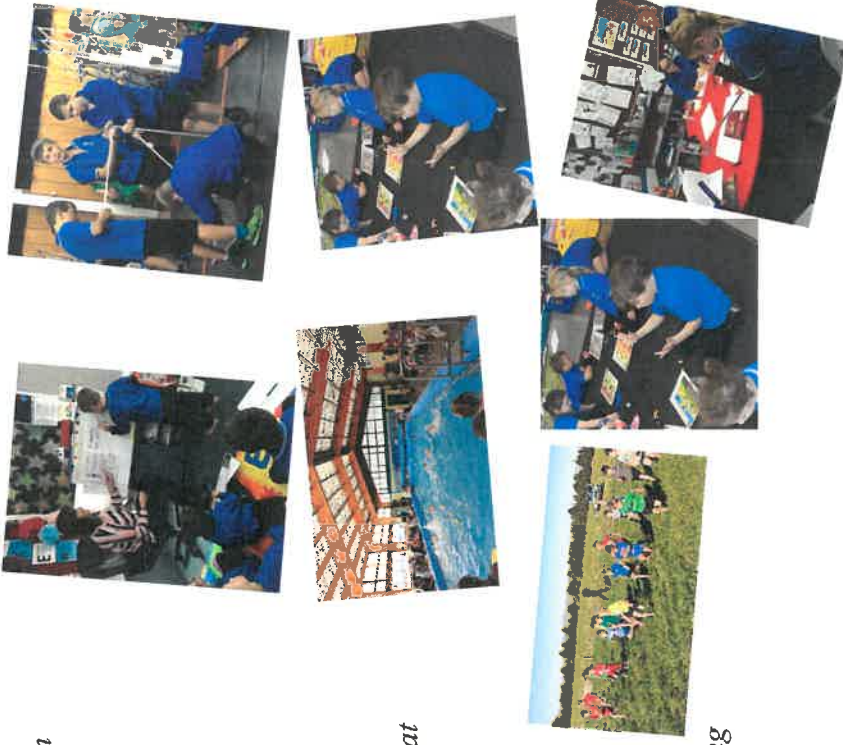
*(being respectful is about speaking and acting with courtesy; it's about caring for ourselves, others and our environment; it's integrity, self-esteem, pride, being trustworthy and honest)*

## Self-managing

*(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)*

Our Ruahine School Motto, Vision, and Values are student centred, meaningful, and inspire personal excellence - they encompass the Vision, Values, Principles and Key Competencies of the New Zealand Curriculum.

- ◆ Our school MOTTO 'The Best I Can Do, The Best I Can Be' motivates our students to strive for personal success AND inspires our vision.
- ◆ Our VISION: 'Within an inclusive community that values every person, we prepare our students with the competencies and values they need to do the best they can do and be the best they can be'.
- ◆ To achieve our Vision we are guided and supported by our Ruahine ROCKERS Values: being... RESILIENT, OPEN TO LEARNING, COLLABORATIVE, KIND, ENTHUSIASTIC, RESPECTFUL, SELF-MANAGING



# Ruahine School Principles - supported by our ROCKERS values...

At Ruahine School we are committed to 'living' our ROCKERS values to...

- Provide a caring, safe and inclusive learning community that...
  - Values all cultures, and appreciates all learners for their individuality and uniqueness.
  - Encourages a 'can-do' attitude.
  - Fosters family, whānau, school, and community partnerships.
  - Inspires all learners to do the best they can do and be the best they can be.
  - Celebrates achievement and success for all.
- Deliver a relevant and stimulating curriculum that encourages and enables every student equal opportunities to learn, while giving priority to student achievement in literacy and numeracy.
  - Our students will learn to be...
    - Independent, self-motivated, confident and proud learners – who strive to do the best they can do and be the best they can be.
    - Reflective and effective thinkers, problem-solvers, innovators and communicators.
    - Understanding and respectful of all cultures, all peoples, themselves, and the environment.
    - Positive, respectful and contributing members of their local and wider communities, and environment.
    - Effective users of ICTs.
    - Confident with the skills and competencies they need to continue their learning journey throughout life.



