

RUAWAI COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	22
Principal:	Raeleen Harre
School Address:	4375 State Highway 12
School Postal Address:	PO Box 7, Ruawai, 0549
School Phone:	09 439 2216
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Accountant / Service Provider:



RUAWAI COLLEGE

Annual Report - For the year ended 31 December 2022

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Ruawai College

Statement of Responsibility

For the year ended 31 December 2022

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Anthony Blundell

Full Name of Presiding Member



Signature of Presiding Member

30 May 2023

Date:

Raeleen Harré

Full Name of Principal



Signature of Principal

30 May 2023

Date:

Ruawai College
Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	2,892,020	2,624,477	2,874,416
Locally Raised Funds	3	86,312	86,200	123,110
Interest Income		14,682	3,700	4,453
		2,993,014	2,714,377	3,001,979
Expenses				
Locally Raised Funds	3	64,153	30,050	57,591
Learning Resources	4	1,864,040	1,817,724	1,932,548
Administration	5	391,377	225,550	238,164
Finance		2,606	2,075	3,711
Property	6	573,756	634,592	548,886
Other Expenses	7	53,757	59,000	47,040
Loss on Disposal of Property, Plant and Equipment	12	24	-	-
		2,949,713	2,768,991	2,827,940
Net Surplus / (Deficit) for the year		43,301	(54,614)	174,039
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		43,301	(54,614)	174,039

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Ruawai College
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		1,378,381	1,139,882	1,204,342
Total comprehensive revenue and expense for the year		43,301	(54,614)	174,039
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		18,352	-	-
Equity at 31 December		1,440,034	1,085,268	1,378,381
Accumulated comprehensive revenue and expense		1,440,034	1,085,268	1,378,381
Equity at 31 December		1,440,034	1,085,268	1,378,381

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Ruawai College

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	8	1,030,725	743,755	1,151,870
Accounts Receivable	9	144,279	154,777	175,157
GST Receivable		17,483	23,617	34,298
Prepayments		7,823	7,778	8,361
Inventories	10	34,422	27,569	33,301
Investments	11	198,820	41,302	249,075
		<u>1,474,648</u>	<u>998,798</u>	<u>1,660,834</u>
Current Liabilities				
Accounts Payable	13	234,259	187,373	218,812
Revenue Received in Advance	14	84,793	37,755	7,137
Provision for Cyclical Maintenance	15	29,766	63,655	48,698
Finance Lease Liability	16	15,552	18,012	14,216
Funds held for Capital Works Projects	17	18,570	-	350,436
Funds held on behalf of Ruawai T N G Cluster	18	26,635	29,756	13,641
		<u>409,575</u>	<u>336,551</u>	<u>652,940</u>
Working Capital Surplus/(Deficit)		1,065,073	662,247	1,007,894
Non-current Assets				
Property, Plant and Equipment	12	455,319	452,094	428,930
		<u>455,319</u>	<u>452,094</u>	<u>428,930</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	68,654	-	41,269
Finance Lease Liability	16	11,704	29,073	17,174
		<u>80,358</u>	<u>29,073</u>	<u>58,443</u>
Net Assets		<u>1,440,034</u>	<u>1,085,268</u>	<u>1,378,381</u>
Equity		<u>1,440,034</u>	<u>1,085,268</u>	<u>1,378,381</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

Ruawai College

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		891,857	672,678	791,525
Locally Raised Funds		93,716	39,950	116,036
Goods and Services Tax (net)		16,815	-	(10,681)
Payments to Employees		(349,309)	(339,800)	(240,876)
Payments to Suppliers		(412,834)	(690,122)	(550,993)
Interest Paid		(2,606)	(2,075)	(3,711)
Interest Received		12,804	3,700	4,149
Net cash from/(to) Operating Activities		250,443	(315,669)	105,449
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(77,649)	(111,000)	(56,166)
Purchase of Investments		(646)	-	(207,773)
Proceeds from Sale of Investments		50,902	-	-
Net cash from/(to) Investing Activities		(27,393)	(111,000)	(263,939)
Cash flows from Financing Activities				
Furniture and Equipment Grant		18,352	-	-
Finance Lease Payments		(12,842)	(15,770)	(14,854)
Funds Administered on Behalf of Third Parties		(349,705)	-	139,020
Net cash from/(to) Financing Activities		(344,195)	(15,770)	124,166
Net increase/(decrease) in cash and cash equivalents		(121,145)	(442,439)	(34,324)
Cash and cash equivalents at the beginning of the year	8	1,151,870	1,186,194	1,186,194
Cash and cash equivalents at the end of the year	8	1,030,725	743,755	1,151,870

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

Ruawai College

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Ruawai College (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 23b.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives.

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

e) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

f) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

Inventories are consumable items held for sale and comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

j) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the Statement of Financial Position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	40 years
Furniture and Equipment	4 - 40 years
Information and Communication Technology	3-4 years
Motor Vehicles	5 Years
Textbooks	4 Years
Library Resources	8 Years
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

l) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

m) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

n) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

o) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to students, should the School be unable to provide the services to which they relate.

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Funds held for Capital works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The schools carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

t) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

u) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

v) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

x) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Government Grants - Ministry of Education	901,739	652,678	756,446
Teachers' Salaries Grants	1,540,163	1,493,908	1,686,482
Use of Land and Buildings Grants	381,806	428,433	346,197
Transport Group Income	7,219	-	4,875
Other Government Grants	61,093	49,458	80,416
	2,892,020	2,624,477	2,874,416

The school has opted in to the donations scheme for this year. Total amount received was \$21,000.

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Revenue			
Donations & Bequests	9,132	10,150	11,381
Fees for Extra Curricular Activities	19,434	17,550	34,034
Trading	13,488	15,000	16,227
Fundraising & Community Grants	13,915	12,600	23,939
Other Revenue	30,343	30,900	37,529
	86,312	86,200	123,110
Expenses			
Extra Curricular Activities Costs	4,368	5,050	17,846
Trading	18,333	14,000	14,623
Fundraising & Community Grant Costs	2,378	-	1,439
Other Locally Raised Funds Expenditure	39,074	11,000	23,683
	64,153	30,050	57,591
<i>Surplus for the year Locally raised funds</i>	22,159	56,150	65,519

4. Learning Resources

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Curricular	115,316	127,378	142,033
Equipment Repairs	7,588	11,500	1,124
Information and Communication Technology	20,526	21,100	19,693
Library Resources	2,118	2,700	1,562
Employee Benefits - Salaries	1,635,916	1,589,708	1,700,113
Staff Development	16,705	15,000	10,552
Depreciation	65,871	50,338	57,471
	1,864,040	1,817,724	1,932,548

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,888	6,900	6,688
Board Fees	3,075	3,000	2,505
Board Expenses	6,971	8,050	6,242
Communication	5,499	4,250	4,389
Consumables	14,736	12,800	10,670
Operating Lease	631	14,500	2,883
Other	14,486	26,650	18,413
Employee Benefits - Salaries	171,377	135,000	119,292
Insurance	1,018	-	1,276
Service Providers, Contractors and Consultancy	15,036	14,400	14,328
Healthy School Lunch Programme	151,660	-	51,478
	391,377	225,550	238,164

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	12,853	14,090	12,276
Cyclical Maintenance Provision	8,453	21,169	17,948
Grounds	14,580	12,280	10,914
Heat, Light and Water	36,953	37,800	38,822
Repairs and Maintenance	23,940	22,900	26,520
Use of Land and Buildings	381,806	428,433	346,197
Employee Benefits - Salaries	85,343	89,000	86,150
Transport	9,604	8,920	10,059
Consultancy And Contract Services	224	-	-
	573,756	634,592	548,886

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Other Expenses

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Transport	53,757	59,000	47,040
	53,757	59,000	47,040

8. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	1,030,725	743,755	1,151,870
Cash and cash equivalents for Statement of Cash Flows	1,030,725	743,755	1,151,870

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

Of the \$1,030,725 Cash and Cash Equivalents \$18,570 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

Of the \$1,030,725 Cash and Cash Equivalents, \$26,635 is held by the School on behalf of the TNG cluster. See note 18 for details of how the funding received for the cluster has been spent in the year.

9. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	13,298	32,995	13,458
Receivables from the Ministry of Education	-	-	960
Banking Staffing Underuse	11,817	5,608	27,875
Interest Receivable	2,478	296	600
Teacher Salaries Grant Receivable	116,686	115,878	132,264
	144,279	154,777	175,157
Receivables from Exchange Transactions	15,776	33,291	14,058
Receivables from Non-Exchange Transactions	128,503	121,486	161,099
	144,279	154,777	175,157

10. Inventories

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Uniforms	34,422	27,569	33,301
	34,422	27,569	33,301

11. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	198,820	41,302	249,075
Total Investments	198,820	41,302	249,075

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Land	23,800	-	-	-	-	23,800
Buildings	151,853	-	-	-	(6,199)	145,654
Building Improvements	75,911	-	-	-	(2,710)	73,201
Furniture and Equipment	103,665	61,970	(24)	-	(19,801)	145,810
Information and Communication Technology	41,772	17,222	-	-	(19,361)	39,633
Leased Assets	28,643	12,100	-	-	(16,824)	23,919
Library Resources	3,286	993	-	-	(976)	3,302
Balance at 31 December 2022	428,930	92,285	(24)	-	(65,871)	455,319

The net carrying value of equipment held under a finance lease is \$23,919 (2021: \$28,643)

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	23,800	-	23,800	23,800	-	23,800
Buildings	247,971	(102,317)	145,654	247,971	(96,118)	151,853
Building Improvements	108,425	(35,224)	73,201	108,425	(32,514)	75,911
Furniture and Equipment	577,959	(432,149)	145,810	524,638	(420,973)	103,665
Information and Communication Technology	102,675	(63,042)	39,633	85,453	(43,681)	41,772
Motor Vehicles	49,300	(49,300)	-	49,300	(49,300)	-
Textbooks	8,811	(8,811)	-	8,811	(8,811)	-
Leased Assets	56,515	(32,596)	23,919	62,243	(33,600)	28,643
Library Resources	68,975	(65,673)	3,302	67,983	(64,697)	3,286
Balance at 31 December	1,244,431	(789,112)	455,319	1,178,624	(749,694)	428,930

13. Accounts Payable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited) \$	\$
Creditors	106,381	60,398	75,013
Accruals	6,888	6,250	6,688
Employee Entitlements - Salaries	116,686	115,878	132,264
Employee Entitlements - Leave Accrual	4,304	4,847	4,847
	234,259	187,373	218,812
Payables for Exchange Transactions	234,259	187,373	218,812
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	234,259	187,373	218,812

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Grants in Advance - Ministry of Education	77,000	1,740	-
Other Received In Advance	7,793	36,015	7,137
	84,793	37,755	7,137

15. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	89,967	42,486	99,351
Increase to the Provision During the Year	20,964	21,169	21,008
Use of the Provision During the Year	-	-	(27,332)
Other Adjustments	(12,511)	-	(3,060)
Provision at the End of the Year	98,420	63,655	89,967
Cyclical Maintenance - Current	29,766	63,655	48,698
Cyclical Maintenance - Non current	68,654	-	41,269
	98,420	63,655	89,967

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan / painting quotes.

16. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	17,187	18,012	16,291
Later than One Year and no Later than Five Years	12,351	29,073	18,250
Future Finance Charges	(2,282)	-	(3,151)
	27,256	47,085	31,390
Represented by			
Finance lease liability - Current	15,552	18,012	14,216
Finance lease liability - Non current	11,704	29,073	17,174
	27,256	47,085	31,390

17. Funds Held (Owed) for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works projects is included under cash and cash equivalents in note 8.

	2022	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
			\$	\$	\$		\$
DQLS Upgrades incl Lighting & acoustics		216346	339,994	8,751	(389,841)	-	(41,096)
Toilet Upgrade		216348	(8,772)	20,399	(11,627)	-	-
SIP Fencing and Resurfacing Courts		222023	10,442	8,449	(18,891)	-	-
Remedial Works to Drainage		216341	-	48,260	(41,652)	-	6,608
Hall Heating and Refurbishment		216344	-	18,892	(6,930)	-	11,962
Totals			341,664	104,751	(468,941)	-	(22,526)

Represented by:

Funds Held on Behalf of the Ministry of Education	18,570
Funds Receivable from the Ministry of Education	(41,096)

	2021	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
			\$	\$	\$		\$
Block 1 Upgrade		213651	18,062	(18,062)	-	-	-
Rationalisation		214165	(9,907)	9,996	(89)	-	-
AMS/DQLS Blk2&4, Replace Joinery, breakout		216340	(27,777)	34,166	(6,389)	-	-
DQLS Upgrades incl Lighting & acoustics		216346	(13,244)	679,744	(326,506)	-	339,994
DQLS Upgrades incl Lighting & acoustics Income			53,471	(75,527)	22,056	-	-
Toilet Upgrade		216348	116,293	-	(125,065)	-	(8,772)
SIP Fencing and Resurfacing Courts		222023	119,109	-	(108,667)	-	10,442
Totals			256,007	630,317	(544,660)	-	341,664

Represented by:

Funds Held on Behalf of the Ministry of Education	350,436
Funds Receivable from the Ministry of Education	(8,772)

18. Funds held on behalf of Ruawai T N G Cluster

Ruawai College is the lead school and holds funds on behalf of the cluster, a group of schools funded by the Ministry of Education.

