

Rangitoto College

Annual Plan 2022

Empowering great student outcomes through the provision of quality teaching and learning programmes

PRIORITY 1A

RASCI Deliverables	Responsible "The doer"	Accountable "The buck stops here"	Support "The helper"	Consult "In the loop"	Inform "Tell me after"
	GBR/SMP	DWG/MJK	LNJ/TSG/MLT	SLT	STAFF

Initiative	Action plan sequence	Key dates	RASCI / People	Resources	Milestone indicators / success metric
1a) Authentic integration of Mātauranga Māori (Māori knowledge) into the Rangitoto curriculum	Equity Develop Rangitoto whakawhanaungatanga with Tu Rangitira whanau		KS GBR	ISL / ASL time Kai Wananga	<p>Growth model for role out</p> <p>Rangitoto kawa develops a school resource that outlines clear tikanga and basic Te Reo use - draft completed by the start of Term 2 and introduced to staff</p> <p>Whanau guiding group to develop multiple truths - cultural leaders, DWG, LNJ/TSG/MLT - first whanau hui Term 2 - provide baseline data</p> <p>Tu Rangitira students can confidently introduce who they are in te reo.</p>

	<p>Trust Develop iwi links to enhance local curriculum</p>		HHR	PLD funding Rangitoto haerenga	<p>A link to iwi is evident - 2 iwi hui held in Term 1</p> <p>Local stories used in curriculum - data being collected from departments week 3 of Term 2 will provide baseline data</p> <p>By the end of Y9 students will know one story of Rangitoto's history</p>
	<p>Coherence Use ka hikitia to underpin to bicultural curriculum</p>		DWG		<p>Rangitoto Maturanga Māori model developed Term 1 - Ka Hikitia underpins this model. Shared with SLT/HoFs/Deans term 1</p> <p>Collection of multiple stories of truth - data collection Term 2</p>

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PRIORITY 1B

RASCI Deliverables	Responsible HOD/CL	Accountable MKJ	Support KTT, ISLs	Consult GAL	Inform Staff
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Initiative	Action plan sequence	Key dates	RASCI / People	Resources	Milestone indicators / success metric
1b) Implementation of knowledge rich curriculum in years 10-12	Year 10 sequencing and planning to be completed	Term 1-4	HOD, CL with KA support (KTT)		100% of Year 9 units aligned with a knowledge-first approach by Feb 2022. Language embedded in units by the end of term 2. 90% of Year 10 units/topics to be redesigned with a knowledge-first approach by the end of 2022. Language embedded in units by the end of term 4.
	School wide use of the rubric for assessing KRC development and refining junior units.	Term 1-4 2022	HOD/CL/KA KTT	The rubric	All year 9 and 10 units have been assessed against the KRC rubric . Year 9 - 80 % of units have 4 or more of the 6 criteria at <u>growing expertise level</u> , the others at <u>exposure level</u> by the end of 2022. All Year

					<p>9 units meet at least foundation level for all 6 categories.</p> <p>Year 10 - 50 % of units have 4 or more of the 6 criteria at <u>growing expertise level</u>, the others at <u>exposure level</u> by the end of the year. Units can have 1 of the categories not meeting the exposure level.</p>
	<p>Develop effective knowledge organisers and semi-standardised templates that can be used by departments. Wrap around with PLD - Introduce correct and effective use of knowledge organisers</p>	Term 2	SBT and ISL's KTT		<p>KO are prepared for 75% of year 9 units and 50% of the Year 10 units.</p> <p>Consideration given to ensuring KO</p> <ul style="list-style-type: none"> • Are deliberately organised/logical and fit for purpose • facilitate elaboration • Are knowledge rich • Facilitate retrieval
	<p>New staff - introductory PLD from SBT/MKJ/RND and then onto HODs</p>	Term 1 only	MKJ, RND, SBT	Te Mahi Ngatahi slot	<p>Session in Term 1 describing RC KRC context and setting the school vision</p> <p>Observations of lessons indicate understanding of a KR curriculum and the teaching principles.</p>
	<p>Continue working with research partners to support our knowledge curriculum development.</p>		MKJ, SBT and curriculum HODs		<p>Auckland University?</p> <p>Conference - KRC conference at Rangitoto College. Have at least 5 presenters from the college presenting the research based KRC philosophy and learnings.</p>
	<p>Take part in NCEA accord days, with a view to strengthening the knowledge base of the suggested curriculum.</p>	Term	HOD's CL's	ISL's (STN) MKJ SBT	<p>SLT to make a decision in consultation with HOD's and CL's as to what NCEA Level 1 will look like in 2024 for Rangitoto College by the end of term 1 to give clarity to support departmental planning.</p>

