



RANGIORA NEW LIFE SCHOOL (418)
TE KURA ORANGA HOU O RANGIORA

CHARTER 2019 (v1 21/02)

SECTION ONE: MISSION, VISION, VALUES AND SPECIAL CHARACTER

1.1 MISSION STATEMENT

To provide quality Christian education that inspires and equips all our students to reach their life potential in order to serve God's purposes

Quality

We seek to be a community that cares and is committed to providing a supportive environment in which every student can achieve.

Christian education

Our educational principles reflect a Christian worldview based on the Bible as the source of truth and the unifying factor giving perspective and meaning to all learning.

Inspires and equips

We are committed to designing and delivering programmes of learning and events that fully engage all students and prepare them as well as possible for life.

All our students

Our school community is inclusive in nature, valuing and learning to be enriched by the differences and God-given diversity of the students who learn here.

Life potential

We believe God has given each student a unique mix of gifts and talents to be discovered and developed here so that school becomes part of a life-long learning process.

Serve God's purpose

We believe that God's ultimate purpose is the transformation of the world; he wants us to be 'salt and light' in his Kingdom of justice, service and love.

1.2 VISION

Our school vision is expressed in two ways: through the Motto and the EAGLES Vision.

THE MOTTO

Rangiora New Life School is committed to working with families in educating young people whom we will encourage to live lives which are: committed to Christ (SEEK), committed to others (SERVE), and committed to personal growth and development (SOAR).

To **SEEK** involves truth, experiencing God's grace, and discovering who Jesus really is. *"Seek first the kingdom of God and all His righteousness..."* (Matthew 6:33)

To **SERVE** means deciding to put others before ourselves, learning the meaning of empathy. *"The Son of man did not come to be served but to serve..."* (Matt. 20:28)

To **SOAR** is to aim high in all things, learning to become a wise and balanced person. *"Jesus grew in wisdom and in stature and in favour with God and all the people"* (Luke 2:52)

THE 'EAGLES' VISION

"Have you never heard? Have you never understood? The Lord is the everlasting God, the Creator of all the earth. He never grows weak or weary.

*No one can measure the depths of his understanding. He gives power to the weak and strength to the powerless. Even youths will become weak and tired, and young men will fall in exhaustion. **But those who trust in the Lord will find new strength. They will soar high on wings like eagles.** They will run and not grow weary. They will walk and not faint."* (Isaiah 40:28 – 31)

Our vision for students at Rangiora New Life School is that they will be inspired and equipped to be confident, connected and actively involved life-long learners by:

- Excellence** Doing all things to the very best of their ability with an excellent spirit
- Achievement** Reaching high levels of attainment in all areas of personal and team endeavours with creativity and innovation
- Godliness** Developing a Christ-like character and being a servant to others
- Life Skills** Establishing sound and lasting relationships, in preparation for enjoying a strong home-life, and fruitful vocations
- Evangelism** Becoming life-long disciples of Jesus Christ who humbly share the Good News with others in many different ways
- Service** Making a positive difference in our community, our region and the wider world through a variety of acts of service and giving

1.3 FOUNDATIONAL VALUES AND PRINCIPLES

FOUNDATIONAL VALUES

Key Aspects:	Loving Motivation	Respectful Relationships	Personal Development	Social Action
Character Cornerstones:	MERCY	HUMILITY	WISDOM	JUSTICE
Core Values:	FORGIVENESS COMPASSION INTEGRITY	RESPECT CO-OPERATION UNDERSTANDING	ENQUIRY DILIGENCE RESPONSIBILITY	FAIRNESS GENEROSITY CREATION CARE

GUIDING PRINCIPLES

As a school community we are committed to:

- teaching from a Christian worldview based on the Bible both as the source of truth and the unifying factor which gives perspective and meaning to all learning.
- ensuring school relationships, procedures and policies reflect Biblical principles and exemplary Christian conduct
- employing teachers who are committed Christians, dedicated to the challenging ministry of Christian education and who are living under the empowerment of the Holy Spirit and are capable of teaching biblical truth.
- emphasising the importance and value of prayer and caring fellowship in the life of the school community.
- being a consistent and credible witness for Christ to our local community and beyond, demonstrating Christian service and motivated by mission.
- providing a balanced curriculum that provides for the learning of all essential skills, relevant knowledge and wise application.
- being innovative in educational practice and working for continual improvement in the planning and delivery of all educational programmes.
- recognising that education is primarily a parental responsibility and therefore giving parents opportunity to be involved in their children’s education.
- sharing with parents and churches in the responsibility of encouraging children in a personal and growing relationship with the Lord Jesus Christ.
- helping children to discover something of their God-given calling and encouraging them to dedicate their skills and abilities to God’s glory in that calling.
- encouraging students to reach their potential in all areas, - spiritual, academic, physical, creative, and social, and to enjoy working and playing to the best of their ability.
- promoting personal responsibility in learning and conduct, as well as community responsibility by way of skills development and servant leadership of others.
- developing Christian character and life skills in all students so that they find life-long fulfilment in making their own unique and positive contribution to society.

1.4 THE SPECIAL CHRISTIAN CHARACTER OF OUR SCHOOL

The Special Character of the school is defined in the Integration Deed. Monitoring of the school's Special Character is the responsibility of the Proprietors and is achieved through a regular audit process. The Special Character of the school forms the rationale for the school's existence and is central to its entire operation. It is our intention to work from a Christian worldview as a foundation for learning, a basis for curriculum development and a framework within which the National Education Guidelines, National Education Priorities, National Curriculum Framework and National Curriculum Statements will be interpreted and implemented.