At Ruahine School we are committed to continuing the professional development of staff to ensure consistency and excellence in formative teaching and learning practice, so that they can inspire and support our students to do the best they can do and be the best they can be.

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

*Our priorities are guided by the Education Act 1989 Section 61(3)*

At Ruahine School it is our priority to...

- 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.
- Increase participation and success of Māori students through the advancement of Māori education initiatives, including education in Te Reo Māori, and developing cultural competency within our school and community - consistent with the principles of Ka Hikitia, Tātaiako and the Treaty of Waitangi.
- 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.
- Ensure that all learners have the opportunity to acquire basic Te Reo and understanding of everyday conversational language (e.g. greetings, local places).
- Ensure equitable learning opportunities and outcomes for Māori and Pasifika learners: through respecting and engaging with learner's identity, language and culture, and through identifying students at risk of underachieving or who have special needs so that learning programmes and resources can be targeted to cater for individual needs.
- Ensure Te Reo is integrated across our school curriculum – through authentic context, the use of resources such as: 'He Reo Tupu, He Reo Ora', and through teacher and local community knowledge and expertise.
- Encourage the correct pronunciation of Māori place names and personal names.
- Provide opportunities for students to join Kapa Haka, and have opportunities to perform both in the school and the wider community.
- Provide on-going reporting to the Board of Trustees on the achievement of Māori and Pasifika learners.

## National Standards at Ruahine School

The National Standards are incorporated in our Charter through annual Achievement Reporting to the Board of Trustees, and to the Ministry. The Analysis of Variance is found in these reports. The information from this analysis directly informs our Annual Targets and Strategic Goal setting.

- The Ruahine Board use this achievement reporting to help make sound judgments about the achievement of individuals and groups of students; and to help set differentiated targets that reflect high expectations for groups of students; with a particular focus on Māori and Pasifika students and those at risk of not meeting the standards. These judgments are also used to inform self-review for improvement, including timely and relevant professional development.
    - The Ruahine Teaching Staff collect, analyse and use assessment data from school-wide formal assessment, evidence of student learning throughout the curriculum, and observations, to make an informed professional Overall Teacher Judgment (OTJ) relevant to National Standards. This assessment is used to identify students with learning needs and to inform next-step teaching and learning for all students, with the purpose of positively impacting student achievement.
- This assessment is also used by teachers to inquire into and consistently reflect on, their teaching-learning relationship and the impact of their teaching on their students.

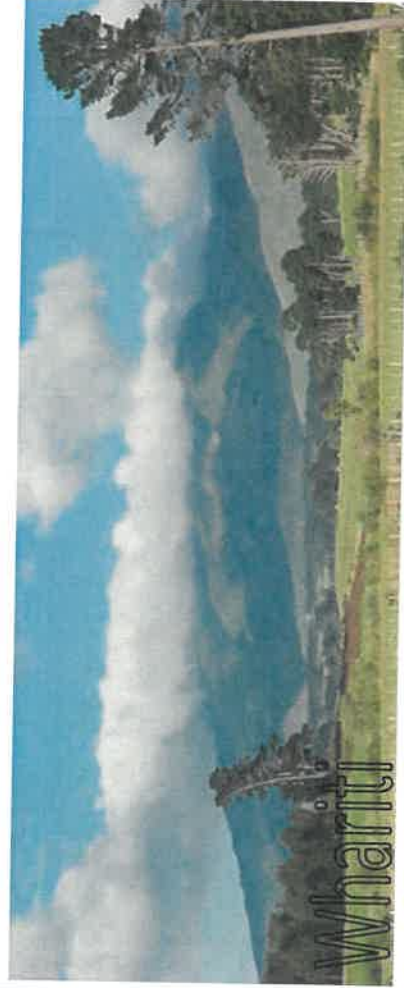
## School Houses

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 (colour blue)*

*Representing Takapari House (colour green)*



*Representing Whariti House (colour red)*

*Representing Matanginui House (colour yellow)*



## Ruahine school consists of:

- a main block made up of 5 classrooms and administration area
- 3 relocatable classrooms
- a hall and heated indoor swimming pool
- an up to date, renovated library
- a 4 bay shed
- a school house with garage

Ancillary facilities include a pump shed and a mower shed.