	Determine alignment with RC KRC.				Strategic reading for ISL/HOD/CL's to help to guide this process - especially the new people in these positions.
	Sharing practice for Year 9, 10 and 11 KRC implementation in the RC context	Term 1-4	HOD/CL's	Time/ advice where needed	Continue having HOD showcased their KRC journey at HOD meetings. Use constructive critique 'prompt' questions as per 2021. Improvement and next steps forward rather than just 'process'.
	Level 1 courses - choices of assessments decided	T 1-2	SLT and HOD/CL's		100% of year 11 courses have chosen the assessments that will be assessed in 2024 to allow planning.
	Thinking to start on the sequencing and planning of Year 11 knowledge curriculum, focusing on KR and then considering the alignment with NCEA framework	Term 4	HOD/CL's ISL's		Using learnings from the review of Year 9 & 10. 75% of Year 11 units redesigned with knowledge-first approach by the end of 2022. Vertical sequencing established Y9 - 11 to promote a solid schema of knowledge. Alignment with NCEA review established. Consideration given to good assessment practices.
	Sequence and embed a knowledge-rich curriculum in Year 12 to support equity, excellence and application of knowledge, utilising the NCEA framework provided.	Term 4			Using learnings from the review of Year 9 & 10. Some Year 12 units redesigned with knowledge-first approach by the end of 2022. Vertical sequencing established Y9 - 12 to promote a solid schema of knowledge. Alignment with NCEA review established. Consideration given to good assessment practices.

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PRIORITY 1C

RASCI Deliverables	Responsible RND	Accountable RND, MKJ	Support HOD, CL, ISL	Consult GAL	Inform Staff
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Initiative	Action plan sequence	Key dates	RASCI / People	Resources	Milestone indicators / success metric
1c) Embedding of Rangitoto teaching principles	Rebrand of Teaching Principles rolled out via school-wide development stream.	Term 1 - Week 5 (full staff meeting)	RND		HOD feedback and teacher talk indicate fidelity to and understanding of rebrand (restructure and change in emphasis) of Teaching Principles.
	Presentation to all new staff on school's Teaching Principles journey.	Term 1	RND, SBT, MKJ	Te Mahi Ngatahi session	Session in Term 1 describing RC KRC context and Teaching Principles evolution and setting the school vision Observations of lessons indicate understanding of a KRC and the Teaching Principles.
	Use school-wide development stream to model rich engagement with the Teaching Principle <i>Consider Cognitive</i>	Terms 2-4	RND, NMN, PRR +? (STV, VDW)	Kahui Ako time Pedagogy Cafe	100% of departments have had professional development opportunities presented by key staff during Terms 2-4. Mixture of synchronous and asynchronous delivery.

	<i>Load.</i>				
	Develop and make available to all staff 'Exposure-level' Teaching Principles content (all Principles).	Term 1 - Week 5	RND	Time and PD money for books	Teachers accessing and supported to process content and starting to enact the selected Principle(s) and/or extend within their own teaching. Teachers will have engaged with all 3-5 pieces of content through Pedagogy Cafe or other settings by end of year.
	Departments choose and start deeper engagement with one Teaching Principle via department development stream.	Term 2 onwards	Department HOD's and ISL's	HOD/ISL 20-minute slots in each department meeting time	100% department meetings observed have 20 minute engagement with departmental Teaching Principle. Departments using the principles of the ADAPT cycle.
	Develop and make available to all staff 'Emerging expertise-level' Teaching Principles content (all Principles).	Term 4	RND	Time and PD money for books	HOD feedback and teacher talk indicate some teachers starting to access and process content.
	Identify and prime possible candidates for coaching development stream.	Terms 1-2	RND, MKJ		10-15 coaches identified and invited into the programme.
	Design and develop resources for Coaching stream programme	Terms 1-2	RND	Time and PD money for books	Programme designed by the end of Term 2. Coaching programme based on principles of Instructional Coaching and orientated around enacting Teaching Principles.
	Implement Coaching stream programme	Terms 3-4	RND, MKJ	Relief time	10-15 staff who have been identified attending 100% of sessions and engaging with literature and content.