	2022 Actual	2022 Budget	2021 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	13,641	29,756	29,755
Funds Received from MoE	483,116	-	454,126
Total funds received	<u>496,757</u>	<u>29,756</u>	<u>483,881</u>
Funds Spent on Behalf of the Cluster	470,122	-	470,240
Funds Held at Year End	<u>26,635</u>	<u>29,756</u>	<u>13,641</u>

19. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

20. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principals and Heads of Departments.

	2022 Actual	2021 Actual
	\$	\$
<i>Board Members</i>		
Remuneration	3,075	2,505
<i>Leadership Team</i>		
Remuneration	477,182	435,966
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	<u>480,257</u>	<u>438,471</u>

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance (4 members) and Property (4 members) that met 8 and 8 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

The total value of remuneration paid or payable to the Principal was in the following bands:

	2022	2021
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	140 - 150
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

	2022	2021
Remuneration	FTE Number	FTE Number
\$000		
100 - 110	4.00	4.00
110 - 120	1.00	1.00
120 - 130	1.00	1.00
	6.00	6.00

The disclosure for 'Other Employees' does not include remuneration of the Principal.

21. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2022	2021
	Actual	Actual
Total	-	-
Number of People	-	-

22. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022.

The Ministry is in the Process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider Education Payroll Limited.

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2022 a contingent liability for the school may exist.

23. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

\$755,271 contract for the DQLS Upgrades incl Lighting & acoustics as agent for the Ministry of Education. This project is fully funded by the Ministry and \$688,495 has been received of which \$729,591 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$138,870 contract for the Remedial Works to Drainage as agent for the Ministry of Education. This project is fully funded by the Ministry and \$48,260 has been received of which \$41,652 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$149,000 contract for the Hall Heating and Refurbishment as agent for the Ministry of Education. This project is fully funded by the Ministry and \$18,892 has been received of which \$6,930 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

\$755,271 contract for the DQLS Upgrades incl Lighting & acoustics as agent for the Ministry of Education. This project is fully funded by the Ministry and \$679,744 has been received of which \$339,750 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$300,000 contract for the Toilet Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$270,000 has been received of which \$278,772 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$144,386 contract for the SIP Fencing and Resurfacing Courts as agent for the Ministry of Education. This project is fully funded by the Ministry and \$127,684 has been received of which \$117,242 has been spent on the project to balance date. This project has been approved by the Ministry.)

(b) Operating Commitments

There are no operating commitments as at 31 December 2022 (Operating commitments at 31 December 2021: nil).

24. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	1,030,725	743,755	1,151,870
Receivables	144,279	154,777	175,157
Investments - Term Deposits	198,820	41,302	249,075
Total Financial assets measured at amortised cost	1,373,824	939,834	1,576,102

Financial liabilities measured at amortised cost

Payables	234,259	187,373	218,812
Finance Leases	27,256	47,085	31,390
Total Financial Liabilities Measured at Amortised Cost	261,515	234,458	250,202

25. Events After Balance Date

During February 2023 the North Island of New Zealand was struck by several extreme weather events which resulted in widespread flooding, road closures, slips, and prolonged power and water outages for many communities in the Northland, Auckland, Coromandel, Bay of Plenty, Gisborne, and Hawkes Bay/Tairāwhiti regions.

While many schools were able to reopen soon after the extreme weather events, some schools have remained closed for a prolonged period.

The damage caused by extreme weather events in the Northland region and the full financial impact has not yet been determined, but it is not expected to be significant to the school. The school continued to receive funding from the Ministry of Education, even while closed.

26. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

Ruawai College

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Anthony Blundell	Presiding Member	Elected	Jun 2025
Raeleen Harre	Principal	ex Officio	
Aleida Spoelstra	Parent Representative	Elected	Sep 2022
Paul Rawaho	Parent Representative	Elected	Sep 2022
Angela Robertson	Parent Representative	Co-opted	Jun 2025
Jo Forsyth	Parent Representative	Elected	Jun 2025
Luke Oud	Parent Representative	Elected	Jun 2025
Kimberley Rope	Staff Representative	Elected	Sep 2022
Manmeet Sandhu	Staff Representative	Elected	Jun 2025
Baylin Connett	Student Representative	Elected	Sep 2022
Lucas Sadler	Student Representative	Elected	Jun 2025

Ruawai College

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$2,379 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Ruawai College Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.



School Name:	Ruawai College	School Number:	022
Strategic Aim: 1	The Ruawai College Way		
Annual Aims:	<ul style="list-style-type: none"> • Staff and student wellbeing • Consolidate collaborative community relationships with whānau, hapu, iwi and local connections • Promoting and refining the graduate profile 		

	Staff and student wellbeing	Consolidate collaborative community relationships with whānau, hapu, iwi and local connections	Promoting and refining the graduate profile
Key Improvement Strategies:	<ul style="list-style-type: none"> • Celebrate staff / student success • Social club committee • Development of physical environment 	<ul style="list-style-type: none"> • LA teachers' connections further enhanced. E.g., LA's have met, communicated and received responses from all of the whānau of their LA group • To further develop connections with the community, local business and organisations and local iwi. E.g., marae visit • Involve community in activities such as use of the bee club and gardens • Transition: Partnerships with contributing schools and kindergartens 	<ul style="list-style-type: none"> • Formalise the graduate profile, what exactly is it? Academic? Cultural? • Define the Ruawai College Way

<p>Outcomes:</p>	<p>Term 1: SLT</p> <ul style="list-style-type: none"> Public celebration of success through assemblies. Privately congratulating students and staff on successes achieved. Communication with whanau when students exceed expectations (letters subject to discussion) Establishing a Social Club, planning further activities. Signage - clear messaging and update of signage around kura Identifying areas of heightened risk. Running fire and lockdown drills and review of drills Recording and reporting accident/incident register Updating Emergency Management Plan Assisting prefects to run Kumara certificates Kumara Tree with house colours stands tall Kumara certificates in three different colours Kumara Tally from rooms is updated regularly & Kumara count maintained on KAMAR Social with 1980 Theme held successfully, Pouako Maruwehi regularly given each month to a staff member in recognition of their contribution/services 	<p>Term 1: SLT</p> <ul style="list-style-type: none"> Contacting whanau to encourage attendance for Parent Student Teacher nights Contacting whanau of high pastoral profile students. Developing relationship with Naumai marae Connecting with feeder schools through updated transitions initiative - Development of Mana tangata programme <p>PST interviews with 88 % attendance LA teachers given full support and guidance for running PST with folder created Regularly updating parents with email on things like PST/Social or PTA evenings Communicating regularly with Lady at Naumai Marae, meeting the PTA group, and distributing various roles over the year for parents in the PTA group. Regularly meeting with He Maara Hau facilitator</p> <ul style="list-style-type: none"> SLT assisted with phone calls to whanau around PST interviews An opportunity through north Fuels to be involved with the school Community volunteers to assist with sport eg transport, looking after teams 	<p>Term 1: SLT</p> <ul style="list-style-type: none"> In process, focus point of ERO conversation with school Mana Tangata Programme to act as an embodiment of the Ruawai Way. <p>Graduate profile with emphasis on three values making them more as a living thing for day to day use where students self assess the actions that are part of each Ruawai value Use the terminology Ruwai way in pastoral meetings with students and with parents Parents are given information around this during PST interviews</p> <ul style="list-style-type: none"> Ruawai Way shared with community EG newsletter, facebook Presented at the February BOT meeting in discussion around the Annual Plan Reinforced at assemblies/briefings, staff meetings <p>Deans/Learning support</p> <p>Worked to develop class profiles with information that staff requested Pastorals recorded and students with high numbers identified and discussed.</p>
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	<p>The school was a hive of activity over the holiday break with a number of projects on the go. The toilet project was continuing into the final phase with the revamp of the staff toilets and the gym entrance and changing rooms. Todd completed the staining of the deck outside rooms 5 and 6 and the exterior painting of the Tech blocks was completed. At the same time contractors from Auckland arrived for the long anticipated and exciting upgrade of the courts.</p> <p>The LUNCHBOX (canteen) has opened 3 days a week which is enjoyed by staff /students.</p> <p>Deans/Learning support</p> <p>Attendance kumara given on a 2 week basis for students with 100% attendance. Certificates given out during dean assemblies.</p> <p>Student council discussing ways to improve the school environment</p> <p>Kumara issued mid and end of term for no pastoral records.</p> <p>Individual Acknowledgement when hearing of success on an informal basis.</p> <p>Senior Dean's assembly kaupapa has changed to where it is a little more formal, opening and closing Karakia and staff members speak on stage.</p>	<ul style="list-style-type: none"> • Korero/hui with the Primary school, Kindergarten following the Tsunami evacuation TOS coordinate our responses • Dean, Senco, SLT visits to contributing schools • Southern Wairoa Principal hui with Paparoa, Tinopai, Matakohe, Arapohue and Ruawai Primary school to build connections eg Science Fair <p>Deans/Learning support</p> <p>Connecting with parents and caregivers during sports days, evacuation, and PST's</p> <p>Discussion with student councils about clubs and activities they would like to see in Ruawai College - They will get feedback from their LA's and bring it back to the next meeting.</p> <p>Opening and Closing Karakia in all assemblies - deans and the whole school. Different students were selected to open and close assembly.</p> <p>He Maara Hou has started again this year. Gaining a better understanding of how this works.</p> <ul style="list-style-type: none"> • Made contact with whanau/ caregivers of high learning needs students • Assessed new students' literacy • Organised PATs and compiled 	<p>More formalised assemblies</p> <p>Guidance conversations now recorded as pastoral on KAMAR</p> <p>Kumara issued for attendance</p> <p>Casual reminders and korero with students while out on duty. In my classes there are wall displays reminding the students and myself to follow and reflect our values daily.</p> <p>Learning Areas</p> <p>Art: We will hopefully still be attending an art trip sometime this year (possibly Muddy Waters) Hopefully next year the larger art trip will take place.</p> <p>English: :Graduate Profile: Literate and digitally fluent young people who can access information and support as and when they need it. Keen readers for leisure and work.Lovers of the spoken and written word.</p> <ul style="list-style-type: none"> • - backwards planning Year 13-11 • Backwards planning of year 10-7 • How to report on key competencies and specifically allow students to access them • Overhaul of how we assess and collect data for benchmarking our students. • How we read data and have checkpoints throughout the year to assess results <p>English: Ruawai College Way:</p>
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	<p>KidsCan food prepared every Tuesday and offered to all students (break 2). Prepared by L3 Hospitality students.</p> <p>Social committee formed - great to see the amount of staff that were there and actively participated.</p> <p>Learning Areas:</p> <p>Art: Work with each individual to customise and cultivate a love for making art. Continue to attend Professional development days at various schools(In Northland and also Auckland) Joining the social committee, running the Bee Club and also helping with the worm weeds.</p> <p>English: Celebrate staff/student success Academic assemblies Shared vision, mission and values with staff for the English department Professional conversations around planning a scheme of work that is unique to Ruawai and its community for Juniors and Seniors Professional conversations around implementing our vision (the inspiration for why we do what we do) through strategic planning/ board feedback</p> <p>English: Wellbeing activities Set-up routines in class rooms Communicated course outlines with Seniors</p>	<p>information for teachers/LAs</p> <ul style="list-style-type: none"> • Shared information about High Learning needs with teachers/LAs to assist with planning class programmes • Induct new teacher aides • Regularly meet with all teacher aides for support, etc <p>Learning Areas:</p> <p>Art: Continue to use the cross curricular approach - We have been looking at trees and nature.</p> <p>English: Teacher connections</p> <ul style="list-style-type: none"> • All English teachers in newsletter with a blurb about their xmas holidays and what they are looking forward to for the year - course outlines and reading engagement • Connected with parents whose children could have access to a reader/writer for NCEA • Be seen at special events that a run throughout the school • Discussions around how to connect informally and formally with our whanau every term <p>English: Develop connections with the community and involve community in activities</p> <ul style="list-style-type: none"> • Ko Wai Au? Unit visit to Nau Mai Marae. Stories around Nau Mai 	<p>Explore what the 3 platforms mean to us as learners and citizens. Teach aspects of 3Rs to Juniors. Always scan and walk and engage during duty</p> <ul style="list-style-type: none"> • - conversations with students around English and school values • Homework expectations addressed with students and parents • Continuity with signage and language across all english classes • PB4L modelled and implemented • Big focus on positive reinforcement with kumara certificates • Time for restorative conversations - need to be followed up <p>Languages:</p> <ul style="list-style-type: none"> - Define the Ruawai College Way <p>Mathematics:</p> <p>Demonstrate the Ruawai College way and show the three values as teachers. A Ruawai Graduate: To have the ability and inclination to use mathematics effectively – at home, at work and in the community. Currently, in mathematics we are breaking down the barriers to learning.</p>
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	<p>Seniors have student voice around what texts they use SWOT analysis of our department - wellbeing for us as a staff is seeing measurable targets and actions/ this needs to be reiterated with students Sharing the workload - working to staff strengths Work on courses that are differentiated to help individual students Allowing students to access the curriculum at their level Develop culminating events to allow for key competencies like connectedness/leadership to flourish</p> <p>English: Development of physical environment Sort and organise resource room back of rm2 for student learning space Develop ideas around how to use our classroom spaces Furniture Different spaces for different types of work Displaying student work Displaying posters/ learning that is meaningful Vibrant and well-resourced space</p> <p>Languages: Development of physical environment by using signage</p> <p>Mathematics: Work with each student to understand their problem in learning by creating a positive environment. Creating courses for senior students that</p>	<p>and the history of Northern Wairoa river. The students' understanding of the draining of the wetlands to provide agricultural land.</p> <ul style="list-style-type: none"> • Develop online access to Junior and Senior courses • Culminating events that will provide real life learning for students - project based embedded in our local community • Develop a strategy to engage with community once a term - through curriculum or extra-curricular activities • Design schemes of work that connect with local curriculum • Meetings with enviroschools (Jackie Knight) to see where local curriculum can fit in our school and in the english, SOSE and Science department <p>English: Participating with other contributing schools</p> <ul style="list-style-type: none"> • In contact with Ruawai Primary to visit in Term 2 to understand Year 6 literacy programs. This will help us to transition students into Year 7 with better routines and curriculum programs <p>Languages: - Involve community in activities</p>	<p>Physical Education: Students are encouraged to strive to do their best and to be involved in all opportunities provided. To develop and encourage leadership throughout the curriculum taught. Getting them to support the teacher when setting up gear and be responsible for this.</p> <p>Social Studies: Encourage engagement through discussion, taking risks and asking questions. Knowing what our community has to offer with the connections made by people, job opportunities, leisure options, and the local environment define who we are.</p> <p>Technology: - Junior Classroom Procedures - lining up outside etc. - Expectations in class - no phones, respect of teacher etc</p>
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	<p>met their future career needs. Working with senior students to enable them to be successful in mathematics.</p> <p>Physical Education: Celebrate through celebration assemblies, kumaras and points. Activities include whole school top form, school sport events and sport teams, senior students are involved in many extra curricular activities which for some are an opportunity to grow in leadership and experience involvement they may not have tried before. New courts are in place and autex in the gym foyer and inside of the gym and upgraded changing rooms and toilets.</p> <p>Student success - recognition of sports, or leaders through assemblies. Kumaras issued to students who demonstrate our school values.</p> <p>Well being - Top Form, Badminton inter house, other sports</p> <p>Physical Env- new tennis and netball courts, new fence around outside. Autex in the gym foyer and just inside the gym. New mats for the gym. Impact - much safer for our students,</p> <p>Science: Acknowledgement of students working for the Science Fair at assembly. Creating a supporting learning environment where one-on-one support is given, example chatting to students at their level, etc.</p>	<p>Mathematics: Include links to the community by using mathematics problems in the classroom which connect maths in the real world and people from the community.</p> <p>Physical Education: Newsletter items for the many trips so far that have been held, sport activities that have connected with the community. Facebook announcements regarding what has happened and also what is coming up. Seniors have worked closely alongside Ruawai Primary school and are holding a festival which includes many surrounding schools.</p> <p>Social Studies: Essential to make contact with local history Eg. Establish contact with the local Iwi to link that to topics like migration. Recording of local history- either verbal recording, or written artefacts. Building a comprehensive history of Ruawai college / schools in the area. Establishing a photo archive of past events, but also current events Getting students to ask grandparents about where their parents/ancestors came from.</p> <p>Technology:</p>	
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	<p>Kumara certificates awarded to students demonstrating Ruawai College values.</p> <p>Social Studies: Celebrate staff/student success</p> <p>Awarding kumara-rewards for individual tasks of high standard. Communication home, sharing excellence with parents. Acknowledge student success by arranging display of student work [not only paper copies in the classroom, but also sharing on school website/ in school during displays, etc]. Newspaper article coverage of outstanding items.</p> <p>Social club committee</p> <p>Possible methods may include: [a] Monthly celebration of teachers' birthdays, maybe a shared lunch-format [b] Happy birthday card presented to staff</p> <p>Technology: Certificates given at the academic prize giving for those who gained Merit or Excellence grades. Kumara is rewarded in class for good work ethic. Removal of fees has meant that all students participate in all practical lessons [don't need to supply ingredients eg for cooking from home]</p>	<p>Primary school has been over and used the Kitchen with Year 11 Tuakana Students. Posted on Primary Facebook Page and in Newsletter.</p> <ul style="list-style-type: none"> • Welcome letters out to all parents and whanau, PST interviews have been held. Attended the Mare visit at the beginning of the year • Contacted all of LA students whanau. • Getting to know students • Individual interviews with each student • PST interview • Encouraging students to up take opportunities • PST interviews • Acknowledging birthdays /successes /greetings/ conversational tidbits • Acknowledging students out in the community especially with parents • Encouraging parents and wider whanau to assemblies/Science Fair/ athletics/ swimming sports etc. • At the beginning of the year I texted and emailed parents introducing myself as their child's learning advisory teacher. 	
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	<p>Learning Advisors</p> <p>Use events like PST interviews to share and congratulate, also issuing of kumara awards for exceptional/ outstanding or improved tasks. "Clean" Kamar-records are recognised on a monthly basis. Shared lunches once a term worked well. Updating a paper student-profile copy during LA time, to allow the teacher to be aware of their students' performance / activities / achievements. The Dean regularly issued Kumara rewards for attendance, the LA teacher can do for modelling our school values.</p> <p>Shared lunches and involvement in top form. The room was updated last year. House board represents who we are.</p> <p>Use the PB4L system - house points and kumera. Participate in house events Acknowledging LA students birthdays Relationships</p> <p>Public acknowledgement of participation in inter house activities Kumara rewards for attendance and/or showing our school values</p> <p>Communicate with all LA whanau during PST and promote and convey our triangular support of school and home towards individual LA students Promote a culture of trust where students are encouraged to freely chat with their LA</p>		
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	<p>teacher at any time about anything. Promote SSR, subject work/s during LA</p> <p>Continue to develop meaningful and hopefully long lasting relationships with each student.</p> <p>Development of the physical environment by using signage in Te Reo Māori.</p> <p>Weekly general knowledge quizzes using local questions about our school and area.</p>		
	<p>Term 2: SLT</p> <p>Every formal assembly students are recognised and awarded certificates for their academic, sports or other extra curricular achievements. Students receive academic prizes at the end of each term in celebration assembly. Celebration assembly also recognises students for attendance, KUMARA certificates.</p> <p>Staffroom changes with the new kitchen, blinds, autex, painting, new crockery/cutlery has had a positive impact on the overall well being of the staff.</p> <p>Property work carried out this term across other areas of the school</p>	<p>Term 2: SLT</p> <p>Working alongside Grace and other Ngati whatua and Naumai Marae representatives. Working alongside Mana Tangata Parents to support the boys.</p> <p>Enhancing partnerships with feeder schools. Enhancing partnerships with commercial entities (Bayles, Portstar Plastics, Ruawai Transport etc.)</p> <p>PST subject interviews - time put aside for staff to contact whanau</p> <p>Connection with Parirau Marae around emergency evacuation site and with Civil Defence</p>	<p>Term 2: SLT</p> <p>“Learning packages” will help form a more complete picture of what we wish our graduate profile to look like. The Ruawai Way is blended through everything we do, from the Mana Tangata Programme to Feeder School community partnerships and Community Carnival Days we display the values, essence of the Ruawai Way every day. Survey out to whanau re graduate profile</p> <p>Art & Cultural week activities and showcase Friday has given another way to connect and celebrate cultural diversity.</p>

