VISION / MISSION STATEMENT / VALUES

Vision (Whakakitenga)

Mana Rangatahi / Empowering Young People

Mission Statement (Kaupapa Matua)

Whakanuia te maatauranga i te taiaio kākano rua / Celebrating Education In A Bicultural Environment

Values (Uaratanga)

- *Poutama:*   We are resilient and aspire to excellence
- *Whānaungatanga:*   We are inclusive and connect genuinely with others
- *Manākitanga:*   We are respectful, kind and empathetic
- *Kaitiakitanga:*   We are guardians of Te Ao Māori and our world

STRATEGIC FOCUS GOALS 2019-2022 (Key areas for improvement)
(Consolidate and embed initiatives to build sustainable practices - ERO April 2020)

1. Students are connected, resilient, resourceful and curious about learning opportunities within and beyond Raglan Area School.
2. Quality and effective teaching, learning and assessment practices are embedded to raise and celebrate outcomes for all learners at Raglan Area School.
3. Māori learners achieve and celebrate success acknowledging their identity, language and culture.
4. Respectful and inclusive relationships are visible within a culturally sustainable learning environment committed to staff and student hauora and wellbeing.
5. Policies, procedures, practices are reviewed, digitally integrated and published to support a culture of self-improvement and transparency.
6. Avenues to finance and resource school aspirations are pursued to enable a safe, stimulating, innovative learning environment to flourish

RAGLAN AREA SCHOOL 2022 ANNUAL PLAN - Targets to Achieve our Strategic Objectives

STRATEGIC OBJECTIVES	TARGET ACTIONS	TARGET Progress

STRATEGIC OBJECTIVE 1 *(link to progress statements)*
Students are connected, resilient, resourceful and curious about learning opportunities within and beyond Raglan Area School.

	Responsibility	Timeframe
Target 1A **Complete the RAS School-Wide Local Curriculum Plan ready for full implementation in 2023.** 1. Current curriculum practices and updates are reviewed and improved (information collated in 2020/2021). 2. Targeted hui are held to collect staff, student and whānau voices throughout the process. 3. Lead Teachers contribute individual and collective curriculum expertise to Curriculum Plans. 4. Hybrid Learning is a key component of the RAS local curriculum as the desired platform to promote seamless learning between home and school.	SLT and Lead Teachers	Terms 1-4
Target 1B **Update and improve school structures (leadership framework, timetables, SMS system, Prospectus) to better target teacher strengths to meet student needs.** 1. A senior/junior school structure in its second year (Kura Teina and Kura Tuakana) is becoming embedded. 2. The Leadership Framework aligns to the Kura Teina / Kura Tuakana structures. 3. Professional Learning programmes are targeted to provide differentiation for staff.	SLT - Principal SLT - Principal	Terms 1-4
Target 1C **Implement increased student leadership opportunities schoolwide.** 1. Teachers are appointed to support the growth and development of student leaders throughout the school. 2. The Teachers in Charge (TICs) of Student Leadership create a Student Leadership Model with the aim to increase student voice in school decision-making processes specifically related to them.	Lead Teachers	Terms 1-4

STRATEGIC OBJECTIVE 2 *(link to progress statements)*
Quality and effective teaching, learning and assessment practices are embedded to raise and celebrate outcomes for all learners at RAS.

	Responsibility	Timeframe
Target 2A *(NB - This is a PRA goal)*	Responsibility	Timeframe

	Responsibility	Timeframe

Promote successful outcomes for all learners by ensuring that regular and reliable student achievement data is provided.
1. RAS teachers develop the individual evaluative capability to "build deeper knowledge and effective analysis of achievement information." (ERO 04/20; Key Next Steps)
2. Tracking and monitoring processes will be consistent and embedded across the school to understand the root causes of successes and disappointments, selecting the right mix of change levers to address causes.
    ● "Strengthen systems and processes to effectively track and monitor Year 11-13 student progress and achievement throughout the year." (ERO 04/20; Key Next Steps)
    ● "Evaluate the effectiveness of Years 11-13 programmes and practices to better align student pathways through and beyond school." (ERO 04/20; Key Next Steps)
3. Robust and consistent reporting is carried out to the Board around student achievement across the school.
	Senior Leaders
	Targeted Working Group of Leaders
	All Teachers
		Terms 1-4