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Providing support to develop exceptional outcomes for our people

PRIORITY 2A

RASCI Deliverables	Responsible "The doer"	Accountable "The buck stops here"	Support "The helper"	Consult "In the loop"	Inform "Tell me after"
	MRT/DWG	MRT/DWG	PT/Deans	GAL	Staff

Initiative	Action plan sequence	Key dates	RASCI / People	Resources	Milestone indicators / success metric
2a) Promote effective hauora (physical, mental, social, spiritual and place) and support programmes WHENUA TAHA HINENGARO TAHA WHĀNAU TAHA TINANA TAHA WAIRUA	Re-establish Pastoral/Wellbeing lead team	T1	MRT/DWG	Kahui Ako ISL & ASL - across departments	MRT/DWG Team established early Term 1 - across curricular
	Develop a 3 year Pastoral/Wellbeing plan of action	T1	MRT/DWG/T		3 year road map developed of objectives and outcomes
	Hauora and Values Signage - for each school value and each dimension of Hauora	T2	MRT/DWG/ Property	Sign writer (Airborne signs?) or North Harbour Signs - see Damian Hilt Translated	All staff and students recognise our values and the dimensions of Hauora Personalise and translate NZCER survey questions targeting values and hauora
	Incorporate Hauora messaging into assemblies	T3	Deans		5 assembly themes across the 5 dimensions. Application of these to students' lives.

	Develop IB4L outside of the classroom	T3-4	MRT/DPs/GAL/Deans		<p>Key indicators of IB4L outside of the classroom by staff and students.</p> <p>Understanding and application of school values.</p> <p>Reduction in wellbeing note entries for behaviour outside the classroom.</p> <p>Publicly acknowledge good practice</p>
	Begin to incorporate 5 dimensions of Hauora across the curriculum at Yr 9-10	T3-4	PLD/MRT/DWG	PLD	<p>PLD for staff</p> <p>Staff understanding of Te Whare Tapa Wha and how the dimensions can be interwoven into classroom conversations.</p>
	'Hauora Challenge Plan' for Year 9 incorporated into Term 4, Year 9 TT trial.	T3-4	Yr9 Deans/ Yr 9 DP/ HT/ Yr 9 Tutor Teachers/ MRT	Online resources developed	<p>Create trial programme</p> <p>6 Week programme trialled</p> <p>Sample data with Year 9 students and Year 9 Tutor Staff</p>

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Providing support to develop exceptional outcomes for our people

PRIORITY 2B

RASCI Deliverables	Responsible "The doer"	Accountable "The buck stops here"	Support "The helper"	Consult "In the loop"	Inform "Tell me after"
	PT/Deans/DWD/ MRT	DWD/MRT	KA	GAL	Staff

Initiative	Action plan sequence	Key dates	RASCI / People	Resources	Milestone indicators / success metric
2b) Remodelling of tutor to extend positive student outcomes	Investigate Kahui Ako schools to determine current Pastoral Care philosophies and how Rangitoto College could draw from these student experiences.	T1	KA -Across School Transitions	Kahui Ako time	School visits Collation document of KA philosophy to Pastoral Care and current programmes in place
	Research other school models of TT to integrate best outcomes for our students.	T1	MRT/DWG/ Hauora Team (HT)	Pastoral Team to research individual schools nationally and internationally	Collation of philosophies - creation of the PLD Research Folder 'Best ideas' of functioning models
	Develop a Rangitoto College TT philosophy and clear workflows for a remodeled TT	T2	MRT/DWG/ PT/Deans		Develop a Rangitoto Philosophy for TT Schedule of work flow outlined Allocation of responsibilities Consistency across year levels

	implementation.				Incorporate Tu Rangatira, Sport and PA initiatives
	Create resources for an initial trial period for Year 9 TT	T2-3	HT/Yr 9 Deans/ DWG/MRT	Allocation of time - staffroom planning retreat	Week by week programme developed
	Incorporate effective attendance checking systems into TT. Add PCSchool comment to reports on attendance	T2-4	MRT/ PT/DP Data/ Pete Duthie/ Marlon/Deans	Time allocation for Tutor Teachers in TT Scripts if necessary	Tutor Teachers have a clear process to follow Scripts created Reduce unexplained absences - baseline data to be drawn in Term 1 after a full term on campus. Attendance statement added to reports
	Staff PLD on effective Tutor Teachers.	T3	PLD Team		Online PLD for Tutor Teachers: philosophy, relationships, functions Gather feedback to plan/evaluate Careers Central metric 90% active engagement in Y10-13
	Trial Term 4, Year 9 TT programme. Include School Values programme and Hauora Challenge Plan	T4	Yr9 Deans/ Yr 9 DP/ Yr 9 Tutor Teachers/ MRT	Time Allocation to develop resources for Year 9 TT	6 Week programme trialled and evaluated