	<p>Garden clean up</p> <p>Kumara certificates awarded to students Emails sent to parents of students who may require support</p> <p>Dean's Assembly to reinforce messages</p> <p>Hip Hop introduced into Schools as part of He Maara Hou programme</p> <p>Kumara Awarded fortnightly for attendance and 5 Weekly for no KAMAR entries.</p> <p>Learning Areas:</p> <p>Art:</p> <ul style="list-style-type: none"> We display new works around the art room - highlight all successful works and offers encouragement to all - visits art galleries almost every weekend and chats to the students who are interested. A large selection of art books are located within easy reach of the students in the room - lunch workshops to those students who want to continue working. <p>English: Celebrate staff/student success</p> <ul style="list-style-type: none"> Display student work in the classroom 	<p>Matariki celebrations at the Kindergarten Local Principal meetings - Northern Wairoa and Southern Wairoa</p> <p>Deans/Learning support</p> <p>Emails and phone calls made to students who are of concern in a number of classes - family invited in to talk about any issues.</p> <p>Gateway Programme 36 students placed within the community. He Maara Hou programme participated in by Year 10 - 13.</p> <p>Letters sent to whanau of students receiving support at the beginning of Term 2. Phone calls/emails/meetings to whanau as required.</p> <p>Learning Areas:</p> <p>Art:</p> <ul style="list-style-type: none"> Make sure all parents are informed with students success (or lack of) PST interviews. Having scaffolded learning examples. <p>English: Teacher connections</p> <ul style="list-style-type: none"> Be seen at special events that a run throughout the school PST interviews and meeting with new senior teacher 	<p>Deans/Learning support</p> <p>Gathered student voices as to what digital skills they believe are important for them in their life. Asked for feedback from the teachers as to what they would want each year group to be able to accomplish Kumara is given out for students showing the Ruawai way twice a term. Referring to the Ruawai Way in correspondence with whanau and discussions with students.</p> <p>Interview with Year 12's about their vision for Year 13. Will they be returning?</p> <p>Promote and reinforce the 3Rs with students and issue kumara when they model it</p> <p>Learning Areas:</p> <p>Art:</p> <ul style="list-style-type: none"> Bringing in examples of artwork to show students. Purchasing new books for all senior students to use. Showing photos of recent art gallery visits to senior students. <p>English: Graduate Profile</p>
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	<ul style="list-style-type: none"> Professional conversations around planning a scheme of work that is unique to Ruawai and its community for Juniors and Seniors - particular focus on Year 7 and 8 core skills programs and Senior learning packages Seniors are having great success with English standards and achieving some great results - this is really boosting completion of work and quality of work <p>English: Wellbeing activities</p> <ul style="list-style-type: none"> LA meetings and meeting during school holidays that allow the English team to really focus on what worked well, improvements needed and where are we going - real boosts staff morale and a feeling of team Seniors - especially Year 11 are having the autonomy to choose some Year 12 standards - UE reading - this is a real boost for wellbeing Sharing the workload - working to staff strengths Culminating experiences - wetland trip for Year 7 students boost teacher and student relationships <p>English: Development of physical environment</p> <ul style="list-style-type: none"> Decide where the budget is best spent on developing the learning space 	<ul style="list-style-type: none"> checking in with students throughout the term <p>English: Develop connections with the community and involve community in activities</p> <ul style="list-style-type: none"> Culminating events that will provide real life learning for students - project based embedded in our local community - the wetlands trip for Year 7 and where they will be planting in Term 3 - connecting with locals in the community and learning from others Design schemes of work that connect with local curriculum <p>English: Participating with other contributing schools</p> <ul style="list-style-type: none"> Met with Year 6 teachers at Ruawai Primary School - discussed where students are at for age level Some low level students coming over next year who will require a significant amount of support Transition sheet for Year 7 and 9 completed - what essential skills that are needed generically and in English <p>Mathematics:</p> <ul style="list-style-type: none"> Making connections with curriculum through either current or local events - keeping this current by meeting each week as a department to write. 	<ul style="list-style-type: none"> - backwards planning Year 13-11 - learning packages - how the standards flow on from year to year in an individualised program linking to other subject areas around a particular culminating experience/event Backwards planning of year 8 and 7 core skills program - making sure every strand (listening, reading, viewing, presenting, writing and speaking) are targeted and explicitly taught - this is literacy and crucial Teachers discussed key competencies with students - what is expected especially at Junior level <p>English: Ruawai College Way:</p> <ul style="list-style-type: none"> - PB4L modelled and implemented Big focus on positive reinforcement with kumara certificates Time for restorative conversations - need to be followed up Discussions around how we as a staff model the Ruawai Way and again explicitly reinforce how that looks to our students <p>Mathematics:</p> <ul style="list-style-type: none"> Working on the learning packages for 2022. Using the house points and the kumara system.
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	<ul style="list-style-type: none"> • Develop ideas around how to use our classroom spaces <ul style="list-style-type: none"> ◦ Furniture ◦ Different spaces for different types of work ◦ Displaying student work ◦ Displaying posters/ learning that is meaningful ◦ Vibrant and well-resourced space <p>Mathematics:</p> <ul style="list-style-type: none"> • Mixture of curriculum delivery • Change layout of classroom • Kumara and verbal praise • Positive letters home • Recognition in celebration assembly <p>Physical Education:</p> <ul style="list-style-type: none"> • Cross country has been held for the whole school - success was celebrated in assembly. Inter House basketball has been held all during Term 2, leaders have been helping out. Courts have been used and posters going up onto the gym walls. The Hall of Fame has gone up to celebrate previous sports duxes. Celebration assembly is coming up <p>Science:</p>	<ul style="list-style-type: none"> • through the year 7 engagement with the community. <p>Physical Education:</p> <ul style="list-style-type: none"> • Cross country had many parents and supporters to come and watch. Sport teams are being supported by the community either travelling or coaching. <p>Science:</p> <ul style="list-style-type: none"> • Promoting regional Science Fair involvement. Aquabots coming - Ruawai College (for juniors - 7 & 8 and possibly 9). • 12 Ag Hort students doing Fencing and PPC (project pest control) Skills. <p>Social Studies:</p> <ul style="list-style-type: none"> • eg Marae visit where community leader spoke to students about the rich history of our local area <p>Languages:</p> <ul style="list-style-type: none"> • A big focus on our local legends, history and place names are used in Te Reo Maori. <p>Technology:</p> <ul style="list-style-type: none"> • Hospitality Department catering for Kindergarten Gold Award with NRC and making Kumara Soup for Kaipara Kumara staff. 	<ul style="list-style-type: none"> • Reiterate the 3Rs during teaching <p>Physical Education:</p> <ul style="list-style-type: none"> • Kumara house points and kumaras given out. • Student voice collated using google forms. • Learning Career Pathways in Yr 10 Health to look at NCEA and careers they are interested in. Use of the Library for career resources. <p>Science:</p> <ul style="list-style-type: none"> • In class practice of investigative skills to prepare for the internal 1.1 towards the end of year and Y10 Dip. Cert. results. • Aligning learning packages to reflect new NCEA changes and more • Promote science fair and other steam type activities like EPro8 and Aquabot. • Encourage reflective attitude re school values conversation regularly <p>Social Studies:</p> <ul style="list-style-type: none"> • Use the values (3 R's) in learning and pastoral conversations to coach students towards making healthy choices and own their attitudes, behaviours and efforts. <p>Technology:</p> <ul style="list-style-type: none"> • Ready Relief that includes
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	<ul style="list-style-type: none"> The Junior Science key focuses this year are in the skills - the investigative process and the research skills as well as building on their understanding and an appreciation of the nature of Science. These skills have been developed and promoted through the classroom and their Science Fair projects as well as their involvement in the Northpower EPro8 Challenge in Term 1. <p>L1 and 2 Agricultural and Horticultural Science</p> <ul style="list-style-type: none"> Y11 have been involved in Skills demonstration in Horticulture as one of their programmes this year. Year 12 Ag Hort students have been taking part in the two Skills Courses such as the PPC - Project Pest Control and Fencing - they gained expert knowledge re fencing materials and skills to build fencing including electric fences. Students have been a lot more involved in gardening, setting up compost and planting and caring for plants in the Nursery. Joined waste Minimisation initiative for 	<p>Learning Advisors:</p> <p>KAURI</p> <ul style="list-style-type: none"> Emailed or telephoned the LA caregivers concerning the upcoming PTS interviews. Sometimes a second email was sent. Kept in touch with parents regarding academic progress/ concerns. Reward LA students for outstanding behaviour PST interviews to be held. Several senior students' parents have been emailed due to work requirements. Photos up for the ball and various events. Emailed all LA caregivers re the upcoming PTS interviews. Will re-email week 8 and make further connections during week 9/10. <p>RIMU</p> <ul style="list-style-type: none"> Good to see parents/whanau support school wide events, x-country, netball, basketball. Marae visit as well as EOTC (planting, setting traps) is encouraging more community involvement. PST interviews and contact with family by phone/email to give updates <p>TOTARA</p> <ul style="list-style-type: none"> PST interviews. Positive emails. 	<p>aspects of the 3R's - Pizza Oven and Tools</p> <p>Learning Advisors:</p> <p>KAURI</p> <ul style="list-style-type: none"> Regular Kumara rewards issued. Upkeep of students' activities in LA's own "profile" document Kumara points given out in LA, checking up on pastorals and talking to those students, checking in on goals Students are engaged <p>RIMU</p> <ul style="list-style-type: none"> Keep reinforcing the importance of our three values if we wish to encourage the Ruawai College Way. Should it become a tick box profile filled in by students collating their progress(academic/cultural/sporting/extramural) etc. each year? Use the 3 R's to underpin restorative conversations <p>TOTARA</p> <ul style="list-style-type: none"> Using the kumara point system. Chatting with students about their goals and aspirations. Appreciation for Students who demonstrate the values with kumara certificate and conversation with students who
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	<p>proper recycling and minimise waste to landfill.</p> <ul style="list-style-type: none"> • We have rejoined Paper4Trees this year who funded 16 recycling bins for each classroom. Paper4Trees will donate free native trees per School Term according to the amount we recycle. • Rethinking Senior Science programs to reflect the new NCEA Subject changes with a more focussed approach on students' interests. Senior subjects like Biology, Physics, Chemistry and Earth & Space may not be changing too much for those who aspire to go to University. <p>Social Studies:</p> <ul style="list-style-type: none"> • One of the ways we celebrate student success is with Kumara, graduation ceremony, rewards/prizes, in class praise. • Families have had contact/ correspondence with the classroom teacher throughout the term. • A social science teacher, has led chess competitions. • Experiential learning such as the 	<p>Letting all parents know when extra work is needed.</p> <ul style="list-style-type: none"> • Emailed parents for positive behaviour of students • Will send them email for PST interview • Emailed caregivers at the beginning of the year to introduce myself as the LA. Also emailed/called before PST interviews. 	<p>are struggling to demonstrate</p> <ul style="list-style-type: none"> • Chatting with students about their goals and extra curricular activities.
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	<p>visit to the marae and to our local wetlands.</p> <p>Languages:</p> <ul style="list-style-type: none"> • All students have an opportunity to excel in Maori through language, art, practical games or performance. <p>Technology:</p> <ul style="list-style-type: none"> • Emails sent home to parents of students that need additional support with behaviour. • Support Staff in Hard Technology Class to support teachers. • Positive emails home to some parents. <p>Farnet</p> <ul style="list-style-type: none"> • We have a celebration board in Rm 20 when assessments are complete we put them up. I give out the kumara rewards to the students for their commitment during the week when in their study classes. I regularly email whanau to keep them up with where their students are and how they are going. <p>LA: Kauri</p> <ul style="list-style-type: none"> • Celebrate student success through recognition in LA time, photos going up onto house boards. • Celebrate birthdays in LA 		
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	<p>Farewell those leaving LA Continue to build relationships</p> <p>Rimu:</p> <ul style="list-style-type: none"> • Congratulate students on any class/sport/extramural activities both through assemblies and LA. Shared lunch at term 2/4 ending especially before seniors leave. • New staff room and toilet layout pleasing to see and use. • Kamar feedback and restorative chats, team building activities with prizes • Restorative chat with students around Kamar pastoral entries. • Acknowledged students in LA re-achievement through sports participation, LA and House activities. • Celebrate their birthdays with a chocolate <p>Totara</p> <ul style="list-style-type: none"> • Every student is highly valued in Totara 1. Every Monday we go around the room talking about what we got up to that weekend. Build positive relationship with students • Congratulate students on their progress and achievements. • Having chats with students regarding Kamar pastoral entries. 		
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	<p>Term 3: SLT</p> <p>Celebration assemblies</p> <p>Pouako Maruwehi of the Month staff acknowledgement presented at staff briefing</p> <p>Birthday celebrations, singing 'happy birthday', cake</p> <p>Food (lots of it), - morning teas/lunches</p> <p>Singing waiata, welcoming visitors, new teachers</p> <p>Ideas for end of year 'Christmas' function progressing</p> <p>Meeting room looks great with the new board table, television, seating and kitchen amenities</p> <p>New flooring laid in foyer, student centre area, new mats bought</p> <p>Cameras in place</p> <p>Christmas/End of year celebration confirmed</p> <p>Friday Fivesees during lockdown</p>	<p>Term 3: SLT</p> <p>Mana Tangata Programme</p> <p>Connections with Media eg radio advertisements about our Open Day, we continue to liaise regularly with the Lifestyler who print articles about the school, so to the Advocate</p> <p>Relationship with various sponsors Eg through sport ie UNISS/AIMS,</p> <p>Invite to speak at Lions. Lions Dinner Guest speaker - topic = learning partnerships</p> <p>Lions/Church invited to the Carnival day to put in teams</p> <p>Letters out to sponsors in regard to Prizegiving</p> <p>Honey produced from the hives</p> <p>Open Day programme implemented, good turn out of students</p> <p>Positive relationships with contributing school principals, receiving constructive feedback around transitions and working towards greater calendar alignment</p>	<p>Term 3: SLT</p> <p>Ruawai Way around the school, in classrooms clearly related to our three core values</p> <p>Role modelling 3 R's with working with students, whanau, staff, community groups, schools and as a team. Mana Tangata Carnival Day PST/Info Day Open Day Curriculum Change</p> <p>Deans/Learning support</p> <p>Deans Assembly - Available opportunities promoted to students, uniform reminders etc.</p> <p>Work with CORE to inform our planning and look at developing a Year 7 entry profile.</p> <p>Total revamp of the Learning Packages for 2022. Communication via email and Facebook.</p>