The Deed of Integration for the School was approved on 31 March 1994. It includes the following paragraphs outlining the Special Character:

18(b) The Special Character of the School is determined by the Christian beliefs and values held by the Rangiora New Life Fellowship, who continue to have the right to determine from time to time what is necessary to preserve and safeguard that Special Character.

(c) It is the goal of the School that Christian character be developed in the lives of all students, so that they may find life-long fulfillment in making the unique and positive contribution to society for which they were created. To this end everything that is taught at the School is integrated into a Christian world view based firmly on the Bible both as the source of truth and the unifying factor, which gives perspective and meaning to all learning.

19 The Proprietor shall, subject to the provisions of this Agreement:

(a) continue to have the responsibility to supervise the maintenance and preservation of education with a Special Character provided by the School;

(b) continue to have the right to determine from time to time what is necessary to preserve and safeguard the Special Character of the School as defined herein;

(c) invoke the powers conferred upon it by the Act should the Proprietor so determine if, in the opinion of the Proprietor, the Special Character of the School has been or is likely to be jeopardised or the education with such Special Character so provided is no longer preserved and safeguarded.

STATEMENT OF BELIEF

We believe in:

1. The unity of the Father, Son, and Holy Spirit in the Godhead.
2. The sovereignty of God in creation, revelation, redemption and final judgment.
3. The divine inspiration and trustworthiness of Holy Scripture as originally given, and its supreme authority in all matters of faith and conduct.
4. The universal sinfulness and guilt of human nature since the fall, rendering all people subject to God's wrath and condemnation, and the literal existence of heaven and hell.
5. Redemption from the guilt, penalty, pollution, and power of sin only through the sacrificial death (as our representative and substitute) of Jesus Christ, the incarnate Son of God. There is salvation in no other name.
6. The bodily resurrection of Jesus Christ from the dead, His ascension, His mediatory work, and His personal return in power and glory.
7. The necessity of the work of the Holy Spirit to make the death of Christ effective to the individual sinner, granting them repentance toward God and faith in Jesus Christ.
8. The indwelling and sanctifying of the believer by the Holy Spirit, and His activity in the Church today reproducing by His fruit the character of Jesus in our lives, and empowering us by His gifts to continue the ministry of the risen Lord.
9. The resurrection of the body and everlasting life.
10. The one holy universal Church, the Body of Christ, to which all true believers belong.

SECTION TWO: ANNUAL PLAN 2018 AND STRATEGIC PLAN 2018-2021

2.1 RATIONALE AND OVERVIEW

In strategically planning for the school’s future, we are guided by our mission “to provide quality Christian education that equips and inspires all students to reach their life potential in order to serve God’s purposes” and by a vision for a caring community, high academic achievement, growth in Christian character and service both locally and globally.

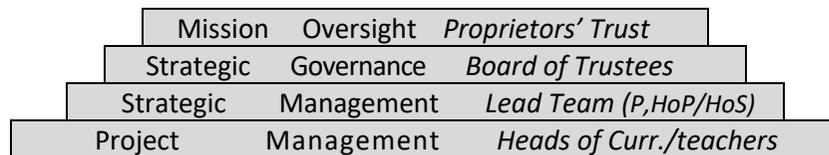
The Strategic Plan serves as a framework for expressing the school’s vision, mission and core values in the form of medium-term priorities and goals. Such priorities and goals will, wherever possible, be based upon performance information supplied by way of community surveys, student surveys, curriculum area annual reports, aggregated and analysed student achievement documentation and regular Board-Staff forums.

The Board, in conjunction with the staff, seeks to be responsive to God’s leading and kingdom agenda at all times and to be mindful of changes and challenges presented by society and its institutions, students and families, teaching philosophy and pedagogy, rapidly developing technology, and economic pressures.

In considering strategic planning we have considered the following principles and processes:

- The Mission statement of the purpose of the School
- The Board’s role in strategic governance
- The Lead Team’s role of strategic management within the School
- The School staff members’ roles in a variety of activities and projects

This structured approach to strategic planning is illustrated in the figure below:



The planning process may function in two ways: top-down, when the Board prescribes certain activities, or bottom-up, when the staff raise a major concern or initiate an activity. The unifying factor is that while the Board and Proprietors take responsibility for the governance, we all work together as a team, working to the best of our ability to further the overall purpose and mission of the school.

2.2 RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY AND THE UNIQUE POSITION OF MAORI

Rangiora New Life School, as appropriate to its community, will continue to develop policies and practices that reflect New Zealand's cultural diversity including Maori and Pasifika. In recognising New Zealand's cultural diversity, the school will take all reasonable steps to provide instruction in Tikanga Maori (Maori Culture) and teach Te Reo Maori (Maori Language) for primary students at all levels.

To achieve this, the school will:

- Liaise with school families and the wider school community as required.
- Consult with Maori and Pasifika families on a one to one basis and in a Hui (whole group) setting.
- Integrate Te Reo into Curriculum areas when planning.
- Celebrate Powhiri and related events according to Maori protocol e.g. welcoming and farewelling new students, new teachers, international groups etc.
- Have bilingual signage around the school.
- Greet and sing in Te Reo Maori.
- Provide professional development to assist the staff in their ability to teach Te Reo and Tikanga Maori.
- Continue to foster and develop links with the local tangata whenua at Tuahiwi and other Marae
- Strengthen our kapa haka student and staff team and continue to be actively involved in both planning and hosting inter-Area School kapa haka events

2.3 CANTERBURY AREA SCHOOL ASSOCIATION

Rangiora New Life is a member of a regional group of Area Schools. It values the relationship with these schools highly.