2011 - property upgrades included a roof replacement of the main school block; an administrative area upgrade including teacher resource preparation area, a meeting room and upgraded office and sick bay; electrical and fire system upgrades; and a new school reception area

2012 - heat pumps were installed in the school hall and bark in the school playgrounds was replenished

2014 - capital works completed: School Pool re-fibreglassed; SNUP, Wireless Network & N4L; also bark in senior playground replenished, trees removed and new wooden fence built

2015 - January: 2x new concrete water tanks installed

2016 – new automatic chlorination system for the swimming pool; outside shelter area built

2017 – new pump for the swimming pool and upgraded electrical safety systems in the swimming pool pump shed, major boys and girls toilet upgrade

## Review of Charter / Consultation – process to date

Following the merger of Ruahine and Rua Roa in 2004 the charter and strategic plan were redeveloped to represent the wishes and culture of our new community. This is an ongoing process that includes consultation and updating of our charter on a regular basis.

### Process undertaken

- 2010 Updated charter to include aspects of the New Zealand Curriculum and the “new” Ruahine Curriculum 2010
- 2011 Updated Charter to include National Standards legislative changes. New local goal introduced around Māori Student Achievement (Local Goal 6)
- 2012 Community consultation
- 2013 Updated charter and updated strategic plan.
- During 2013 Staff, BoT, community and student consultation. Staff and Board of Trustee members were also involved in professional learning around the National Education Guidelines; National Administration Guidelines; sections of the Education Act 1989; the Vision, Values, Key Competencies and Principles of the NZ Curriculum. This in-depth consultation has resulted in a new Charter, new formats around Strategic and Annual Planning, new School Values, and has informed our new School Curriculum.
- 2014 New Charter and Strategic Plan. Ruahine School Curriculum and School ROCKERS Values implemented. Health Curriculum review and update.
- 2015 Updated Charter and Strategic Plan
- 2016 Updated Charter and Strategic Plan
- 2017 Updated Charter and Strategic Plan. During 2017 we will engage in staff, BoT, community and student consultation in preparation for the 2018 Charter

# RUAHINE SCHOOL STRATEGIC AIMS

– The National Education and Administration Guidelines are given effect (and referenced) under each Strategic Aim.

STRATEGIC AIM 1 Learning Success for All NAG 1, 2, 2A, 3, 4, 5 NEG 1,2,3	2017	2018	2019
<p>1(i) To consistently progress the Mathematics achievement of all students towards achieving AT or ABOVE the expected Mathematics National Standard for the length of time they have been at school (Years 1-3), or for their end of year level (Years 4-8)</p>	<p><b>MAINTENANCE FOCUS</b> <i>Dannevirke Community of Learning Goal 3: To attain 85% of all students achieving At / Above their expected National Standard for Mathematics by end 2017.</i></p> <p><b>Embed Best Practice</b></p> <ul style="list-style-type: none"> <li>• Embedding of assessment and moderation practices. Exploration of the use of PaCT to support moderation.</li> <li>• Embedding of specific structure of collaborative problem solving sessions.</li> <li>• Continue to maintain (and develop as appropriate) teacher knowledge and understanding of different aspects and practices within sessions.</li> <li>• Embedding of collaborative planning practices for problem solving.</li> <li>• Review and reduce 'Big Ideas' within school-wide planning.</li> <li>• Support new staff.</li> <li>• Focus on lifting achievement of priority learners.</li> <li>• Continue to review basic facts achievement progress; embed use of successful strategies and extend these school-wide.</li> <li>• Embed the use of 'Talk Moves' and student verbalisation and understanding of these.</li> <li>• Continue practices for enriched learning for high achievers in Mathematics.</li> <li>• Review 2017 goals and progress</li> </ul>	<p>Further development and next steps will be also be dependent on learning and achievements within 2017 review.</p> <ul style="list-style-type: none"> <li>• Develop knowledge of deliberate acts of teaching within mathematics and their impact &amp; effect size on student learning.</li> <li>• Continue to grow practices and strategies to meet the needs of high achieving mathematical learners.</li> <li>• Focus on lifting achievement of priority learners</li> <li>• Support new staff.</li> </ul>	<p>Review Mathematics practice school-wide, with focus on:</p> <ul style="list-style-type: none"> <li>• strand and assessment</li> <li>• high achieving learners</li> <li>• priority learners</li> </ul>

