

Te Kura ā Rohe o Whaingaroa / Raglan Area School

Te Whakangārahu Ngātahi | Planning Together for Ākonga Success: Our School, Our Community **2024-2025**

Prepared by: RAS Board of Trustees 14 February 2024

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INTRODUCTION

ABOUT RAGLAN AREA SCHOOL

Raglan Area School, Te Kura a Rohe o Whaingaroa, is situated on a peninsula between the Oporuru Channel and Kaitoki Channels on the southern side of Whaingaroa Harbour. Our mountain, Karioi, stands on our south western horizon. We serve a community that extends from the northern shores of Aotea Harbour in the south, to Waingaro in the North, and from our glorious West Coast across to the Karangamahanga Range in the east. We are an Area School catering for around 600 students aged 5 years to 19 years. Raglan Area School is a small yet 'big hearted' rural school that 'celebrates education in a bicultural environment' sustained by our strong values; whānaungatanga, Poutama, Manākitanga and Kaitiakitanga. We celebrate diversity and practice inclusion, we model restorative practices and work hard to establish secure and enriching relationships between students, staff, whānau and community. We are uniquely positioned to provide access to Te Reo Māori and Tikanga within the whole school and especially our total immersion classes in our Rūmaki unit, 'Te Rōpū Aroha Ki Te Reo.'

EDUCATION REVIEW OFFICE (ERO) PARTNERSHIP

“Raglan Area School has made significant progress addressing the requirements of the 2017 ERO report. The experienced principal, senior leaders, trustees and teaching staff demonstrate a sense of urgency and commitment to address and improve the learning outcomes for students. The school is developing useful systems to sustain and continue to improve its performance.” (ERO report [April 2020](#)).

ERO has re-engaged with the school in 2023 under their new framework which promotes an ongoing partnership with our school for the next three years.

COMMUNITY CONSULTATION 2023

The new framework for school planning and reporting, called Te Whakangārahu Ngātahi | Planning Together for Ākonga Success: Our School, Our Community is now in place. During 2023 the Board engaged widely with the community to seek their voice to help us to create the new two year (2024 & 2025) Strategic Plan for our school. The consultation was offered in the following ways:

1. Community, staff and student surveys
2. Staff meeting held at school
3. RAS Te Ao Maori feedback to the community meeting held in Te Puawaitanga at Raglan Area School
4. Community meetings scheduled in Te Puawaitanga at Raglan Area School, the Raglan Stewart Street Hall and Poihakena Marae
5. An online meeting for those who could not attend the face to face meetings

We continue to have many opportunities to engage with whānau including; formal and informal learning conversations, targeted surveys and parent forums, EOTC, sports, cultural and arts gatherings and celebration assemblies.

VISION / MISSION / VALUES / TEACHING & LEARNING PRINCIPLES

Vision (Whakakitenga)

Mana Rangatahi / Empowering Young People

Mission Statement (Kaupapa Matua)

Whakanuia te mātauranga i te taiao kākano rua / Celebrating Education In A Bicultural Environment

Our Mission is based upon the strength and unique character of Te Kura a Rohe o Whaingaroa (Raglan Area School) and is the result of working partnerships generated between students, whānau, parents, hapu and iwi. We acknowledge two versions of the treaty, Te Tiriti o Waitangi and the Treaty of Waitangi. Where there is confusion, precedence is given to Te Tiriti o Waitangi.

Values (Uaratanga)

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

Our values are the important qualities and beliefs we try to live by in our relationships with others in and out of our school. Our values are founded in Tikanga Māori and complemented by Te Marautanga O Aotearoa and the New Zealand Curriculum delivery frameworks.

Teaching and Learning Principles (Nga Matapono)

1. **Mana Ahurea** Affirming positive behaviour for life
2. **Mana Kākano** Explicit teaching of the fundamentals
3. **Mana Māori** Honouring Te Ao Māori
4. **Mana Tāwhaki** Learning through exploration
5. **Mana Taiao** Respecting and rejoicing in the natural world
6. **Mana Tangata** Sustaining meaningful partnerships
7. **Mana Tuakiri** Celebrating individuality
8. **Mana Wairua** Nurturing the whole person

STRATEGIC FOCUS 2024 & 2025

1. Students are connected, resilient, resourceful and curious about learning opportunities.
2. Quality and effective teaching, learning and assessment practices are embedded.
3. Māori learners achieve and celebrate success acknowledging their identity, language and culture.
4. Respectful and inclusive relationships are visible in an environment committed to staff and student wellbeing and safety.
5. School policies, procedures and practices are reviewed, digitally integrated and published.
6. Avenues to finance and resource school aspirations are actively pursued.