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	<p>checking in with students during internal standdowns</p> <p>Deans/Learning support</p> <p>Worked with STAND to provide support for students.</p> <p>Attendance/Pastoral Kumara awarded to students.</p> <p>He Maara Hou programme participated in by Year 10 - 13. Number of students participating is 16 Six laptops issued during Lockdown.</p> <p>Initiation of Praise Cards - three awarded to date. All parents are very appreciative of the contact.</p> <p>Meeting with the Council Group about development of the area outside Room 14 and running a school social.</p> <p>Learning Areas: Art: Kumaras awarded. Building relationships with both students and parents of students. Letting students choose their own designs for art making.</p> <p>Languages: All students get the chance to excel in Te Reo Maori. Accommodates all areas of learning whether it be reading, writing, creative arts, speeches, physically active</p>	<p>moving forward.</p> <p>Flipping Our Way Through The Day, mental health awareness week carnival day. Sponsors - Dargaville Gas and Tyre, Ruawai Transport and Limeworks, Evolve Rotational Moulding.</p> <p>Deans/Learning support</p> <p>School interviews Phone calls and emails to whanau as required re Learning Support students</p> <p>Open Day completed with feeder schools.</p> <p>Transition meetings planned for and work is done for a plan for the information that is required for next year.</p> <p>He Maara Hou issued 6 chromebooks, visiting whanau in Lockdown.</p> <p>Contact made to whanau re Praise Cards</p> <p>Sponsorship connections re Carnival Day</p> <p>Food Packages put together during Covid for local whanau and community - thanks to Kids Can and Kick Start Breakfasts.</p>	<p>Learning Areas: Art: I demonstrate/model resilience, respect and responsibility. Encouraging students to be the best they can be.</p> <p>English: I demonstrate/model resilience, respect and responsibility. Students are encouraged to meet their set goal and show resilience when the work difficulty or lack of motivation feels overwhelming.</p> <p>Languages: Encourage students to look at opportunities study/employment in the Maori fields. Showing students my own experiences in Te Ao Maori.</p> <p>Mathematics: Encouraging students to be the best they can be. Encourage resilience when students encounter new learning. Working with individual students to set and meet goals, particularly senior students. Implementing DMIC programme in the junior school, to lift students' confidence and mathematical ability.</p>
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	<p>games.</p> <p>Mathematics: Celebrating Maths Week 2021 involving the whole school. Recognising hard work through celebration assemblies, house points, kumara and rewards.</p> <p>Physical Education: Celebrate through celebration assemblies, kumaras and points. Activities include whole school top form, school sport events and sport teams, senior students are involved in many extra curricular activities which for some are an opportunity to grow in leadership and experience involvement they may not have tried before. New courts are in place and autex in the gym foyer and inside of the gym and upgraded changing rooms and toilets.</p> <p>House leaders organising and running inter house sports over the year, all have been successful and students look forward to this.</p> <p>Science: Collaborated with other colleagues regarding junior science modules - offer support and help esp. during lockdown. One-one chat with students to encourage and support learning and issue kumara rewards for work</p>	<p>Collaborated with Junior Dean/AP re transition, prepared detailed outline of transition plan for Ruawai College included document templates, for the 3 tiers, met with Ruawai Primary School principal</p> <p>Learning Areas: Art: Building relationships with parents. Letting students design their own art boards. Focus on building relationships. Regular contact with Whanau.</p> <p>English: Have met and collaborated with Ruawai Primary. Organised and participated in marking/moderation/PD with English teachers from other schools. Made home contact focused on learning and celebrating success or creating IEP. Positive learning focused relationship with students - regular learning related feedback received</p> <p>Languages: Strong focus on the history of our local Ngati Whatua tribal history. Local legends and stories. Maori use of local</p>	<p>Physical Education: Students are encouraged to strive to do their best and to be involved in all opportunities provided. To develop and encourage leadership throughout the curriculum taught. Getting them to support the teacher when setting up gear and be responsible for this. Encourage senior students to complete assessments and work towards achieving NCEA</p> <p>Science: one-on-one support for senior science students to encourage and/or model and explain how to be resilient in completing assessments and preparing for exams. Awarding students with kumara cert for showing the school values relating to the Ruawai College way.</p> <p>Social Studies: Students are encouraged to demonstrate respect, resilience and responsibility and are given opportunities to demonstrate these values through group work challenges etc. Ability to express students #' perspectives, based on their perceptions, prior background knowledge, and social-economic living conditions, ethnicity and cultural</p>
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	<p>completion.</p> <p>Social Studies:</p> <p>Kumara's: rewarded for Merit and excellence-awarded tasks+ projects; Congratulation-emails send home to share highlights with the parents. Possible addition might be the displaying of Excellent-grade student work; as well as be an inter-year group [Year 9 vs y 10] Quiz. Term rewards like a movie or shared lunch. Localised curriculum, focussing on local topics and issues EG: local tourism. Encourage student choice that is within a culturally responsive framework.</p> <p>Technology: Curriculum page for Newsletter. Fabric work completed by teacher over lockdown and issued on return - so students still felt a sense of achievement in the module. Covid Mask making lunchtime activities</p> <p>LA: Kauri</p> <ul style="list-style-type: none"> • Celebrate during PST interviews, issuing of kumara and points. • Students record achievement in their own personal "LA-portfolio" document. • Shared morning tea, lunches are 	<p>resources.</p> <p>Mathematics: Article in the newsletter about the curriculum. Article in the newsletter about Maths Week. PTS interviews, emails and reports.</p> <p>Physical Education: Newsletter items for the many trips so far that have been held, sport activities that have connected with the community. Facebook announcements regarding what has happened and also what is coming up. Seniors have worked closely alongside Ruawai Primary school and are holding a festival which includes many surrounding schools. Outside facilitators supporting our students with sport training. Held a Quad sport tournament with other local schools.</p> <p>Science: Regular contact of whanau regarding feedback/feedforward student learning and PST meetings Science Dpt made contributions to School Open by showcasing Science at Ruawai College for the community and prospective students for our Kura.</p> <p>Social Studies:</p>	<p>background</p> <p>Technology: Changing focus due to Covid - Serving students within our school rather than outside the community (do what we can for success of students)</p> <p>Kauri</p> <p>Students record achievement in their own personal "LA-portfolio" document [PB created this portfolio for his K1-class in 2021] Group discussions in LA time regarding classroom Kaupapa, Individual discussions with students in LA time regarding Kamar instructions, as well as other matters arising at school, e.g. participation in school sport events.</p> <ul style="list-style-type: none"> • LA students are involved with house activities and have the opportunity to become leaders. We have student class councillors and a student librarian. I am on duty in the gym and encourage students to involve themselves in house competitions or just general play. • Ensure students are in the correct uniform and following the school values. Discussions
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	<p>great.</p> <ul style="list-style-type: none"> • End of term shared lunch was well received and supported • PST interviews, kumara and points. Shared lunches and involvement in top form. Classroom was updated last year. House board represents who we are. • Healthy lunches, we all eat together and have an opportunity to sit and chat. <p>PTS interviews, Kumara, Points Both whole LA and individual conversations Eating together. Celebrating birthdays And occasions with traditions.</p> <p>Rimu</p> <ul style="list-style-type: none"> • Announcements at staff meetings share staff and student achievements. • Notices on the staff room board with a morning tea / treats announce a happy event. • Provided PST dinner/afternoon tea is appreciated by staff when interviews are happening. • Fun activities like an online quiz night were fun for many. • Refurbishment of rooms/school buildings was nice for staff and 	<p>More regular Marae visits, more involvement in, and support for Enviro schools, participation for local community EG: wetlands and tree planting- even at school. Researching the local community or people of importance to support local History modules.</p> <p>Provide guidance and support, and create resources. Regular check-in and department meetings (only 1, 2nd would have occurred during lockdown) Inquiry based teaching and learning.</p> <p>Technology: Catering for BoT evening with 12 Hospo class. KT was involved with the school open day and creating a take home component.</p> <ul style="list-style-type: none"> • SSR twice a week (sustained silent reading) • Welcome email - messages out to all parents and whanau regarding PST interviews <p>Kauri</p> <ul style="list-style-type: none"> • Welcome letters out to all parents and whanau, PST interviews have been held. Attended the Mare visit at the beginning of the year. • We have held subject interviews and connected with many whanau. 	<p>around this at LA time.</p> <ul style="list-style-type: none"> • Promote College values, through comments, discussions and targeted emphasis. Discussions with individual students if mentioned on KAMAR. Seeking and encouraging students into opportunities. Encouraging students to be the best they can be. <p>Rimu:</p> <ul style="list-style-type: none"> • Reference is always directed towards our values when students need redirection. • My expectations are readily known so students are expected to use them appropriately. <p>Goal setting and students are encouraged to do their best. Review their goals from earlier in the year. NCEA tracking for NCEA students and regular goal setting as we tracked progress.</p> <ul style="list-style-type: none"> • Encourage SSR, whanau contact, one-on-one conversation with students regarding generally how they are coping with school work etc, catching up re Kamar entries and promote/encourage the Ruawai Way - the values and model them on a daily basis
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	<p>students.</p> <p>The school rewards with kumara and kumara draws. We eat together during LA 1. PST interviews are a great way to celebrate success with our LA students and their whanau. Previously (longer LA slot) R2 would run activities with prizes. Singing Waiata practice. Played the Ruawai Waiata every LA to encourage familiarity. Students are encouraged to socialise and play UNO together.</p> <ul style="list-style-type: none"> • Catching up with one-on-one students to see how they are coping with life in school and sometimes with their whanau. Encouraging LA spirit of supporting one another by making sure they are chatting together during lunchtime. • Active participating in LA activities and communicating key student notices daily <p>Totara</p> <ul style="list-style-type: none"> • We also all eat together in LA. The new lunch system is excellent. I personally think students love lunches and value them highly. • PST interviews. • These went well with the parents who turned up. • Kumara points and certificates • Students enjoys Lunch system 	<ul style="list-style-type: none"> • Emailing parents during lockdown, keeping in contact with parents of senior students about NCEA progress. PTS interviews and reports. <p>Rimu</p> <ul style="list-style-type: none"> • Being visible and active within the community gives whanau access to me on a personal and professional level, so often chats are appreciated. • Phone and email access, both ways, is encouraged whenever contact is required, especially during lockdown. • Phoned home during lockdown and checked in on students and their whanau • Phoned to Engage whanau with PST • Contact LA students and online meetings during lockdown. <p>Totara</p> <p>Using each Tuesday to SSR (sustained silent reading)</p> <ul style="list-style-type: none"> • The lunches are very popular. • Regular contact with parents. • Contact/ text and online classes during Lockdown • one on one google meets who wanted to discuss problems • Contact with students during 	<p>Totara</p> <ul style="list-style-type: none"> • LA students are always involved with house activities. The new lunches are extremely popular. • Students are encouraged to demonstrate the Ruawai way. • Discussions with students regarding their future goals and pathways.
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	<ul style="list-style-type: none"> • PST interviews are excellent way to connect staff, whanau and students • PTS interviews, • LA and individual conversations Eating together. 	lockdown and parents with upcoming PST	
	<p>Term 4: SLT Senior PG students received certificates, awards, trophies for their full year success in all subjects, students received prizes also for sports and leadership endeavours. Staff of the term acknowledged with staff input, Y13 students a shared lunch organised by the staff, Christmas decorations at reception and staffroom. Change it</p> <p>Deans/Learning support</p> <p>Individually spoken to all students in Senior School & Year 9 & 10 about their subject choices for 2022.</p> <p>Consulted with Staff about teaching programme.</p> <p>Learning Areas: Art: Change it up in the afternoons. Using Maori and Pacific Island terminology.</p> <p>English: Main block has been packed up and the</p>	<p>Term 4: Deans/Learning support</p> <p>Whanau contacted all At Risk Senior Students, first by phone and then email. Presentation for At Risk, Predicted Credits at BoT meeting.</p> <p>Sent out forms for Contributing school principals to complete to identify Tier 2 Learning and Behaviour Needs and Tier 3 ORS funded students.</p> <p>Establish who was to do the transition plan for above students (changed because of COVID/ lack of staff)</p> <p>Ongoing discussions with RTLB</p> <p>Ongoing collaboration with He Maara Hou (Gabrielle Paikea) in relation to our rangataki and their goals/pathways and what contact had been made. (not sure mentioned in Term 3 but Devices gift to students of He Maara Hou Programme during Lockdown)</p> <p>Learning Areas: Art:Change it up in the afternoons. Using</p>	<p>Term 4: Deans/Learning support Lead by example, pull up those students who are not following the RC Way. Talk to students about their success etc.</p> <p>Worked on a Learner profile for the year 6's coming from the primary. Diploma awards at Junior prizegiving.</p> <p>Learning Areas: Art: Giving small incentives such as lollies and treats. Having a small project on "your favourite Maori artist".</p> <p>English and social science: Striving for students excellence and encouraging students to increase their efforts to work towards their potential. Reporting is overtly linked to the Ruawai way.</p> <p>Languages: Encourage students to pursue study/employment in the Maori fields. Showing students my own experiences in Te Ao Maori.</p>