<p>1(ii) To consistently progress the Literacy achievement of all students towards achieving AT or ABOVE the expected Reading and Writing National Standard for the length of time they have been at school (Years 1-3), or for their end of year level (Years 4-8)</p>	<p><b>MAJOR DEVELOPMENT FOCUS</b>  <i>Dannevirke Community of Learning Goal 1&amp;2: To attain 85% of all students achieving At / Above their expected National Standard for Reading &amp; Writing by end 2017.</i></p> <p><b>In-school facilitated development</b>  <b>Note: we have evidenced a 10% positive shift in school-wide At/Above writing achievement in 2016</b></p> <ul style="list-style-type: none"> <li>• Continue to grow school-wide At/Above achievement in Writing</li> <li>• Major development in: 'Deliberate Acts of Teaching' practice and 'Formative' practices → focussed primarily in areas of Literacy. Development will be supported through the 'Visible Learning' research material and professional writings and resources of Professor John Hattie</li> <li>• Connect with schools who have been part of formal facilitation in 'Visible Learning' and explore major school-wide (outside) facilitation for 2018 with the 'Visible Learning' professional programme.</li> <li>• Continue to develop Literacy pedagogical knowledge across curriculum levels to grow confidence in the teaching and learning of English (Listening, Reading, Viewing, Speaking, Writing, Presenting)</li> <li>• Prioritise and embed effective Reading and Writing moderation processes. Exploration of the use of PaCT to support moderation</li> <li>• Continue to develop reciprocity between Reading and Writing and effective integration of Reading and Writing 'across' the curriculum</li> <li>• Continue to develop classrooms as a <i>community of literacy learners</i></li> <li>• Review 2017 goals and progress</li> </ul>	<p>Further development and next steps will be also be dependent on learning and achievements within 2017 review.</p> <ul style="list-style-type: none"> <li>• Undertake formal school-wide professional development with 'Visible Learning'</li> <li>• Continue to refine and embed assessment and moderation processes</li> <li>• Review and grow connections with other 'Visible Learning' schools</li> <li>• Review development and progress</li> </ul>	<ul style="list-style-type: none"> <li>• Take action relevant to 2018 end of year review</li> <li>• Maintain effective practice</li> <li>• Continue to embed (develop where relevant) collaborative practices to enhance teacher pedagogy</li> </ul>
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**1 (iia) Māori Success As Māori**

Progress Māori student achievement, so that Māori students at Ruahine School achieve as well as their non-Māori peers, enjoying success as Māori.  
(Tikanga Māori & Te Reo -- integrated within this goal)

**MAINTENANCE FOCUS**

- Māori learners evidence significant growth and improvement in all areas of learning in At/Above achievement. We will maintain and continue to grow (as appropriate) the effective strategies that we evidence has made this difference e.g. building communities of learners, relationships, high expectations, equity, integration and inclusion of identity, language and culture
- Continue to identify target Māori learners through effective data analysis and provide learning support to impact achievement

**MINOR FOCUS**

- Continue development of Tikanga (making links with Whānau & community) to grow visibility of tikanga throughout our school
- Make formal connection with outside facilitators to support our growth of Tikanga Māori - through this, grow deeper school-community support for Tikanga Māori
- Support and develop the effective application and integration of the 'Ruahine Curriculum guidelines for teaching and learning Te Reo Māori'
- Whakataukī that link to our school ROCKERS values have been identified and will be explored with learners and our community, and integrated alongside our ROCKERS values
- Celebrate the achievements of our Kapa Haka group and continue to grow community involvement
- Review 2017 goals and progress

Further development and next steps will be also be dependent on learning and achievements within 2017 review.