CANTERBURY AREA SCHOOLS ASSOCIATION

Akaroa Area School, Amuri Area School, Cheviot Area School, Oxford Area School, Hurunui Area School, Rangiora New Life Area School & Twizel Area School agree to work together as Canterbury Area Schools Association (CASA). We will work together as a professional learning community where we support and challenge each other to expand our leadership capacity within our schools and externally to create and promote opportunities for students.

We value:

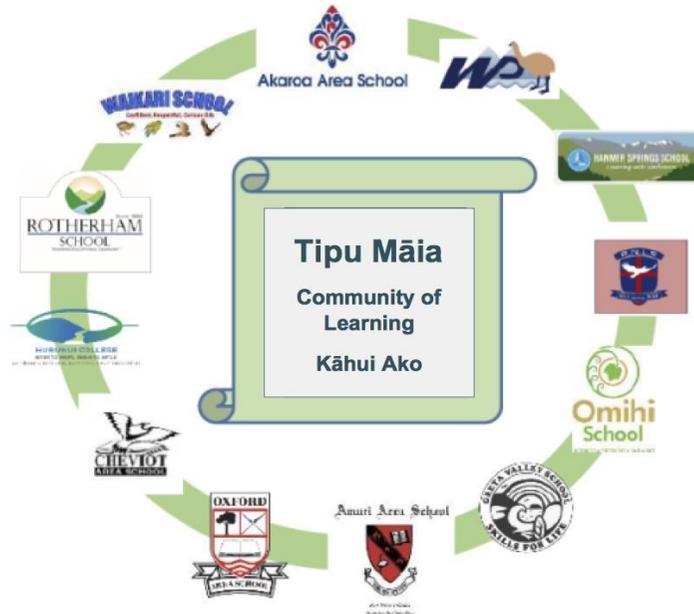
- Respect in terms of open and honest communication
- Innovation and inquiry by thinking creatively, critically and reflectively
- Excellence in terms of student achievement and our own practice
- Diversity as found in our different cultures, language and heritages
- Collaboration

We work together as Area Schools by:

1. **Principals** - once a term meet to network, collaborate and lead - we make sure CASA schools' interests are represented (where possible) on Area Schools executive, with PPTA, with NZEI, attending Secondary Principals meetings, attending CPPA and sharing the load of representation on the various executives.
2. **Deputy Principals** - network once a term, and coordinate Jumbo PLD day.
3. **CASAFest** - the annual sports and cultural festival.
4. **Jumbo day**- an annual PLD day and opportunity for moderation and collaboration for our teachers.
5. **Kapa Haka** - an annual day that allows our Kapa Haka students to perform and share with each other.
6. **Extended Thinking Challenge** - once a term simultaneous activity coordinated via Google Hangouts or VC to challenge students in our schools.
7. **Area Schools Sports trials for Area Schools Tournament** - the trials for our students to create the CASA teams for the National Area Schools tournament
8. **National Area Schools Tournament** - working together to support the organisation, travel and participation in the National Area Schools tournament.
9. **Faculty/Department external review** by staff from other schools, where our staff invite staff from other CASA schools to support and review our faculties/departments
10. **National Area Schools Conference** - encourage each school to attend the Area schools conference to contribute and gain knowledge about the other NZ Area Schools.
11. **Tipu Māia** - working with our community of learning comprising:Greta Valley, Hanmer, Omihi, Rotherham, Waiau, Waikari, & Waipara primary schools; Akaroa, Amuri, Cheviot, Hurunui, Oxford, & Rangiora New Life Area schools.

2.4 TIPU MĀIA – COMMUNITY OF SCHOOLS

Since 2016 Rangiora New Life School has been a member of Tipu Māia Kāhui Ako – a community of 13 schools made up six Area schools and seven smaller contributing primary schools on the peripheral of the Christchurch region. The region extends towards Oxford and Hanmer Springs in the west, Cheviot to the north and Akaroa in the east. At the heart of the cluster are the shared values of education from Y1-13 and the challenges faced with being geographically isolation.



Our vision for this community is :

“ Brave, capable confident learners working together in high quality schools with excellent teaching to create the best future for each and every learner”

Our emerging community goal is:

To increase overall student achievement in writing across the curriculum from Year 1-13 through agency, collaboration and engagement.

The theory of improvement is:

If we focus on developing agency, collaboration and across the curriculum, then we will see increases in student achievement in writing, mathematics, reading, and NCEA.

Our community of schools comprises 13 schools :

Greta Valley, Hanmer, Omihi, Rotherham, Waiau, Waikarai, & Waipara primary schools; Akaroa, Amuri, Cheviot, Hurinui, Oxford, & Rangiora New Life Area schools. We are a community of over 2100 students and 153 teachers.

Our Achievement Challenges

- 1) To raise writing achievement across Tipu Māia Kāhui Ako Years 1 - 13 with a particular emphasis on boys, Māori and Year 9 & 10 students who are currently underachieving.
- 2) To raise mathematics achievement across Tipu Māia Kāhui Ako Years 1-10 with a particular emphasis on students who are currently underachieving. Our Years 1-10 data shows that our achievement levels in mathematics decrease over time
- 3) To ensure that at least 85% of school leavers achieve at least NCEA Level 2 in preparation for their futures.

2.5 CHRISTIAN EDUCATION NETWORK (CEN)



Rangiora New Life School is member of a group of Christchurch Christian schools – Middleton Grange School, Rolleston Christian School, HillView Christian School, Emmanuel Christian School, Aidanfield Christian School, and Christchurch Adventist School who are committed to :

“Standing and working together to provide excellent all- round Christian education”

Our long term strategic objectives are:

Strategic Objective 1:

Strengthening and building of Special Character by focusing on:

- Philosophy
- People
- Practices

Strategic Objective 2:

Expanding Christian education by enhancing:

- Awareness of Christian education as a choice
- Affordability
- Capacity and structure

Strategic Objective 3:

Growing influence in the educational sphere by being:

- Pioneering
- Well informed and connected
- Future focused

2.6 OTHER LONG-TERM PLANS NOT CONTAINED IN THIS CHARTER DOCUMENT

- The Proprietors 10 Year (2009-2019) Capital Development Plan
- The Proprietors 10 year (2011-2021) Property Maintenance Plan

2.7 STRATEGIC PRIORITIES 2019-2022



To provide a quality Christian Education that inspires and equips all our students to reach their life potential in order to serve God’s purposes.