	<p>resource room has been packed and moved for both English and Social science. A big job but it will be great for the students and staff when the rooms are refurbished. Changing it up in the afternoons and activity week has brought much needed relief to the students as we unwind for the year.</p> <p>Languages: Accommodates all areas of learning whether it be reading, writing, creative arts, speeches, physically active games.</p> <p>Mathematics: Having time for 2022 planning has eased the staff wellbeing. Implemented <i>change it up</i> for the junior students.</p> <p>Physical Education: Change it up every afternoon providing students with activities to participate in. Have also invited Rugby League and Rugby Union to come and support this with games.</p> <p>Science: Change it up - running with this kaupapa</p> <p>Social Studies:</p> <p>Professional relationships and sharing resources/ collegiality. Creating collective group activities for period 5 among jnr school positive learning focused relationship</p>	<p>Maori and Pacific Island terminology.</p> <p>English and Social science:</p> <p>Collaborative relationships across staff with cross-curricular planning for 2022, especially in year 7 and 8 areas. Also a lot of collaboration between English and social science departments. Partnership with Core-education. Looking at links to our local communities for planning for 2022.</p> <p>Languages: Strong focus on the history of our local Ngati Whatua tribal history. Local legends and stories. Maori use of local resources.</p> <p>Mathematics: Designing classroom tasks about the local area. Reviewing the data collected by the transition team for 2022.</p> <p>Physical Education: NRU and NRL into school working alongside students.</p> <p>Science: Attended the Tuhono Maturanga symposium. 2022 Curriculum planning included Maturanga trips to local community run projects by iwi, etc</p> <p>Technology: Recipe books sent home for those home learners due to Covid.</p>	<p>Mathematics: Relooked at curriculum and what are our expectations for students at each year level. Discussed future job/career requirements with students. Also looking at the characteristics required eg resilience</p> <p>Physical Education: Encourage students to work towards their full potential.</p> <p>Science: Regular display of student efforts/work and feedback. Encourage students about the Ruawai way. Future curriculum Planning design has a special place for the School Values.</p> <p>Technology: Regularly Mark Work. Reporting home to parents. Expectations of students. Revision class held for Home Economics Exam students.</p> <p>Kauri Updating teacher's profile-document on student achievement and participation, kumaras in class, follow up discussions with nominees for leaders in 2022</p> <p>Kumaras, visual posters about our values</p> <p>Discussed what the Ruawai College values look like in action.</p>
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	<p>with students, engaging with students about their learning and encouraging them to challenge themselves which brings them joy when achieved.</p> <p>Technology: Collaborative planning for Year 9 & 10 Modules. Offer cooking modules even when their practical cooking classes had finished for the year.</p> <p>LA: Kauri Follow up conversations in LA as well as individual conversations about issues, Kamar entries etc. Healthy lunches kaupapa - Eating together.</p> <p>Prize giving for end of year, Celebration assembly for merit and excellence students. Celebrating our senior students leaving school. LA class being done up over the holidays</p> <p>I have found that eating healthy lunches has fostered more interaction between the students, Farewell for LA Yr13 students.</p> <p>Rimu Combined LA has encouraged Rimu to all work and communicate together (inter LA collegiality) students have enjoyed talking and playing games with clothes from their house - more house group</p>	<p>Work with Year 7 students to create a video for incoming year 6 students for 2022.</p> <p>Kauri Feedback to families / whanau, reports, progress reports about progress in subject;</p> <p>Reports completed, eating together and sharing stories, or just communicating with each other.</p> <p>Contact with home regarding Covid at the start of term. Written reports 5 and conversations with students regarding subject choices - particularly the year 10s (5 students)</p> <p>Rimu Model respect, resilience and responsibility by being organised and considerate. Taking care to acknowledge people by name correctly and speak in a positive manner.</p> <p>Reporting to the school community through PST and progress subject specific school reports. Emailing whanau re upcoming assessments and support for their tamariki</p> <p>Totara Playing Monopoly with students in a fun</p>	<p>Rimu A healthy lunch program has been an additional opportunity for students to demonstrate responsibility by collecting and returning the box, by being responsible for food waste and rubbish. Also resilience by trying new foods and respect by eating together as a whanau. The 2nd LA is another opportunity to talk overtly about the Ruawai way and to run activities and discussion about how we are positive</p> <p>One on one conversation for students showing leadership potential to lead in House and LA. Encourage participation and demonstration of the School values</p> <p>Totara Reports written on student progress for parents to see. Reading on Tuesdays.</p> <p>Congratulating students who have become prefects. Discussions with students regarding their future goals and pathways.</p>
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	<p>opportunities are recommended.</p> <p>Catching up with students on a regular basis, casual conversation as to how things are going, etc. Combined LA with R1 & R2 - eating together and talking together as classmates and Housemates.</p> <p>Totara Spend quality time with the students and find out what their needs are.</p> <p>LA and individual conversations Eating together.</p>	<p>and relaxed environment. Reports written on student progress for parents to see.</p>	
<p>Planning for next year:</p>	<ol style="list-style-type: none"> 1. Termly events - designated person who has oversight of well being, implementation of another Dean in the school, securing a school counsellor 2. Focus on 'community' through events, positive korero regularly throughout the year by staff 3. Ruawai Way profile shows transitions/progressions from Year 7 -13 		