Target 2B **Respond proactively to Covid-19 via explicit Pandemic Planning and targeted professional learning support for teachers.** 1. Covid-19 Pandemic Planning is kept updated with a targeted response to the 2022 Omnicron Outbreak. 2. Hybrid Learning is the goal to promote seamless learning between home and school.	**Responsibility** School Leaders Teachers	**Timeframe** Terms 1-4

STRATEGIC OBJECTIVE 3 *(link to progress statements)* Māori learners achieve and celebrate success by acknowledging their identity, language and culture.		
Target 3A *NB - This is a PRA goal)* **Create a plan that commits to strengthening meaningful engagement with whānau, hapū and iwi to build relationships that promote strong, successful outcomes for ākonga Māori.** 1. The RAS Cultural Narrative documentation is completed and published to the community. 2. A specific strategic plan to support "Māori students achieving success as Māori" is completed with deliberate actions and measurable outcomes.	**Responsibility** Senior Leaders Board of Trustees All Teachers	**Timeframe** Terms 1-4
Target 3B **Celebrate, share and report on opportunities for "Māori students to achieve success as Māori".** 1. RAS staff identify all Māori learners and share their individual stories, skills, talents and learning needs. 2. RAS honours the learning of all Māori students by sharing in a whānau and community celebration. 3. Māori Medium students have a pathway that allows them to learn in Māori beyond Year 8 in our kura	**Responsibility** Senior Leader All Teachers	**Timeframe** Terms 1-4

	Responsibility	Timeframe
4. Māori students make progress in literacy and numeracy in alignment with their non-Māori peers to enable equitable access to successful learning pathways. 5. Māori students access Te Reo Māori NCEA level programmes to meet individual learning competencies.		
Target 3C **Support teachers to develop their Tikanga Māori practices and Te Reo Māori capabilities.** 1. The Principal attests annually (via the Teacher Registration process) to each teacher's growth in Tikanga Māori and Te Reo Māori. 2. RAS identifies the Tikanga Māori and Te Reo Māori capabilities and competencies of every staff member in the school and develops individual and collective PLD action plans to assist them to improve practices.	**Responsibility** Principal SLT	**Timeframe** Terms 1-4

STRATEGIC OBJECTIVE 4: *(link to progress statements)* Respectful and inclusive relationships are visible within a sustainable learning environment committed to staff/student hauora and wellbeing.		
Target 4A **Ensure that school values, beliefs and expectations are clearly visible in ALL aspects of school life; in daily practices, physical and digital settings.** 1. The PB4L staff lead team coaches our staff to improve their individual understanding and daily practices. 2. *"Responding to Bullying"* and *"Understanding LBGTQ"* are targeted areas for staff PLD. 3. Our school values are physically visible around the school site.	**Responsibility** PB4L Lead Team	**Timeframe** Terms 1-4
Target 4B **Coach and support teachers to improve their understanding and use of the schoolwide framework for responding to problem student behaviours and affirming positive student behaviours.** 1. The Principal, Learning Support Coordinator (LSC) DPs and Pastoral Coordinators (0-6, 7-13) implement a collaborative and systematic approach to responding to student behaviour needs. 2. PB4L (Positive Behaviours For LIfe) lessons are delivered in whānau classes to support learning goals. 3. Teachers and Support Staff apply consistent practices to respond to student behaviour needs.	**Responsibility** PB4L Lead Team LSC Deans	**Timeframe** Terms 1-4
Target 4C **Prepare a Board elections process that enables new Board of Trustees members to be connected, committed and invested in achieving school goals.** 1. The build-up to the September 2022 Board Elections is planned so that prospective Board members are informed of expectations. 2. Board members are representative of the wider Whaingaroa community.	**Responsibility** Board of Trustees	**Timeframe** Terms 1-3

3. Board members individually and collectively contribute a range of diverse skills to the governance body.		

STRATEGIC OBJECTIVE 5: *(link to progress statements)*
School policy/processes/practices are reviewed, digitally integrated and published supporting a culture of self-improvement and transparency.