To **SEEK** involves truth, experiencing God’s grace, and discovering who Jesus really is.

“Seek first the kingdom of God and all his righteousness...” (Matt 6.33)

To **SOAR** is to aim high in all things, learning to become a wise and balanced person.

“Jesus grew in wisdom and in stature and in favour with God and all the people” (Luke 2:52)

To **SERVE** means deciding to put others before ourselves, learning the meaning of empathy.

“The son of man did not come to be served but to serve...” (Matt. 20:28)

Te Kura Oranga Hou O Rangiora Strategic Priorities 2019 – 2022 (revised in 2018)	
SEEK (Christian Character)	<ol style="list-style-type: none"> 1. Making sure that Christ is at the centre of everything we do by utilizing prayer and scripture. 2. Developing a foundation of faith that allows students to strengthen their relationship with God.
SOAR (Students Achieving)	<ol style="list-style-type: none"> 3. Expecting high academic standards and developing a broader measure of student success beyond pass rates. 4. Having good student wellbeing monitoring processes. 5. Supporting parents in educating their children as successful learners. 6. Preparing students for careers and pathways outside school.
SERVE (Serve God)	<ol style="list-style-type: none"> 7. Reaching out to those around us in the wider community by being a Christian witness.

Te Kura Oranga Hou O Rangiora Annual Plan 2019

To provide a quality Christian Education that inspires and equips all our students to reach their life potential in order to serve God's purposes.

To **SEEK** involves truth, experiencing God's grace, and discovering who Jesus really is. *"Seek first the kingdom of God and all his righteousness..." (Matt 6.33)*

To **SOAR** is to aim high in all things, learning to become a wise and balanced person. *"Jesus grew in wisdom and in stature and in favour with God and all the people" (Luke 2:52)*

To **SERVE** means deciding to put others before ourselves, learning the meaning of empathy. *"The son of man did not come to be served but to serve..." (Matt. 20:*

SEEK FIRST THE KINGDOM OF GOD

1. Making sure that Christ is at the centre of everything we do by utilizing prayer and scripture.

- a) Further enhancing Founders' day and Easter, and Anzac day as significant celebrations in our school calendar.
- b) Utilising the 40th anniversary of the founding of the school (2019) to profile Christian Education at RNLS and renew our commitment to Christ centred education.
- c) Having Christian performance events linked to our special character.
- d) Having regular staff worship.

2. Developing a foundation of faith that allows students to strengthen their relationship with God.

- a) Having regular Prayer meetings with parents and students and encouraging student led worship and testimony in assemblies.
- b) Utilising the Interact Curriculum themes for each term across RNLS to provide coherence.

STUDENTS WILL SOAR ON WINGS LIKE EAGLES

3.. Expecting high academic standards and developing a broader measure of student success beyond pass rates.

- a) Identifying target students in each class, creating a plan to accelerate learning, monitoring and replotting progress of these students' achievement.
- b) Lifting 85% of students at least one sub-level annually using asTTle reading, writing and mathematics and other progress tools as indicators
- c) Having every student who leaves RNLS in Year 13 achieving at least NCEA Level 2 and students who leave before Year 13 achieving at least NCEA Level 2.
- d) Achieving NZQA Level 1-3 pass rates at or above 90% & having at least 50% of students achieve Merit or Excellence passes.
- e) Investigate other measures that we can utilise to measure student success beyond pass rates.
- f) Continuing to develop electronic classroom pages.
- g) Participation in Writing (Y 1-13) PLD, and Science PLD (Y9-13) programmes.
- h) Staff Inquiry as part of Appraisal on a matter that relates to student achievement to the students that the teacher teaches – this can be individual, or with other teachers within Tipu Māia Working with Tipu Māia in the shared Achievement challenges that apply to our school. Further improve Maori learning outcomes by
- i) Encouragement of participation in Kapa Haka – for school events and participation in community events.
- j) Hosting the Area Schools Kapa Haka day.
- k) Wider participation in Maori language week, Matariki.

4. Having good student wellbeing monitoring processes

- a) Utilising the student survey data from 2018, to develop areas to establish baselines, investigate, monitor and develop action plans where necessary to support areas of concern.
- b) Implementing PB4L Year 7 goals – implementing Tier 2, strengthening Tier 1.

5. Supporting parents in educating their children as successful learners.

- a) Implement BYOD – strengthen Y7-Y11, implement Y5, Y6 & Y13 in 2019.
- b) Develop an implementation roadmap of BYOD and communication plan to parents over the use of netbooks/tablets & BYOD devices in school.
- c) Expanding the use of the Parent Portal, utilizing SeeSaw, and fortnightly Kamar progress reports for Y1-13.

6. Preparing students for careers and pathways outside school.

- a) Provide a diverse set of pathways for students and allow students to discover their strengths and passions by refining Career counselling with all senior students having a relevant career plan linked to their learning/subject choices.

SERVE GOD, THE COMMUNITY, NATIONS, & THE WORLD

7. Reaching out to those around us in the wider community by being a Christian witness

- Being a leader in the wider Christian and educational community
- a) Locally in our Christian Education Network (CEN), Tipu Māia Kāhui Ako, & Canterbury Area Schools Association (CASA).
 - b) Nationally in the NZ Association of Christian Schools (NZACS) and the New Zealand Area Schools Association (NZASA),
 - c) Internationally in Mission work.