Strategic Aim: 2	Culturally Responsive and Relational Pedagogy
Annual Aims:	<ul style="list-style-type: none"> • Student engagement strategies developed • Systems established around classroom management and all staff have undergone PB4L PD • Culturally responsive and relational pedagogy is established

	Student engagement strategies developed	Systems established around classroom management and all staff have undergone PB4L PD	Culturally responsive and relational pedagogy is established
Key Improvement Strategies:	<ul style="list-style-type: none"> • Leadership / House / Club opportunities available and promoted • BYOD responsibilities - Students to come with devices, charged and ready to use 	<ul style="list-style-type: none"> • Visibility of PB4L • Staff wide PB4L PD • Revise current Blue Kumara award system 	<ul style="list-style-type: none"> • To continue to use our local curriculum. E.g., using local connections and community to reinforce learning • Core Education PD
Outcomes:	<p>Term 1: SLT</p> <ul style="list-style-type: none"> • Encouraging and enhancing positive digital learning behaviours through the implementation of LineWize technologies • Development of “Tech Team” and Mana Tangata programme • Developed and implementing “shared experiences” for cross curricular initiative in y7 • Update and enhancement of Covid19 preparedness and communications <p>Run Weekly meetings with prefects student</p>	<p>Term 1: SLT</p> <ul style="list-style-type: none"> • Visible in all rooms, aligning all communication processes to our PB4L and restorative philosophies <p>Full PB4L PD ran on ToD at the start of the year. Plus twice after that revisiting PB4L in a full staff meeting. Big consequences flow chart in staff room(created by staff input) Revamped the reflection form Staff encouraged to take part in PB4L meetings MS keeping an eye on any forthcoming restorative meetings</p>	<p>Term 1: SLT</p> <ul style="list-style-type: none"> • Leading and developing shared experiences for cross-curricular programme embedded in Te Ao Maori, E.G Marae visit in Wk11 T1, Riparian Planting along local waterways • Proposal for inclusive Mental Health Awareness event (in progress) <p>With Core-Education Facilitators Cross-curricular Y7 staff updated about their progress and any assistance needed Tania & Shona met with them individually Milestones for PLD has been submitted and in the process for writing the next</p>

	<p>Students outside the prefect role also take some leadership responsibility (Y13's) rostered for duties. Student council programme to make more effective by attaching some funding to it BYOD is far better structured where students are issued the Chromebooks at the start of the day through Deans & SLT Hard Material packs or online programme all ready just in case there is any shift with COVID levels Prefect training in term 1</p> <ul style="list-style-type: none"> • Hard packs ready to go • COVID action plan confirmed at staff meeting • Covid plan shared with community • BYOD devices check across school - follow link for numbers <p>Deans/Learning support Set up webpages for online learning if we require them. Students were identified without devices, Seniors were issued a device long term, Juniors issued on a day to day basis.</p> <p>Student Lead Council Meeting - One meeting held this term to date.</p> <p>Communication through Farnet with whanau/parents for L3 Hospo students. Reports are soon to be shared with a</p>	<ul style="list-style-type: none"> • Liaise with the community eg via newsletter, facebook our PB4L system • MS spoke at the March bOT meeting about the PB4L programme in the school • Deans/Learning support <p>Record of pastoral incidents and contact made to LA's and then Parents after if needed. Showing staff the new ways to add and edit pastoral records so that LA's could document their discussions. Encouraging staff to add pastoral incidents to Kamar.</p> <p>Record of all Pastorals, follow up with LA's and Parents when and if Needed. Support for teachers when needed with Behavioural issues in the classroom.</p> <p>PB4L visible in my classroom. Using google site to display PB4L (completing in these holidays)</p> <p>Learning Areas: Art:We have been making sure to document any students away so that parents are contacted at various checkpoints when students get too far behind.</p>	<p>PLD proposal with the focus on Cross-curricular rolling across all Y8-Y10's emphasising localised curriculum that embraces CRRP and enhancing Digital fluency MS will submit this by Term 2 week 2</p> <p>More work to be done using external provider support for staff Deans/Learning support</p> <p>Learning Areas: Art:Using the correct art terminology is used at all times and promoted in class.</p> <p>English: Culturally responsive</p> <p>Use local identities as speakers, like Sam Hunt or NZ authors like Des Hunt</p> <ul style="list-style-type: none"> • - Link to prior knowledge/ sense of reality/ relevance and cultural experiences to create new learning and assessment • Incorporate interactive, dialogic, sharing, spiralling experiences into learning tasks and assessments • Differentiation in programs and course design • Engaging and relatable resources that come in many forms - human resource, texts, speeches, zoom • Cross-curricular to provide rich context • Project learning, experiential
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	<p>follow up email from myself inviting any conversation.</p> <p>Learning Areas: Art: We always strive to promote various artistic cultures. Our main focus is Maori art and New Zealand artists.</p> <p>English: Engagement Strategies Online learning-Digital Choice boards. Material available in Google Classroom.</p> <ul style="list-style-type: none"> • zone of proximal learning courses being developed - eg. teacher directed at year 7 to student led in Year 10 (Year 10s running their own projects - chance for leadership) • Range of culturally responsive learning environments - eg. project based learning, experiential learning, group learning • Opportunities to take on leadership roles in learning to develop key competencies • Extra-curricular activities to roll out in 2022 to allow for leadership and self-confidence to develop • Student choice and ownership of 	<p>English: PB4L</p> <ul style="list-style-type: none"> - • - PB4L routines and procedures displayed and carried out in a classroom setting • Following the dial of pre restorative, restorative chat and follow up • Flow charts visible to students and staff • Staff have access to reflection rooms • Write ups on kamar when necessary (need to have positive write-ups as well) <p>Mathematics: Using the house points and Kumera system in the classroom. Building relationships with students beyond doing the maths. Using the school PB4L system, along with regular reminders/updates through staff meetings.</p> <p>Physical Education: Having a smaller or simplified focus makes it easier for both students and teachers. With only one focus it is easier for the students to demonstrate this. Kumara and points are provided in class. More signage to go in the gym.</p> <p>Social Studies: Have adopted the Yr9 kaupapa for all</p>	<p>learning, inquiry learning, teacher-directed learning</p> <ul style="list-style-type: none"> • Student choice and ownership around topics and resources • Enviroschools - connect with community - who we are and their projects • Think globally, act locally providing students with deep rich authentic connection with their place through the curriculum • Skills based program for Year 7 and 8 to highlight local curriculum <p>Languages: - Incorporating Te Reo me ona tikanga Māorin in all curriculum areas eg. Whakairo in hard materials, MPA in performing arts and Te Tiriti in social studies.</p> <p>Mathematics: Have introduced a programme in the junior school which is based on group work. This allows collective responsibility for the outcome. We are using eako in the classroom.</p> <p>Physical Education: Developed and implemented the first two cross curricular units for Yr 7 supported by Core Education and had discussions with them to further development. Yr 7 will be attending Marae visit as the culminating event. They have made water safety videos which will be further developed in digi</p>
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	<p>course to allow for student engagement with the learning</p> <p>English: BYOD and online learning</p> <ul style="list-style-type: none"> • PD on google sites for Eng department • Discussion around design of sites and how they interconnect • Covid plans in sites and are the same as hard copy packs for 1st week of work • Routines displayed and modelled as to how to behave and organise yourself online <p>Languages:</p> <ul style="list-style-type: none"> - Getting leaders to facilitate and lead haka practice and waiata practice. - Giving students a chance to participate in Ngati Whatua Summit <p>Mathematics:</p> <ul style="list-style-type: none"> • Different types of activities for the same learning content. Using devices for skill practice or reinforcement, developing independent learners. <p>Physical Education: Opportunity for senior students to be leaders throughout the term acting as coaches for junior students. Students demonstrate the use of interpersonal skills whether they are a participant or a captain.</p>	<p>classes so classes have settled reasonably well.</p> <p>Technology: Consistent procedures for students eg Line up outside etc Recording of Pastorals on KAMAR when needed</p> <p>Kauri</p> <ul style="list-style-type: none"> • Kumaras are given for attendance, uniform. Signs are in place and we have it in the daily notices. • Encouraging students. Awarding house points for uniform and SSR. Reading out the daily notice- outline the weekly focus. <p>Rimu:</p> <ul style="list-style-type: none"> • Perhaps, since we have made some changes to the PB4L chart, as a House or in Dean's meetings we need to reacquaint students with this system, especially filling out the reflection room sheet as this is often too brief in its comments. 	<p>tech and a health project for Ko Wai Au which will be connected with the English digital magazine.</p> <p>Social Studies: Get in local historians like museum curators and prominent business people to show a different perspective to our community.</p> <p>Technology: Year 7 planning to include a cross curricular topic.</p> <p>Kauri</p> <ul style="list-style-type: none"> • Make connections to LA whanau and community members. This is done through interviews, school events/occasions and when out in the community. <p>Rimu:</p> <ul style="list-style-type: none"> • Encourage parents/whanau to come to our powhiri or any special occasions that we have. • Acknowledge parents/caregivers when out in the community where often they'll stop for a chat. • Make connections through sport or leisure activities like Community bowls, Take a Kid fishing etc.. <p>Totara Fellowship with kai. Teaching values eg.</p>
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	<p>PE site set up for seniors to use, google classroom is set up for all classes. Students use blended learning throughout.</p> <p>Social Studies: Students need to reinforce the correct and appropriate use of digital information when presenting their work. The availability of online platforms like google classroom and google meet to connect with students is great when they reciprocate the effort made by staff to communicate with them. Hard copies of assorted subject packs are ideal for a limited timeframe if we were to go back into lockdown.</p> <p>Technology: Drive/Classroom for Juniors/seniors in preparedness for covid. Mixture of Written/Practical/Device based learning.</p> <p>Kauri</p> <ul style="list-style-type: none"> • Students are encouraged to be part of their house, some are house leaders, class councillors and hold discussions around what the students would like to see happen. • Encouraging students to fully 		<p>manaakitanga and aroha rather than educational outcomes.</p> <ul style="list-style-type: none"> • Make connections with families, introducing myself, being a point of contact for students families in my LA
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	<p>participate in house and extra curricular activities. Talking individually to students about leadership opportunities. Supporting the current student leaders.</p> <p>Rimu</p> <ul style="list-style-type: none"> • Even when students are encouraged to apply for leadership roles, many are not prepared for the effort required to fulfil these. • Although BYOD is expected, students still need to be kept focussed as to the purpose of devices in class and to be responsible enough to always have them charged. <p>Totara</p> <ul style="list-style-type: none"> • Encourage students to take part in house activities and extracurricular events. 		
	<p>Term 2: SLT</p> <p>Looking for non-traditional engagement strategies. Mentoring programme (Mana Tangata) Working on a student “work experience” situation with a Y7 boy and our caretaker.</p>	<p>Term 2: SLT Autex PB4L tree</p> <p>PB4L is displayed across the school.</p> <p>PB4L audit by Ministry</p> <p>All documents are accessible to staff in</p>	<p>Term 2: SLT</p> <p>Core education advice and guidance continues</p> <p>Deans/Learning support</p> <p>Student and teacher voices gathered for</p>