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PRIORITY 2C

RASCI Deliverables	Responsible SBT	Accountable MKJ	Support STV, VDW and ISL's	Consult GAL, RND	Inform Staff
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Initiative	Action plan sequence	Key dates	RASCI / People	Resources	Milestone indicators / success metric
2c) Provision of flexible professional development for all staff	Te Reo PD for all staff to support strategic plan 1a.	T2-4	LNy, CLD	KA time for LNy Digital component	A planned Level 1 PD programme of Te Reo implemented. At least 30 staff involved in 80% of the material presented and the face-to-face sessions (run at lunchtime x 2 per term).
	Pedagogy Cafe linking exposure level literature for the teaching principle that will be implemented through the school wide development stream	T2-4	STV, RND, MKJ, VDW, STB		2-3 per term (<i>Thursday afternoon?</i>) 20 staff attending and at least one from each department
	Instructional coaching professional learning	T 2-4	RND, MKJ, SBT, KTT	Walkthroughs Significant HOD support KTT resourcing?	In term 1 - identify staff who have potential to be excellent instructional coaches In term 2 - implement an extensive plan to grow instructional coaching skills 10-15 staff trained by the end of 2022.
	Leadership Diploma	T1-4	SBT, MKJ, + various staff		10 graduates by mid 2022. 30 continuing with their journey in 2022 20 new staff beginning the programme in 2022

	Certificate courses	T1- 4	SBT, STV, VDW + various		<p>Term 1 - Mix of things (classroom culture; language/literacy, KRC refresh)</p> <p>Term 2 - KRC - unit planning and teacher facing documentation (Junior CL's) - Georgia and Jenny</p> <p>Term 3 - Issues in Education</p> <p>Term 4 - respond to needs as they arrive; could be Matauranga Maori, TP rebrand, IB4L, KRC,</p>
	Te Mahi Ngatahi		SMA, PLC		Term 1 - Classroom Culture focus
	Kahui Ako Department Support - Teaching principles enacted in departments		SBT, ISL's and RND		<p>2-3 times per term at department meetings (20 mins min at the beginning of the meeting).</p> <p>Support the ISLs to deliver this effectively from Term 2 - delivered in ISL bi-weekly PD.</p>

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PRIORITY 2D

RASCI Deliverables	Responsible "The doer" STR	Accountable "The buck stops here" HST	Support "The helper" As below	Consult "In the loop" SLT	Inform "Tell me after" Staff & Community
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Initiative	Action plan sequence	Key dates	RASCI / People	Resources	Milestone indicators / success metric
2d) Connecting our community through effective communication channels	Develop a system to provide planned & coordinated communication (internal & external) across multiple channels	T1-T4	HST STR GAL ZWSN ZHHN ZBNN PHL BLN	Social Media PCSchool Front Sign & Screens Outlook Website Vista	Scoping and mapping of feeds, develop workflow system for roll out in 2023 Website analytics New to school parent survey for baseline data Flipbook for new parents Reception survey
	Clarify the roles that RangiNet & Google play in providing resources and ensure parents have access where required Video resource for community Deans survey	T1-T2	HOD's DTH CLR ZYUM		Survey Junior Parents early Term 3 Parent Strategic Survey Q8 - The College provides parents/whānau with resources to support their children's learning - increase average junior score from 2.91 to 3.4

	Provide support material to enable and enhance parent use of PCSchool web and App	T1	ZKIM ZSRS BLN SBT	Video software	Survey Junior Parents early Term 3 Parent Strategic Survey Q9 - I know how to support my child with their learning. - increase average junior score from 3.12 to 3.4
	Increase parent knowledge of who to contact by providing greater understanding of student support services - Mapping of correct contacts via website	T1	MRT ZANY	Website	Survey Junior Parents early Term 3 Parent Strategic Survey Q3 - I know the different options of support (curriculum and pastoral) available to students - increase average junior score from 2.99 to 3.4

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Creating opportunities for students to make a positive difference in our community

PRIORITY 3A

RASCI Deliverables	Responsible "The doer"	Accountable "The buck stops here"	Support "The helper"	Consult "In the loop"	Inform "Tell me after"
	HHR / AB / RN	MCK / DWG	Student committees	GAL / Iwi	Whanau

Initiative	Action plan sequence	Key dates	RASCI / People	Resources	Milestone indicators / success metric
3a) Developing opportunities for our community to grow cultural connection	Globalisation committee extend understanding of multicultural learners		HL	Committee, International dept	Cultural events, Who I am introductions, Korean and Chinese information evenings. Buddy system for mid year international enrolments. Staff PD run by students on how they learn in home countries.
	Develop iwi links	T2-4	HHR KS	100 hours PLD funding ASL	Iwi connection - co construct iwi engagement plan. Enrol 75% of Maori students to their iwi.
	Building reciprocal relationships in diverse Pacific communities	T2-3	DWG	Action plan for Pacific Education	Baseline NZCER survey, triangulate student and fono surveys. Develop a 2 year plan.