Te Kura Oranga Hou O Rangiora Annual Plan 2018

To provide a quality Christian Education that inspires and equips all our students to reach their life potential in order to serve God's purposes.

To **SEEK** involves truth, experiencing God's grace, and discovering who Jesus really is. *"Seek first the kingdom of God and all his righteousness..." (Matt 6.33)*

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To **SERVE** means deciding to put others before ourselves, learning the meaning of empathy. *"The son of man did not come to be served but to serve..." (Matt. 20:28)*

1) SEEK FIRST THE KINGDOM OF GOD	2) STUDENTS WILL SOAR ON WINGS LIKE EAGLES	3) SERVE GOD, THE COMMUNITY, NATIONS, & THE WORLD
1.1 NAG 1 Christian educational philosophy is throughout the school curriculum and across the life of the school by <ol style="list-style-type: none"> a) Implementing any recommendations from the 2017 Special Character review. b) Having regular staff worship. 	2.1 NAG 2/2A Further development of pedagogy, curriculum and leadership across the school by <ol style="list-style-type: none"> a) Implement BYOD – strengthen Y9 & Y10, implement Y7, Y8 & Y11 in 2018. b) Developing a implementation roadmap of BYOD and communication plan to parents over the use of netbooks/tablets & BYOD devices in school. c) Continuing to develop Microsoft (or equivalent) classroom pages for all levels. d) Participation in Writing (Y 1-13) PLD programmes. e) Individual staff Inquiry learning as part of Appraisal on any one of 2.1c or 2.1d or 2.4a or 2.4b 	3.1 NAG 7 & NAG 8 Improve communication and community connection by <ol style="list-style-type: none"> d) Having consistent communication processes including newsletter, text, and email. e) Expanding the use of the Parent Portal. f) Continuing to evaluate our communication strategy
1.2 Have a Christ centered and community spirituality in both staff and students by <ol style="list-style-type: none"> a) Further enhancing Founders' day and Easter, and Anzac day as significant celebrations in our school calendar. b) Having regular Prayer meetings with parents and students and encouraging student led worship and testimony in assemblies. c) Having Christian performance events linked to our special character. d) Being an active partner and leader in CEN, and CASA locally and NZACS, NZASA nationally. 	2.2 NAG 3 Further enhance academic performance of senior students in NCEA and junior students in literacy and numeracy by <ol style="list-style-type: none"> a) Having every student who leaves RNLS in Year 13 achieving at least NCEA Level 2 and students who leave before Year 13 achieving at least NCEA Level 2. b) Achieving Level 1-3 pass rates at or above 90% & having at least 50% of students achieve Merit or Excellence passes. c) <i>Using national benchmarks such as the Literacy Learning Progressions and the Number Framework Strategy Stages to formulate progress indicators and statements for each student in Years 0 to 8</i> d) <i>Lifting 85% of students at least one sub-level annually using asTTle reading, writing and mathematics and other progress tools as indicators</i> e) Working with Tipu Māia - our COL in the shared Achievement challenges. 	3.2 NAG 4 Grow the school by <ol style="list-style-type: none"> a) Increasing the school profile in local, national and International communities.
1.3 To promote and resource missions outside the school and enhance participation of overall spirituality within the school by <ol style="list-style-type: none"> a) Reviewing and enhancing our overseas missions plans. b) Exploring other mission opportunities locally. c) Being Salt & Light in our Tipu Māia Kāhui Ako . 	2.3 NAG 2/2A Further improve Maori learning outcomes by <ol style="list-style-type: none"> a) Encouragement of participation in Kapa Haka – for school events and participation in community events and festivals with a the new uniform made & used in 2017. b) Wider participation in Maori language week, Matariki. c) Implementation of Bi-lingual signage completely across the school. 	3.3 NAG 3 & NAG 4 Manage resources wisely by <ol style="list-style-type: none"> a) Actively marketing our International programme, maintaining International school short visits and building International enrolments. b) Implementing School Docs to replace our current Policy framework.
	2.4 NAG 2 & NAG 5 Provide a physical, emotional and spiritually safe learning environment by <ol style="list-style-type: none"> a) Implementing PB4L Year 6 goals – implementing Tier 2. b) Engaging in PB4L SW restorative professional learning. c) Consolidating our Enviroschools 	
	2.5 NAG 1 & NAG 2 Provide a diverse set of pathways for students and allow students to discover their strengths and passions by <ol style="list-style-type: none"> a) Refining Career counselling with all senior students having a relevant career plan linked to their learning/subject choices. 	

- *Actions to replace National Standards measurement and goal setting.*

SECTION THREE: ANNUAL PLAN TO IMPROVE STUDENT PROGRESS AND ACHIEVEMENT

3.1 YEARS 11-13 SUMMARISED STUDENT ACHIEVEMENT DATA FOR NCEA 2018

From our 2018 annual plan

Further enhance academic performance of senior students in NCEA and junior students in literacy and numeracy by

- a) Having every student who leaves RNLS in Year 13 achieving at least NCEA Level 2 and students who leave before Year 13 achieving at least NCEA Level 2.*
- b) Achieving Level 1-3 pass rates at or above 90% & having at least 50% of students achieve Merit or Excellence passes.*

NCEA Results Summary - for 2018

	RNLS Pass-rate	National Pass-rate	RNLS Merit	National Merit*	RNLS Excellence	National Excellence*
Level 1	91%	71%	20%	36%	38%	20%
Level 2	81%	88%	35%	32%	24%	18%
Level 3	73%	64%	43%	35%	28%	19%

	RNLS	National
University Entrance	65%	47%
Scholarships	TBA	n/a

*National Merit & Excellence Data from 2017 – 2018 data not available at time of writing

Analysis

We are experiencing more students staying on in the senior school for whom NCEA is not their goal. We are looking to capture this data in a better way to recognise the goals and achievements of these students. Of the students that are aiming for NCEA and achieving it, we are seeing a rise in the percentage that are achieving merit or excellence endorsement. Our targets for NCEA pass rates and endorsement will be retained for 2019, however, as we undergo further investigative work in 2019, these may expand to better measure the aspirations, and achievements of our senior students.