	<p>Online learning is all ready to go when we need it to. COVID packages organised by the Learning Areas</p> <p>Deans/Learning support</p> <p>School Council Meetings trying to promote student driven initiatives.</p> <p>Refer students to RTLB service for learning needs, ongoing liaison with RTLB</p> <p>Learning Areas:</p> <p>Art:</p> <ul style="list-style-type: none"> • Making sure that all Maori names are pronounced correctly. Showing students of local Maori artists. • Leading by example. <p>English: Engagement Strategies</p> <ul style="list-style-type: none"> • - zone of proximal learning courses being developed • Range of culturally responsive learning environments - eg. project based learning, experiential learning, group learning • Opportunities to take on leadership roles in learning to develop key competencies • Student choice and ownership of 	<p>shared drive</p> <p>All lessons start with Do Now and Learning Intention, all rooms have common info around evacuation procedures /bell times</p> <p>PB4L messages at staff meetings and through PB4L team meetings</p> <p>Deans/Learning support</p> <p>Refer to the Ruawai Way in students and whanau discussions.</p> <p>Readings/discussions about the next steps with students who are not engaging with the current PB4L system.</p> <p>Follow up with Parents when needed at a Dean Level. Trying to build relationships with parents before needed in a negative way.</p> <p>Learning Areas:</p> <p>Art:</p> <ul style="list-style-type: none"> • Scaffolded art examples. Purchasing the very best art materials for students to use. <p>English: PB4L</p> <ul style="list-style-type: none"> • Following the dial of pre restorative, restorative chat and follow up • Write ups on kamar when necessary (need to have positive write-ups as well) • Reflections from the English 	<p>topic and program teaching.</p> <p>Curriculum changes - Learning Packages at the senior school.</p> <p>Learning Areas:</p> <p>Art:</p> <ul style="list-style-type: none"> • All students are given opportunities “outside the classroom”. We think globally and act locally. <p>English: Culturally responsive</p> <ul style="list-style-type: none"> • - Link to prior knowledge/ sense of reality/ relevance and cultural experiences to create new learning and assessment • Incorporate interactive, dialogic, sharing, spiralling experiences into learning tasks and assessments • Engaging and relatable resources that come in many forms - human resource, texts, speeches, zoom • Cross-curricular to provide rich context • Project learning, experiential learning, inquiry learning, teacher-directed learning • Student choice and ownership around topics and resources • Think globally, act locally providing students with deep rich authentic connection with their place through the curriculum
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	<p>course to allow for student engagement with the learning</p> <ul style="list-style-type: none"> • At Senior level Year 11 students are completing Level 2 standards • Seniors can choose their own texts and theme based ideas which not only engages them in the learning but allows independent thinkers to evolve - space for students to practice leadership of their own learning <p>English: BYOD and online learning</p> <ul style="list-style-type: none"> • Routines displayed and modelled as to how to behave and organise yourself online • There still seems to be big gaps in students not having devices and also not enjoying using devices <p>Languages:</p> <ul style="list-style-type: none"> • Student voice to gauge what students want to learn about. Having a variety of lessons and learning spaces - classroom, outside, in woodtech room. Having multiple ways of teaching - powerpoints, art/painting, games outside. <p>Science:</p> <ul style="list-style-type: none"> • Device use is important esp. in senior classes to access online learning material in a multilevel platform which encourages and 	<p>team around when curriculum is engaging and student choice/consultation is at the forefront better relationships are formed and less behaviour problems are occurring</p> <ul style="list-style-type: none"> • High trust model is being implemented in the Senior space and allowing students to make mistakes but also have conversations around the consequences of those choices <p>Languages:</p> <ul style="list-style-type: none"> • using pastoral entries when required, house points, positive feedback and praising good work/behaviour. <p>Physical Education:</p> <ul style="list-style-type: none"> • Posters etc are visible in all areas <p>Science: PB4L</p> <ul style="list-style-type: none"> • Classroom Kaupapa for junior classes • Regular restorative conversation with students on a case basis by removal from class to reflect and refocus and move on • Using high trust model to reflect on the occurrence of learning on a personal level with regards to useful learning attitudes and behaviours <p>Social Studies:</p>	<ul style="list-style-type: none"> • Skills based program for Year 7 and 8 to highlight local curriculum <p>Languages:</p> <ul style="list-style-type: none"> • Teaching Maori incorporates cultural responsive learning for our local, national and Pacific peoples. <p>Physical Education:</p> <ul style="list-style-type: none"> • Use of local farms for our cross country. Seniors using Toka toka and local resources for training for TGTG <p>Social Studies:</p> <ul style="list-style-type: none"> • Local curriculum is used in our department. From local river studies, local community development, localised emergency (Tsunami) processes, etc. <p>Science:</p> <ul style="list-style-type: none"> • Use of prior knowledge in class activities such as brainstorming a new Science idea • Localised Cross-curricular planning to reflect Ruawai College knowledge-rich turangawaewae • Utilise ideas for CORE re
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	<p>promotes self and time management, self-study, self control/discipline, organisational skills which reflect school values and leadership skills at heart.</p> <ul style="list-style-type: none"> Teacher-student relationship promoted with regards to accessing help and support on a one-on-one basis Encourage personal reflection on Respect of learning space as individuals and as a class. <p>Physical Education:</p> <ul style="list-style-type: none"> Devices are required more so for the senior classes who access the PE site. Use google form for our student voice. Digital presentations in health classes. <p>Social Studies:</p> <ul style="list-style-type: none"> Culturally responsive practice allows students to have a voice and be empowered contributors to the lessons. This is done through discussions. In an observed lesson PB responded to student interest and applied the concepts of politics and power to student selected areas of interest. Students are given a range of learning style approaches from digital, visual, kinesthetic, collaborative, 	<ul style="list-style-type: none"> With the social science teachers being new to Ruawai we have focused on understanding school processes and have applied these processes to our practice and professional relationships/interactions. Further PD and support in PB4L could be beneficial as we have wrapped our heads around the 'what' we do, to really connect with the 'why'. This is my PGC focus and as I research and explore this pedagogy I will feedback and support department members. <p>LA: KAURI</p> <ul style="list-style-type: none"> Displaying of relevant information-poster Students like the tree - but not that Kauri part is so high, some students can't reach it. <p>RIMU</p> <ul style="list-style-type: none"> The next tier of PB4L as some students have superseded the present levels. Mini-chats no longer work for some. Students have a voice when we reflect on Kmar entries. Together we share their POV and also consider other POV's 	<p>localised curriculum planning</p> <p>Technology:</p> <ul style="list-style-type: none"> Catering for Kindergarten and Kaipara Kumara <p>LA:</p> <p>Kauri</p> <ul style="list-style-type: none"> Link content to students' own personal life / background, eg. in Geo Y13 the Polyfest internal - linked to how we would organise and run an event. Trying to link 'school goes on' to the local area and curriculum. <p>RIMU</p> <ul style="list-style-type: none"> Great to use local content until we overuse the same resources and/or people. As a staff could we have a choice of possible ideas for Core Education PD? <p>TOTARA</p> <ul style="list-style-type: none"> We are an inclusive T1 with a great history of "doing our best" at sports days. Selection of content from real life scenarios. Involvement in sports days, haka assemblies.
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	<p>independent with flexibility in many cases for students to choose if they will work independent or collaboratively, digitally or paper based etc so that they have ownership and choice in their learning.</p> <p>Technology:</p> <ul style="list-style-type: none"> • Equal mix of practical and theoretical aspects of Technology. <p>LA: KAURI</p> <ul style="list-style-type: none"> • Students step up to organising positions, eg. collecting lunches, preparing speeches for assemblies, group-leaders during Mathex, etc. • Senior students are given more roles especially during wet weather. Encouraging students to take up opportunities • Seniors take the lead in LA. Approach students individually about opportunities <p>R1MU:</p> <ul style="list-style-type: none"> • Team building activities to foster participation and relationships between students and with the teacher (me). <p>TOTARA</p> <ul style="list-style-type: none"> • We often play team building exercises. We support all new 	<p>TOTARA</p> <ul style="list-style-type: none"> • Mini chats with students about their pastoral entries, and how incidents can be avoided in the future. 	

	<p>students for an easy transition into t1.</p> <ul style="list-style-type: none"> Responsibilities for seniors, mentoring junior students. 		
	<p>Term 3: SLT: Carnival Day - house shirts for entire school - Students, staff, support staff</p> <p>Update of covid procedural documentation and communications.</p> <p>Updating digital learning pedagogical delivery, choice based scaffolded activities, gamified where possible.</p> <p>Hip Hop continues</p> <p>Deans/Learning Support</p> <p>Support for Totara House Students in developing Volleyball Competition - Put in notices.</p> <p>Different students to open and close school assemblies</p> <p>Induct and support new teacher aides to get students engaged in their learning</p> <p>BYOD is encouraged in all classes. Students are encouraged to bring their devices. Devices collected in the</p>	<p>Term 3: SLT PB4L audit carried out by the Ministry Reflection timetable per term</p> <p>Deans/Learning support Follow up with students after PB4L incidents. Students reports - revamped which means when students are on report daily contact home. Support teachers with Restorative conversations with students.</p> <p>Learning Areas: Art: Students are encouraged to demonstrate respect, resilience and responsibility</p> <p>English: Minichats to help guide behaviour towards demonstrating respect, responsibility and resilience. Acknowledgement of positive displays of respect, responsibility and resilience through kumara and/or praise.</p>	<p>Term 3: - SLT Curriculum change has included a deliberate focus on localised shared experiences.</p> <p>Working closely with Enviroschools to weave EFS through each facet of our new curriculum: 7-13</p> <p>Deans/Learning support</p> <p>Learning Packages, Modules and Learning Bases. All implemented and shared with our local community.</p> <p>Working with Core education to create a program for the year 7 and 8 students.</p> <p>Learning Areas: Art: Students get to design their own Maori and Pacific designs. Using the appropriate terminology.</p>