Target 5A	Responsibility	Timeframe
Monitor, review and update governance policies within the established 3-year cycle of review (2020-2022). 1. Create the review framework cycle and confirm the review process. 2. Report on needs and progress being made at monthly board meetings.	BoT Policy Team	Terms 1-4
Target 5B	Responsibility	Timeframe
Communicate in a timely and effective manner with all stakeholders (parents, students, teachers, the board, management and the community). 1. Professional, timely communications and school public relations practices are reviewed and improved. 2. Internal and external complaints procedures are reviewed to make these robust and to improve their effectiveness in practice. 3. Review and update staff weekly at the D2D (day to day) Friday Hui. 4. Review the School-Wide Handbook G-Site and ensure that it is accessible and updated. 5. Review the School-Wide Website and ensure that it is accessible and updated. 6. The SMS EDGE system is implemented with targeted staff PLD sessions planned for 2022.	The Principal Lead Staff Members	Terms 1-4
Target 5C	Responsibility	Timeframe
Consultation data confirms that a significant number of community members (staff, students and whānau) support the implementation of a school uniform for students. Create an implementation plan to progress this further. 1. Communications aligned to the proposal are updated and shared with staff, students and whanau. 2. Consultation opportunities are provided for staff, students and whanau. 3. A decision to continue (or not) with the schoolwide uniform proposal will be made and shared.	Board of Trustees	Term 1

STRATEGIC OBJECTIVE 6 *(link to progress statements)*
Avenues to finance and resource school aspirations are pursued to enable a safe, stimulating and innovative learning environment to flourish.

	Responsibility	Timeframe
Target 6A **Fully staff the school to meet student learning needs.** 1. RAS has a full contingent of teachers to respond to student teaching and learning programmes. 2. RAS has a full contingent of support staff to respond to student teaching and learning programmes.	Principal	Term 4 2021 Term 1 2022
Target 6B **Monitor and respond to budget allocations to ensure accountability and alignment to meet targets.** 1. The Draft Budget for 2022 is completed. 2. The Budget for 2022 is confirmed. 3. A Fundraising Plan is created for 2022. 4. A Financial Plan to support the Budget is created and monitored.	Principal Executive Offier BoT Finance Team	Term 1 Monthly meetings Term 4
Target 6C **Ensure strategic property planning goals (2020-2030) are visible in day to day planning and practices.** 1. Complete the RAS "Cultural Narrative" aligned to the RAS Property plans - to promote culturally responsive decision making. 2. Implement the projects listed in the 5YA Property Plan. 3. Create a Master Property Plan to support the 10YPP. 4. Support the Property Team to proactively respond to short and long term property goals	SLT Principal, E.O and Project Manager BoT Property Team	Term 1 2022 T1-4 2022
Target 6D **Implement the requirements of the RAS Enrolment Scheme** 1. The Board reviews the RAS Enrolment Scheme. 2. The Board completes actions aligned to MOE requirements aimed for the 2022 implementation of the Enrolment Scheme process.	Principal BoT Property Team	Terms 1-4
Target 6E **Investigate the feasibility of a *"Raglan Community Learning Hub"* for evening learning classes.** 1. Establish a Board sub-committee to create the plan. 2. Seek Community input and support for the concept.	Board of Trustees	Term 4
Target 6F **Register RAS as a "Code Of Practice" school to enrol international students.** 1. Establish a Board sub-committee to investigate the feasibility of RAS offering education to international students. 2. Create a *"Code of Practice: International Students"* implementation plan.	The Principal	Term 1