3.2 ACHIEVEMENT AND PROGRESS AIMS FOR STUDENTS IN YEARS 11-13 for 2019

Strategic Goal 2.2a : Every student who leaves RNLs in Year 13 will have achieved at least NCEA Level 2 and students who leave before Year 13 will have either achieved NCEA Level 2, or be continuing with further education.

(2018 annual plan)

2018 Results *Year 12 or 13 school leavers: 98 % left with at least NCEA Level 2. 1 students did not, although we supported this student on to a course that would get him L2 NCEA.*

Target : All our students who leave school from Year 12 are to have at least NCEA Level 2.

Actions to achieve targets		Timeframe
1. Analyse students' results to determine their progress towards L2	Head of Secondary	ongoing
2. The Academic Dean will monitor progress throughout the year and work on strategies for improvement as well as contact parents if appropriate	Academic Dean for Years 11-13	February and then until NCEA externals
3. Arrange meetings for all students individually with the Careers Advisors in order to increase motivation for students in engaging with their subject work and assessments	Careers Advisor	Ongoing all year
4. Report to parents at regular intervals of progress towards NCEA credits	Head of Secondary	Ongoing
5. Review the above actions (2-5) and modify as appropriate to increase student motivation and learning	Head of Secondary	End of terms 1-4
6. Use KAMAR to help analyse and inform students and parents of student progress.	Head of Secondary and Academic Dean	All year

Strategic Goal 2.2b : Sustaining a Level 1-3 pass rate at or above 90% (2018 annual plan)

Baseline Data : Analysis of results from 2018 showed Level 1 pass rate was 90 %, Level 2 pass rate was 98 %, and Level 3 pass rate was 85 %.

Target: All year levels achieve a pass rate of 90 %

Actions to achieve targets	Led by	Timeframe
1. Identify clearly students at risk of not achieving, to their parents and teachers	Academic Dean	By end of February
2. Construct timetables with appropriate courses of study for each student	Head of Secondary / Careers A.	By end of February
3. Regularly meet and monitor progress towards credits for students in both groups	Academic Dean	All year till externals
4. Provide Gateway and STAR opportunities for targeted students to increase motivation and career prospects	Careers Advisor	Ongoing
5. Review the above actions (2-4) and modify as appropriate for the following year to increase student motivation and learning	Head of Secondary	Ends of terms 1-4
6. Use KAMAR to help analyse and inform students and parents of student progress.	Head of Secondary, Academic Dean	All year

Strategic Goal 2.2b : Sustaining 50% of students achieve Merit or Excellence passes at each level (2018 annual plan)

Baseline Data In 2017, 65 % of Level 1 students had endorsed NCEA passes at merit or excellence, 67 % of Level 2 and 65 % of Level 3 students.

Target: At least 50 % of each level students have NCEA passes endorsed with merit or excellence.

Actions to achieve targets	Led by	Timeframe
1. Identify clearly students at risk of not achieving, to their parents and teachers	Academic Dean	By end of February
2. Construct timetables with appropriate courses of study for each student	Head of Secondary / Careers A.	By end of February
3. Regularly meet and monitor progress towards credits for students in both groups	Academic Dean	All year till externals
4. Make students fully aware of the financial incentives gained by passing NCEA with Merit or Excellence endorsements	Head of Secondary	All year till externals
6. Provide Gateway and STAR opportunities for targeted students to increase motivation	Careers Advisor	Ongoing
7. Review the above actions (2-4) and modify as appropriate for the following year to increase student motivation and learning	Head of Secondary	Ends of terms 1-4
8. Use KAMAR to help analyse and inform students and parents of student progress.	Head of Secondary, Academic Dean	All year

Reading: December 2018 data NAG2A

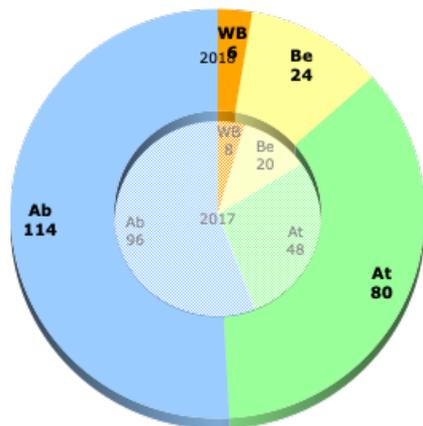
From our 2018 annual plan

2.1c Using national benchmarks such as the New Zealand Curriculum, Literacy Learning Progressions and the Number Framework Strategy Stages to formulate progress indicators and statements for each student in Years 0 to 8.

2.1d Lifting 85% of students at least one sub-level annually using asTTle reading, writing and mathematics and other progress tools as indicators.