	Korean and Chinese leadership groups and action plans	T1-3	RN / AB / EC EMK / DWG	Committees 6k seed funding	Collaborative lunar festival Korean and Chinese nights Committee leadership training
	Connect with external cultural groups		RN / AB / EC EMK / DWG	Language funding	Korean language classes Korean community evening Chinese community evening Chinese business community links

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Creating opportunities for students to make a positive difference in our community

PRIORITY 3B

RASCI Deliverables	Responsible MCN/ZMNH	Accountable HST	Support ZKIM, ZMLL, ZANY	Consult SLT	Inform Community
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Initiative	Action plan sequence	Key dates	RASCI / People	Resources	Milestone indicators / success metric
3b) Enhance co-curricular development pathways	Resources to support teacher entry into PCSchool co-curricular module	T1	ZKIM		Process to check data entry completed after start date of event
Data	Embed process to ensure database current	T1-T4	HST		Database integrity - Process for one checkpoint per term
Celebration	Develop notification process for outstanding achievements (Linked to Initiative 2d - Communication)	T1-T2	HST	Social Media	2 Instagram posts per term
Reporting	Enhance reporting of participation numbers	T1	ZKIM	PCSchool	Reports developed Inclusion in Principal BOT report

Transparency	Review clubs & activities pages on website	T1	MCN ZANY		Information accurate & complete (about, when, who, how to join)
Promotion	Develop & implement promotion strategy to enhance awareness & encourage participation (Linked to Initiative 2d - Communication)	T1-T4	HST ZMNH STR ZMLL MCN		Establish 2021 participation numbers baseline data & increase by 5% . Junior Diploma Extra Curricular targets - by the end of term 3, 90% of Y9-10 students will be involved in 1 extracurricular activity (white award), 50% for x2 (red) & 20% x3 (blue)
Transparency	Establish & communicate (website) clear pathways from beginner to expert in Sport & Performing Arts (Linked to Initiative 2d - Communication)	T1-T4	HST FRS ZMNH ZANY		Students and parents understand the structures in place to support progression from participation through to top competition
Promotion	Incorporate co-curricular activities into Sports Expo	T2-T4	HST ZMNH MCN		Activities (clubs & cultural) represented at Expo in February 2023

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PRIORITY 3C

RASCI Deliverables	Responsible "The doer"	Accountable "The buck stops here"	Support "The helper"	Consult "In the loop"	Inform "Tell me after"
	PLD	MCK	Committees	GAL	Community

GBR
KS

Initiative	Action plan sequence	Key dates	RASCI / People	Resources	Milestone indicators / success metric
3c) Service leadership within and beyond our school community	Tu Rangatira Manaakitanga	T2 / 3	GBR KS	ZPBU	Reestablish connections with intermediates Tu Rangatira tour guides increase to 50% of class
	Kaitiakitanga Rangitoto - growing opportunities for environmental service in our local area	T1-4	MLY GBR	Ngāi Tai ki Tāmaki Environmental group Rotary	Establish links with iwi Increase number of environmental volunteer opportunities Tree planting for Y9
	Cultural leadership groups develop opportunities for	T1-4	RN AB EMc	6k Seed funding Chinese and Korean committees	Cultural events increase - Lunar New Year celebration Student committee events participation

	service within and beyond the school		BLN		increase by 200 students Plan kahui ako cultural fair
	Volunteering at Knightsbridge village	T1-3	Amy B??		Consult with the village on desired involvement, and roster students to visit.
	Website development/Communication	T1	Ben P MCN Keiran	Time	Service link on website A tile for each service opportunity giving explanation and linking to who to contact for info eg email of teacher in charge - will need updated regularly
	Establishment of steering committee	T1	Ben Corrie?	Time	Committee is developed This will allow for sustainable leadership
	In school service opportunities	T1-3	Ben Pete D	Time PC School development cost?	A google form developed for students to log service activity - spreadsheet for tic to check - this linked to PC school to automatically enter on profiles and contribute to Junior Diploma
	Outside service opportunities	T1 -3	Ben MCN GLE Student leaders	Time Publicity drives	3 new service partnerships will have been created with external agencies Reestablish key charitable activities post Covid Involvement recorded as above