ANNUAL PLAN DOCUMENTATION

(Key areas for improvement - collated from community consultation data Terms 3 & 4 2023)

The following Key Areas for improvement will be included in the RAS 2024 & 2025 Annual Plan (with specific targets and progress links for monitoring and reporting).

1. Students are connected, resilient, resourceful and curious about learning opportunities.
 - *Celebrate and share continued successes from the Surf Academy, Outdoor Education, Alternative Education, Years 0-6 Literacy, Camps*
 - *Te Ao Māori Rumaki - increase hapu leadership and participation*
 - *HPE schoolwide - ensure all programmes are inclusive of positive mental health strategies and practices*
 - *Visual Arts school wide - provide opportunities to encourage and promote learner creativity*
 - *Music school wide - provide opportunities to encourage and promote singing*
 - *Enviroschools - embed RAS espoused beliefs into daily practices for staff and students*
2. Quality and effective teaching, learning and assessment practices are embedded to raise and celebrate outcomes for all learners.
 - *The Target Groups in English Medium are*
 - *Years 7&8 - develop explicit expectations to promote best practice for the teachers*
 - *Years 7-10 - implement agreed curriculum enrichment and assessment practices across the team*
 - *Years 11-13 NCEA Change - implement new standards / units*
 - *Years 11-13 - increase access to and knowledge of all career pathways for learners*
 - *Years 7-13 - increase consistency in responding to agreed behaviour management processes*
3. Māori learners achieve and celebrate success acknowledging their identity, language and culture.

- *Increase hapu leadership and participation*
 - *Support Kaiako professional learning to increase Reo Māori proficiency*
 - *Support learners to initiate, renew and/or improve iwi connections*
 - *Maintain inclusion and integration of Reo Māori and Tikanga Māori practices in all learning areas*
 - *Create an explicit Reo Māori and Tikanga Māori learning pathway for all learners*
 - *Let the school's "Cultural Narrative" live; signage, recordings, targeted engagements with local marae, kaumatua, kuia.*
4. Respectful and inclusive relationships are visible in an environment committed to staff and student wellbeing and safety.
- *Target inclusion of staff, student and whānau voice.*
 - *Respect and prioritise staff entitlements aligned to non-contact time during and out of school hours*
 - *Promote and establish "Before and After School Care" for Years 0-6 students onsite.*
 - *Create and publish a "Road Safety Development Plan" with targets and timeframes.*
 - *Review, improve and share "School Sun Safety" practices with whānau.*
 - *Build reciprocal mutually beneficial relationships with community sponsors and donors*
 - *Launch and promote the new Website in 2024.*
 - *Provide coaching for whānau to use the "EDGE School App".*
 - *Increase opportunities for community and whānau to be involved in the school e.g. adult learning classes, drop-ins*
 - *Communicate and share celebrations and achievements "loud, proud" and regularly in all communication forums.*
5. School policies, procedures and practices are reviewed, digitally integrated and published.
- *Review and update the school's 10YPP, 5YAPP and Cyclical Maintenance Plans.*
 - *Complete RAS 2021 - 2023 School Audit processes to meet Audit requirements.*
 - *Review and update RAS Asset Register.*
 - *Provide PLD options for targeted office staff; e.g. Accounts Manager, Property Manager, Student Manager, BoT and Principal PA.*
 - *Launch and promote the new website as the central information hub for the school.*
6. Finance and resource school aspirations to enable a safe, stimulating and innovative learning environment.
- *Prioritise the repair of the Swimming Pool.*
 - *Review and plan for improved adventure playground facilities.*
 - *Plan for the replacement of the surf academy bus.*
 - *Review and plan for Gender neutral safe bathroom facilities across the school.*
 - *Create a Cyclical Replacement and Maintenance plan for Sports and Outdoor Education equipment, resources and uniforms.*
 - *Review and plan for improved Drinking Fountains.*

RATIFICATION OF THE 2024-2025 CHARTER

- Minuted Board of Trustees Meeting (14 February 2024)
- Submitted to Ministry of Education (15 February 2024)
- Approved by the Ministry of Education

Signed:



Louisa Barham (Principal)

14/02/24

Signed:



David Duffin (Co Presiding Member)

14/02/24

SUPPORTING DOCUMENTATION

- MOE Te Whakangārahu Ngātahi | Planning Together for Ākonga Success: Our School, Our Community
- The New Zealand Curriculum (NZC) & Te Marautanga o Aotearoa (TMOA)
- **“Our Code, Our Standards”** - NZ Practising Teaching Criteria & Code of Ethics for Certified Teachers
- RAS 2024 & 2025 Annual Plan [LINK](#)
- RAS Confirmed Education Review Office report (**April 2020**)
- RAS Policies & Procedures, Website & Staff Handbook