80% of students achieving at or above the expected curriculum level of the New Zealand Curriculum using Overall Teacher Judgements based on tools such as asTTle, running records, NumPA

Total	224	
Ab	114	51%
At	80	36%
Be	24	11%
WB	6	3%



Total	European	177	
	Maori	20	
	Pasifika	7	
	Asian	8	
	MELAA	11	
	Other	1	
	ELLs		
Ab	European	91	51%
	Maori	7	35%
	Pasifika	5	71%
	Asian	4	50%
	MELAA	6	55%
	Other	1	100%
At	European	64	36%
	Maori	9	45%
	Pasifika	2	29%
	Asian	2	25%
	MELAA	3	27%
	Other		
Be	European	17	10%
	Maori	3	15%
	Pasifika		
	Asian	2	25%
	MELAA	2	18%
	Other		
WB	European	5	3%
	Maori	1	5%
	Pasifika		
	Asian		
	MELAA		
	Other		
	ELLs		

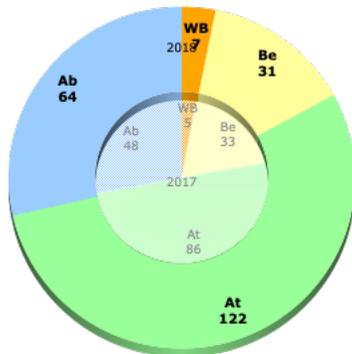
Writing: December 2018 data NAG2A

From our 2018 annual plan

2.1c Using national benchmarks such as the New Zealand Curriculum, Literacy Learning Progressions and the Number Framework Strategy Stages to formulate progress indicators and statements for each student in Years 0 to 8.

2.1d Lifting 85% of students at least one sub-level annually using asTTle reading, writing and mathematics and other progress tools as indicators.

Total	224	
Ab	64	29%
At	122	54%
Be	31	14%
WB	7	3%



Total	European	177	
	Maori	20	
	Pasifika	7	
	Asian	8	
	MELAA	11	
	Other	1	
	ELLS		
Ab	European	50	28%
	Maori	4	20%
	Pasifika	3	43%
	Asian	2	25%
	MELAA	4	36%
	Other	1	100%
	ELLS		
At	European	99	56%
	Maori	11	55%
	Pasifika	4	57%
	Asian	5	63%
	MELAA	3	27%
	Other		
	ELLS		
Be	European	24	14%
	Maori	3	15%
	Pasifika		
	Asian	1	13%
	MELAA	3	27%
	Other		
	ELLS		
WB	European	4	2%
	Maori	2	10%
	Pasifika		
	Asian		
	MELAA	1	9%
	Other		
	ELLS		

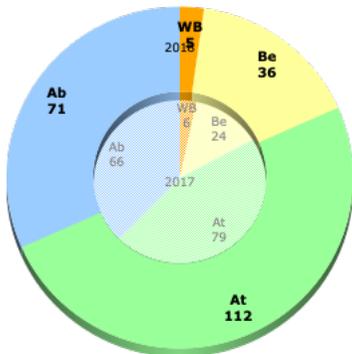
Mathematics: December 2018 data NAG2A

From our 2018 annual plan (to replace National Standard reporting)

2.1c Using national benchmarks such as the New Zealand Curriculum, Literacy Learning Progressions and the Number Framework Strategy Stages to formulate progress indicators and statements for each student in Years 0 to 8.

2.1d Lifting 85% of students at least one sub-level annually using asTTle reading, writing and mathematics and other progress tools as indicators.

Total	224	
Ab	71	32%
At	112	50%
Be	36	16%
WB	5	2%



Total	European	177	
	Maori	20	
	Pasifika	7	
	Asian	8	
	MELAA	11	
	Other	1	
	ELLs		
Ab	European	57	32%
	Maori	4	20%
	Pasifika	2	29%
	Asian	2	25%
	MELAA	5	45%
	Other	1	100%
	ELLs		
At	European	90	51%
	Maori	10	50%
	Pasifika	5	71%
	Asian	5	63%
	MELAA	2	18%
	Other		
	ELLs		
Be	European	28	16%
	Maori	5	25%
	Pasifika		
	Asian		
	MELAA	3	27%
	Other		
	ELLs		
WB	European	2	1%
	Maori	1	5%
	Pasifika		
	Asian	1	13%
	MELAA	1	9%
	Other		
	ELLs		

3.6 ANALYSIS of READING, WRITING, AND MATHEMATICS 2018: NAG 2A (b) REPORTING

From our 2018 annual plan

2.1c Using national benchmarks such as the New Zealand Curriculum, Literacy Learning Progressions and the Number Framework Strategy Stages to formulate progress indicators and statements for each student in Years 0 to 8.

2.1d Lifting 85% of students at least one sub-level annually using asTTle reading, writing and mathematics and other progress tools as indicators.

NAG2A (b)(i) Areas of Strength

OTJ area(s):

OTJ Analysis Years 0 to 8 December 2018

(For the year February to December 2018)

Reading: 86% of pupils performed at or above the expected curriculum level
(51% performed well above)

Writing: 83% of pupils performed at or above the expected curriculum level
(29% performed well above)

Maths: 82% of pupils performed at or above the expected curriculum level
(32% performed well above)

Reading:

Māori: 80% of pupils performed at or above the expected curriculum level (16 pupils)
(35% performed well above)

Pasifika: 100% of pupils performed at or above the expected curriculum level (7 pupils)
(71% performed well above)

Asian: 75% of pupils performed at or above the expected curriculum level (6 pupils)
(50% performed well above)

Writing:

Māori: 75% of pupils performed at or above the expected curriculum level (15 pupils)
(20% performed well above)

Pasifika: 100% of pupils performed at or above the expected curriculum level (7 pupils)
(43% performed well above)

Asian: 88% of pupils performed at or above the expected curriculum level (7 pupils)
(25% performed well above)

Mathematics:

Māori: 70% of pupils performed at or above the expected curriculum level (14 pupils)
(20% performed well above)

Pasifika: 100% of pupils performed at or above the expected curriculum level (7 pupils)
(29% performed well above)