- Embed the effective application and integration of the 'Ruahine Curriculum guidelines for teaching and learning Te Reo Māori'
- Embed and maintain cultural competency
- Continue to grow community connections
- Review progress and set focus for 2018

- Take action following 2018 review

1(iib) Ensure an inclusive and welcoming learning environment for all students and staff at Ruahine School so that everyone has equitable opportunities to learn and succeed.

- Embed (support staff as appropriate) concepts of 'communities of learners' within all curriculum areas
- School-wide implementation of self-directed learning practice and tools
- Evidence - through student voice and learning, teaching & learning programmes that all students learning needs are catered for ⇒ major links to formative practice within all learning areas.
- Embed our transition to school programme and establish consistent connections with local ECE [also working within CoL]
- Coding and robotics learning trialled and programme developed with Year 6-8 students.
- Continue with extension programmes e.g. Mathex, ePro8 challenge.
- Explore Gifted and Talented learning Programmes (beyond differentiation) - applied in 'real life' contexts that will inspire 'future focussed' thinking

SENCO

- Maintain and update systems to benefit and support teachers & learners
- Continue to build connections with outside agencies

Review 2017 goals and progress

**Further development and next steps will be also be dependent on learning and achievements within 2017 review.**

- Embed consistent integration of 'communities of learners' within all curriculum areas
- Expect to 'see' growing effects of self-directed learning → monitor and review

- Take action following 2018 review
- Embed practice

1 (iv) Technologies used effectively to integrate elearning across the curriculum to enhance teaching and learning.

#### MINOR FOCUS - INTEGRATED WITHIN OTHER LEARNING AREAS

- Ongoing review and use of elearning strategic plan.
- Embedding of Google Drive/Google Classroom school-wide; support teachers in deliberate use to support student self-direction, enhance collaboration and meet the needs of learners. Continue staff professional development to support this.
- Support teachers to integrate deliberate teaching of progressions within 'Digital Literacy and Citizenship' document within inquiry learning.
- Teachers and students embedding effective e-learning to enhance teaching and learning.
- The use of eTAP embedded across the school for the use of anytime, anywhere access to student data through Cloud based student management system and more efficient administration (e.g. home-school communication).
- Research around BYOD.

#### MINOR FOCUS - INTEGRATED WITHIN OTHER LEARNING AREAS

Further development and next steps will be also be dependent on learning and achievements within 2017 review.

- Continue to embed up-to-date elearning pedagogy to enhance learning
- E-learning integrated across all learning areas for teams and clear links are made in team and teacher's weekly planning to support learning. Digital technologies are beginning to be used to address students' learning needs.
- Possible introduction of BYOD.
- Re-establishment of ICT leader outside the senior management team and re-introduction of an ICT Curriculum team where further professional learning takes place.
- Community consulted on the impact of e-learning practices, particularly digital citizenship and cybersafety.

#### MINOR FOCUS - INTEGRATED WITHIN OTHER LEARNING AREAS

- Take action following 2018 review
- Review professional elearning needs to respond to teacher needs.  
Embed and update elearning pedagogy to enhance learning and share student progress