Asian: 88% of pupils performed at or above the expected curriculum level (7 pupils)
(25% performed well above)

Gender:

Reading:

Female: 90% of pupils performed at or above the expected curriculum level (104 pupils)
(59% performed well above)

Male: 83% of pupils performed at or above the expected curriculum level (90 pupils)
(43% performed well above)

Writing:

Female: 88% of pupils performed at or above the expected curriculum level (102 pupils) (33% performed well above)

Male: 78% of pupils performed at or above the expected curriculum level (84 pupils)
(24% performed well above)

Mathematics:

Female: 80% of pupils performed at or above the expected curriculum level (92 pupils)
(28% performed well above)

Male: 84% of pupils performed at or above the expected curriculum level (91 pupils)
(35% performed well above)

OTJ area(s):

Reading:

Māori: 15% of pupils performed below the expected curriculum level (3 pupils)

Māori: 5% of pupils performed well below the expected curriculum level (1 pupil)

Pasifika: 100% of pupils performed at or above the expected curriculum level (7 pupils)

Asian: 25% of pupils performed well below the expected curriculum level (2 pupils)

Writing:

Māori: 15% of pupils performed below the expected curriculum level (3 pupils)

Māori: 10% of pupils performed well below the expected curriculum level (2 pupils)

Asian: 12% of pupils performed well below the expected curriculum level (1 pupil)

Mathematics:

Māori: 25% of pupils performed below the expected curriculum level (5 pupils)

Māori: 5% of pupils performed well below the expected curriculum level (1 pupil)

Asian: 12% of pupils performed well below the expected curriculum level (1 pupil)

Gender:

Reading:

Female: 7% of pupils performed below the expected curriculum level (8 pupils)

Female: 3% of pupils performed well below the expected curriculum level (4 pupils)

Male: 15% of pupils performed below the expected curriculum level (16 pupils)

Male: 2% of pupils performed well below the expected curriculum level (2 pupils)

Writing:

Female: 11% of pupils performed below the expected curriculum level (13 pupils)

Female: 1% of pupils performed well below the expected curriculum level (1 pupil)

Male: 16% of pupils performed below the expected curriculum level (18 pupils)

Male: 6% of pupils performed well below the expected curriculum level (6 pupils)

Mathematics:

Female: 19% of pupils performed below the expected curriculum level (21 pupils)

Female: 1% of pupils performed well below the expected curriculum level (1 pupil)

Male: 14% of pupils performed below the expected curriculum level (21 pupils)

Male: 2% of pupils performed well below the expected curriculum level (2 pupils)

NAG2A (b)(ii) Basis for Identifying Areas for Improvement

Discussion: Cohorts in Years 1, 3, 6 and 8 were identified as being our target cohorts, with a smaller cohort in Year 5 also “in the headlights.” These were students who tended to perform lower in reading, writing and mathematics combined. The main underpinning weaknesses were phonological awareness deficits, limited inferencing, underdeveloped questioning skills, inability to extract, synthesis and use information to present multiple points and in mathematics, a lower awareness of the concept of number. Some students had limited world knowledge and this affected vocabulary knowledge and choice.

NAG2A (b)(iii) Planned Actions for Lifting Achievement

Discussion: The Learning Support Team have supported classroom teachers trying to shift identified cohorts. Some of the students are working with speech language therapists, physiotherapists, occupational therapists, psychologists and/or have been referred to the R.T.L.B. and R.T.Lit service. Selected target groups have worked on the “Five Up” programme and the “Seven Up” programme designed by former R.T.Lit Chuck Marriott and R.T.L.B. Louise Douglas. A group of our youngest children have worked with a member of the Learning Support Team on Agility With Sound, designed by Betsty Sewell. This programme is designed to help dyslexic students identify and chunk sounds in words. In mathematics, the Year 0 to 2 team under the guidance of the Head of Mathematics, continued to undertake training in Numicon to help target underachieving students in maths. The aim is to establish this resource across from Years 0 to 10. In January, the Year 0 to 8 teachers meet on a two-day teacher only day programme to identify priority learners and also identify target students. Teachers cross-hatched with previous year’s teachers to share strategies that were effective for each target student. Teachers formulated notes to address the learning needs of each target student.

The teaching team aim to examine research to discover optimal teacher pedagogy, undertake specific observations, engage in professional discussions, act as the critical friend towards our colleagues, and corporately take ownership and brainstorm effective ideas to create ‘shift’ for students identified as requiring acceleration in our cohorts. Through continual review of our teaching practices our aim is to lift achievement in reading, writing and mathematics to reach the Ministry target of 85% of students achieving “At” or “Above” the expected curriculum level.

NAG2A (b) (iv) Progress Statement

Discussion: In 2017 we began the first year of a three-year writing contract from the Ministry of Education.

In December 2016, 71% of students were “At” or “Above” standard in writing, which we increased to 83% “At” or “Above” the expected curriculum level by December 2018.

In December 2016, 84% of students were “At” or “Above” standard in mathematics, which we increased to 86% “At” or “Above” the expected curriculum level by December 2018.

In December 2016, 77% of students were “At” or “Above” standard in mathematics, which we increased to 82% “At” or “Above” the expected curriculum level by December 2018.

We attribute this increase to the intensive work by our teachers under the tutelage of Writing PLD coach, Sue Ellis from UC Education Plus. Sue meet regularly with the staff in planning groups, the whole Primary and teachers in the English department, Years 0 to 13. Teachers honed their skills focusing on target students in writing, and transferred these skills into identifying, planning for and addressing target students in mathematics and reading. We plan to continue the intensive PLD through 2019 and into 2020 to see target students shift in writing, reading and mathematics.