STRATEGIC AIM 2 Partnerships for Learning NAGs 1, 2, 4, 5, 8 NEGs 1,2,3	2017	2018	2019
2(i) Productive partnerships with students – whānau - hāpū – iwi and Ruahine community.	<ul style="list-style-type: none"> <li>• Work collaboratively to build the Dannevirke Schools Community of Learning</li> <li>• Involve whānau in school –e.g. learning programmes / events Tikanga / community liaison</li> <li>• Continue to develop home-school partnerships through planned learning-sharing events.</li> <li>• Explore use of learner profiles to develop personalised learning to impact achievement</li> <li>• Develop the use of applications within eTAP management system to enhance home-school partnerships</li> <li>• School Facebook page is established – through this forum we will continue to celebrate our school and achievements, and promote positive interaction with the community.</li> <li>• Develop use of Facebook for home-learning connections</li> </ul>	<ul style="list-style-type: none"> <li>• Dannevirke Schools Community of Learners well established and operating effectively</li> <li>• Active involvement of whānau, families and community within school</li> <li>• Review learner profile development (make changes as appropriate) begin development and inclusion school-wide</li> <li>• Review of goals with COL &amp; establish new goals</li> </ul>	<ul style="list-style-type: none"> <li>• Take action following 2018 review</li> <li>• Continue to develop community involvement</li> </ul>
2 (ii) Effective (coherent) transition to School for new entrant students.	<ul style="list-style-type: none"> <li>• Embed our transition to school programme and establish consistent and effective connections with local ECE (explore this through the Dannevirke CoL)</li> </ul>	<ul style="list-style-type: none"> <li>• Programme fully established and maintained</li> </ul>	<ul style="list-style-type: none"> <li>• Review effectiveness of programme</li> <li>• Further development as identified through review</li> </ul>
2 (iii) Informative and useful reporting of student achievement (BoT, MoE, parents	<ul style="list-style-type: none"> <li>• Introduce and trial new reporting system for Year 0-2 students – linked to anniversary dates relevant to National Standards</li> <li>• Maintain effective reporting formats for Years 3-8</li> <li>• Student-led conferences are a positive forum for sharing and celebrating learning with family/whānau</li> <li>• Review Year 0-2 reporting format</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with best practice model for Ruahine School</li> </ul>	<ul style="list-style-type: none"> <li>• Review and modify as necessary</li> </ul>


STRATEGIC AIM 3 Future Focus NAGs 1, 3, 4, 5 NEGs 1,2,3	2017	2018	2019
3(i) Develop a modern learning environment plan (also see 5/10YP)	<ul style="list-style-type: none"> <li>5YA major projects underway: boys and girls toilets upgrade; fresh water supply upgrade; roofing and spouting repairs</li> <li>Continue furniture development – relevant to current progress</li> <li>Areas of school for outside painting maintenance as per cyclic maintenance plan</li> </ul>	<ul style="list-style-type: none"> <li>Effective completion of set 5YA project within timeframe</li> <li>Continue furniture development – relevant to current progress</li> <li>Complete outside painting as required</li> </ul>	<ul style="list-style-type: none"> <li>Continue furniture development – relevant to current progress</li> <li>Follow cyclic maintenance plan</li> </ul>
3(ii) 'The Best I Can Do, The Best I Can Be'	<ul style="list-style-type: none"> <li>Introduction of KiVa (formal, professional anti-bullying programme)– Ruahine is now a KiVa School</li> <li>Integrate ROCKERS values throughout all learning areas and link with KiVa</li> <li>Develop student 'self-directed' learning school-wide</li> <li>Trial whole-school Learner profiles - from a parent perspective [to learn more about the learner through the eyes of the family/whānau]</li> </ul>	<ul style="list-style-type: none"> <li>Monitor student voice &amp; learning impact</li> <li>Continue to review profile through student and parent voice</li> <li>Embed self-directed learners matrix</li> <li>Continue to develop HOW learner profile information is best used to impact/effect student learning and well-being</li> </ul>	<ul style="list-style-type: none"> <li>Continue to review profile through student and parent voice</li> </ul>
<b>DOCUMENTS SUPPORTING our CHARTER</b> NAGs 3, 4, 5, 6, 7, 8 NEGs 1,2,3 Education Act S61			
PROPERTY: 5YA and 10 YPP POLICY: Policy Review table FINANCE: Budget ANNUAL PLAN ANALYSIS OF VARIANCE			

# 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:  ..... Leanne Angland      DATE: 14-02-2017  
(Principal)

Signed:  ..... David Veale      DATE: 14/2/17  
(Board of Trustees Chairperson)

Signed: .....  
(Ministry of Education representative)      DATE: .....