	<p>morning and returned pm - system in place to collect before school starts</p> <p>Derived Grade Exams - Promotion through Facebook page.</p> <p>Learning Areas: Art: Students are encouraged to demonstrate respect, resilience and responsibility</p> <p>English: Leadership roles within group projects. Blended learning approach with all work available to be completed digitally if preferred by students. Most senior work is digital.</p> <p>Languages: Bringing physical items such as Taiaha, carvings, instruments waka to increase student engagement. Maori games outside to increase students' enjoyment. Taking students to the technology room for introductions to Maori carving and painting.</p> <p>Mathematics: Utilising BOYD in programmes - for example Year 10/12 Banquer, Education perfect, Learn Coach.</p> <p>Physical Education: Opportunity for senior students to be leaders throughout the term acting as coaches for junior</p>	<p>Languages: Te Reo Maori - students get the chance to gain kumara points for their successes.</p> <p>Mathematics: Giving those students who are demonstrating PB4L the best opportunity to learn. Allowing those students who are not demonstrating PL4B the opportunity to make things right and make progress.</p> <p>Physical Education: Having a smaller or simplified focus makes it easier for both students and teachers. With only one focus it is easier for the students to demonstrate this. Kumara and points are provided in class. More signage to go in the gym.</p> <p>Science: Minichats, isolating the behaviour from the person discussion, use the values to correct behaviour. Reward demonstration of the school values.</p> <p>Social Studies: Minichats to help guide behaviour towards demonstrating respect, responsibility and resilience. Acknowledgement of positive displays of respect, responsibility and resilience through kumara and/or praise.</p> <p>Technology:</p>	<p>English: Topics often include our local community EG: restaurant review, or speech on our local environment. A range of different learning style opportunities are provided, especially for y7-11.</p> <p>Languages: Te Reo Maori - a big focus on Maori history and pre European lifestyle. Local legends and words.</p> <p>Mathematics: Utilising the DMIC programme in the junior school. Writing our tasks around local connections. Utilising the theory behind DMIC in the senior school classroom.</p> <p>Physical Education: Developed and implemented the first two cross curricular units for Yr 7 supported by Core Education and had discussions with them to further development. Yr 7 will be attending Marae visit as the culminating event. They have made water safety videos which will be further developed in digi tech and a health project for Ko Wai Au which will be connected with the English digital magazine. Continued cross curricular with Yr 7, aiming towards involving all Junior school and new learning packages being developed for the seniors.</p>
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	<p>students. Students demonstrate the use of interpersonal skills whether they are a participant or a captain. PE site set up for seniors to use, google classroom is set up for all classes. Students use blended learning throughout. Google sites are set up for COVID for juniors so work can be set and also links for them to share their set work.</p> <p>Quad tournament - leaders setting high standards throughout the day.</p> <p>Science: Students taking a lead in their own learning are promoted on a daily basis either individually or in a group setting. Conversations with individual students to encourage and promote the school values. Students are encouraged to use devices (inclass and home) to access online learning materials available for further learning and/or self study</p> <p>Social Studies: contextualising learning on localised topic or areas of interest Differentiate resources to extend high ability students, support lower ability students and accelerate learning and work to include neuro-diverse learners by giving opportunity to learn visually, orally and kinesthetically EG: creating</p>	<p>Support Staff input into practical classes at Junior Level has been a success. Junior structure in classrooms - eg line up outside etc.</p> <p>Kauri</p> <ul style="list-style-type: none"> • Attempts to reward and encourage positive behaviour , eg. issuing of kumaras. • LA-mini discussions, catching up with individual students, inquiring about their experiences during lessons, eg. any hick-ups, situations with phones, work-completion issues, etc. • Reminders about the correct Kaupapa are visible in the classroom, eg. signs are displayed, also reinforcing by sharing the daily notices during lessons.. • Kumaras are given for attendance, uniform. Signs are in place and we have it in the daily notices. • Kumara, points and praise for meeting the values of the College . Acknowledging when a student is making positive choices. 	<p>Science: Tree planting in the community Using local reserve to practice learning related Ag Hort activities via links with local council person to gain permission to use Using collaborative approach with colleagues to collect and consolidate ideas regarding localised curriculum planning for junior modules and senior subjects learning packages</p> <p>Social Studies: Topics often include our local curriculum, eg: our local wetlands or a small stream/river study in the district, the arrival of the first immigrants and settling in Te Tokerau.. A range of different learning style opportunities are provided, especially for junior school not bound by NCEA assessment.</p> <p>Technology: Kumara items used when catering e.g. BoT Supper and Kumara Brownie.</p> <p>Kauri</p> <ul style="list-style-type: none"> • The concept of manaakitanga [love and compassion] to others. We practice it by helping each other and the teacher], especially
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	<p>lanterns when studying diwali or lantern festival. Also added to the choice board with project based learning ideas</p> <p>Leadership roles within group projects. Blended learning approach with all work available to be completed digitally if preferred by students. Most senior work is digital.</p> <p>Set goals with students and at times co-construct LO. This was especially prevalent in year 8 and 10 soc classes. Students are supported to make choices and have ownership of their learning, especially in inquiry projects.</p> <p>Junior classes used a mixture of digital technology /blended learning, however, over lockdown a lot of work was accessed digitally through the classroom. Education Perfect resources used as work tasks over lockdown for those with device access and alternative/comparable tasks provided for hard-copy students.</p> <p>Technology: Tuakana/Teina in the classroom. Particularly as modules progress and some finish practical quicker than others.</p> <p>Ambassadors for open day supporting students with their hard tech task.</p>	<p>Rimu</p> <ul style="list-style-type: none"> • Acknowledging any success whether in kumara , house points or a general thankyou with treats is always appreciated. • Have discarded mini-chats with one group as other disruptions occur when not present in the room. <p>Kumaras are given for attendance. Pastoral entries are followed up with a listening ear to support students towards making better choices while feeling listened to. Use of externalising language to discuss challenges and address concerns in a way that minimises relationship harm.</p> <ul style="list-style-type: none"> • Follow up of Kamar entries, having restorative/mini chat conversations regarding them. • Applaud/congratulate/acknowledge school/House participation in LA <p>Totara</p> <p>Students are encouraged to demonstrate respect, resilience and responsibility.</p>	<p>with cleaning up after shared free lunches, also encouraging each other..</p> <ul style="list-style-type: none"> • Health lunches, eating together, using manners, tidying up after themselves. For some the foods are new to them. • Promoting healthy lunches. Sharing kai together has helped to develop more connections within LA. Students are more settled. <p>Rimu</p> <ul style="list-style-type: none"> • Enjoying the chat together during a healthy lunch time. • Have asked many times for whanau involvement but students are resistant to this unless its a sports day,sometimes. • eating together, tidying up after themselves. • Promoting healthy lunches and appreciation - to be grateful for, appropriate eating etiquette <p>Totara</p> <p>Promoting healthy lunches. Sharing kai together has helped to develop more connections within LA. Students are more settled.</p>
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	<p>Kauri</p> <p>Students are encouraged to attend school sport and cultural activities, either normal participants or taking leading roles</p> <p>LA-discussions around events at school, eg. the new phone-policy, the introduction of cameras etc. This is gathering student voices , to listen to what the students would like to see happen.</p> <ul style="list-style-type: none"> • Students are encouraged to be part of their house, some are house leaders, class councillors and hold discussions around what the students would like to see happen. • Peer reading - more capable students support our younger ones in LA time. • Having discussions with LA, in particular year 10 students, about the qualities of a good leader. Encouraging students to realise that with leadership comes responsibility (both current and future leaders). <p>Rimu</p> <ul style="list-style-type: none"> • Participation, no matter the 	<p>Reading every Tuesday is very important for this LA.</p> <ul style="list-style-type: none"> • Follow up kamar entries • Acknowledging students' achievements • Try to discuss pastoral entries. Congratulations on any success. 	<ul style="list-style-type: none"> • Eating healthy lunches and cleaning up the tables and room after lunches. • Encourage students to try new meal instead of rejecting • Eating together, cleaning up, lunch duties and roles for students.
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	<p>cause, is actively encouraged so supplying students with appropriate gear is helpful.</p> <ul style="list-style-type: none"> • Giving students a sense of ownership to LA, our house and the school is essential for belonging to a whanau. • Participation in house activities are encouraged. Leadership opportunities with LA activities and with the healthy lunch monitor roles. PB4L conversations and check-in's with how students are doing. Following lockdown(s) many students had some anxiety I tried to be available as much as possible in my room eg: break times to support students and check in on them. • Students are encouraged to participate in every LA and House activities. Seniors are encouraged to lead <p>Totara We are becoming much closer as an LA. It's wonderful to see.</p> <ul style="list-style-type: none"> • The lunches are very popular. • Participation in house and inter house activities • Participation in house and inter 		
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	<p>house activities</p> <ul style="list-style-type: none"> Weekly general knowledge quiz with LA, recording winners and prizes. 		
	<p>Term 4: Deans/Learning Support</p> <p>Lockdown choice boards created and distributed to students during lockdown. New choice boards are up and ready for next time.</p> <p>Updated lists of students with or without devices and internet</p> <p>Support with LA time during classroom revamp.</p> <p>Learning Areas: Art: We always use Maori and Pacific Island artists where possible.</p> <p>English: Seniors especially worked with devices to prepare for exams early term 4. Jnr are encouraged to bring devices. More needs to be done to encourage jnr students to bring a device as numbers limit our opportunities to do online work. Group projects with assigned roles to keep the whole group working towards a</p>	<p>Term 4: Deans/Learning support Leading by example Ensuring follow up with any incidents in a timely fashion Regular attendance at Deans/SLT Meetings.</p> <p>Learning Areas: Art: Having easily read signs up in the art room. Change it up in the afternoons. Using Maori and Pacific Island terminology.</p> <p>English: .Communicate assessment information appropriately to learners and support them towards success. participate in moderation process PB4L practises have been followed with success.</p> <p>Languages: Te Reo Maori - students get the chance to gain kumara points for their successes.</p>	<p>Term 4:</p> <p>Learning Areas: Art: Change it up in the afternoons. Using Maori and Pacific Island terminology.</p> <p>English and social science: Availability for tutorials and follow-up emails about exam needs, EG: adapting to support student goals. Posters on the wall that support students' progress. Activity week</p> <p>Languages: Te Reo Maori - a focus on Maori history and pre European lifestyle. Local legends and Maori words.</p> <p>Mathematics: Physical Education: Working with Core Ed for Yr 7 & 8. Developing packages for seniors and modules for Yr 9 & 10</p> <p>Science:</p>

	<p>common goal has been effective. Activity week has also seen new positive group dynamics as students who may struggle with literacy are being leaders in other types of learning.</p> <p>Languages: Maori games outside to increase students' enjoyment during last periods. Taking students to the technology room for introductions to Maori carving and painting. Video and powerpoint presentations.</p> <p>Mathematics: Using Te Reo in class. Using e-ako strategy in learning through DIMC and senior revision. Using Te reo in everyday conversation</p> <p>Physical Education: Play various strike and fielding games, working to improve athletics. Developing learning packages and modules.</p> <p>Science: Continue with structured plans for lessons to include science games, labs, investigations and extending students vocab and understanding of the subject to maximise engagement</p> <p>Social Studies:</p> <p>A variety of teaching styles/methods to</p>	<p>Mathematics: Celebrate the successes - can be academic or character eg showing resilience with challenging tasks.</p> <p>Physical Education: Discussion around our values and what they look like in PE. Students returning gear after breaks</p> <p>Science: Continue using the classroom kaupapa for junior classes - lining up, gear out and bags away when entering the classroom, ready for the lesson 'do now'. Encourage applying the school values and showing them in action</p> <p>Social Studies: Communicate assessment information appropriately to learners and support them towards success. Mini chats and follow up conversations have supported students to make improved choices (pb4l)</p> <p>Technology: Time provided for seniors to complete practical work - developing relationships to prevent PB4L being needed in the future.</p> <p>Kauri Follow up PB4L in classroom situations, Celebrating success in the house</p>	<p>Technology: Students completing practical lessons with local produce eg Kumara Brownie</p> <p>Kauri Sharing tasks [like collecting and returning Healthy lunch-containers]</p> <p>Sharing of roles within the LA and everyone taking their turn to help out Rimu Remembering LA birthdates and celebrate them in class with a choc for every student on their BD.</p> <p>Totara Talking with each student individually and getting to know them on a personal level.</p> <p>Eating together, cleaning up, lunch duties and roles for students.</p>
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	<p>engage all “types” of learners has been used including visual, inquiry, digital and paper based, speaking, group work. Use of Cooperative learning such as group research.</p> <p>Technology: Offered extra lessons to the Year 7's who missed practical classes due to Lockdown. Also offering cooking for all year levels over activities week. Practical cooking classes offered during Activities week even though no classes are scheduled.</p> <p>Kauri Leadership-election programme;</p> <p>House leader selection, house games and interhouse</p> <p>Encouraged students to apply for leadership positions - shoulder tapping a couple. Discussed BOYD edicate/responsibilities. Using Te reo in everyday conversation.</p> <p>Rimu</p> <p>Talking with junior students about house and student council opportunities for 2022. Students have been engaging more and more with each other,</p>	<p>Celebrate the positives. Support students as they walk through the negatives eg <i>'how can you make it right.'</i></p> <p>Rimu getting to know students and celebrate success and follow up on an pastorals (not many at all for term 4) relaying concerns to dean (eg: well-being concerns)</p> <p>Consistent catching up with students around kamar pastoral entries and having one-on-one conversations about anything relating to school life/personal life/whanau/etc. Students are reminded and encouraged of school values and punctuality</p> <p>Totara Always stays in constant contact with parents. Using the time to get to know each student (building relationships).</p> <p>Try to discuss pastoral entries.</p> <ul style="list-style-type: none"> • Congratulations on any success. 	
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	<p>especially as a Rimu house</p> <p>Seniors were encouraged to revise using devices by accessing online past exam papers as well as other revision platforms. Juniors are always encouraged to bring their devices to major research work/assignments, etc. LA were encouraged to participate in LA and House activities and take on leadership roles, etc.</p> <p>Totara Talking with each student individually and getting to know them on a personal level. Encouraging student participation in house and inter house activities</p>		
<p>Planning for next year:</p>	<ol style="list-style-type: none"> 1. Co-construction meetings are a regular feature of our meeting schedule 2. The PB4L kaupapa is an integral part of the school curriculum - can be seen/heard 		

<p>Strategic Aim: 3</p>	<p>Curriculum</p>		
<p>Annual Aims:</p>	<ul style="list-style-type: none"> • Enhancing and valuing the reading culture schoolwide • Integrate community consultation into the curriculum • Increased cross curricular work at Junior levels • NCEA changes 		

	Enhancing and valuing the reading culture schoolwide	Integrate community consultation into the curriculum	Increased cross curricular work at Junior levels	NCEA changes
Key Improvement Strategies:	<ul style="list-style-type: none"> • Reading challenges. E.g., National Library “Keen Teen” readers • Library focus • Value of reading 	<ul style="list-style-type: none"> • Community knowledge 	<ul style="list-style-type: none"> • Implement at Year 7 and extend at Year 8 - student consultation • Cross curricular planning evident at Year 7 across the school, Year 8 cross curricular planning evident by the end of the year • Increase invitation of community involvement in cross curricular work 	<ul style="list-style-type: none"> • 3 Teacher NCEA Accord Days 2021 • Learning areas keep up to date with developments in their subjects • Report back at HoL’s meetings up to date developments. Korero through HoL meeting minutes
Outcomes:	<p>Term 1: SLT</p> <p>*Ruawai Readers initiative started, to be promoted and enhanced throughout Term 2-4. The aim is to role model to students the benefits of reading and that it's actually quite enjoyable.</p> <p>Besides the SSR emphasis in LA class in junior classes reading should be encouraged regularly across all subjects. There is a need to improve a far better use of Library Resources.</p>	<p>Term 1: SLT</p> <p>Encouraged connection with Peanut project (Pic’s Pie) representative to see how Ruawai College can use this project across AGR & HTC science. A community member spoke with Prefects about leadership.</p> <ul style="list-style-type: none"> • Staff engage with community members to support learning in the classroom e.g. Yr 7 visit to Naumai Marae following on from the cross curricular work being done around their first 	<p>Term 1:</p> <p>Cross Curricular planning involves collaboration with community stakeholders to include learning Opportunities and experiences that involve students to ask their whanau about their views on particular topic/s taught in class. Including prior knowledge learning activities or experiences.</p>	<p>Term 1:</p> <ul style="list-style-type: none"> • In progress, currently not teaching NCEA subjects. <p>Next NCEA PD day Level 1 will look into their preparedness with new changes coming in. Staff regularly attend Best practice workshops within their subject network.</p> <p>Information around the NCEA changes sent to relevant personnel to keep them updated around the changes</p>

	<ul style="list-style-type: none"> LA time extended - focus on reading, being read to, buddy reading, competitions <p>Sharing a book review from a book I have read at home to model good reading behaviour.</p> <p>Learning Areas:</p> <p>English: Reading culture LA boxes assembled from National Library - reading engagement books SRA (Reading Laboratory) began with Yr 8 and Yr9 English classes.</p> <ul style="list-style-type: none"> - National Library resources for all English classes term 1 reading engagement LA boxes from National library resources created Duffy books Modelled reading for term 1, shared reading for term 2, guided reading for term 3 and independent reading for term 4 Investigation into audio books Ideas around visual 	<p>unit.</p> <p>Learning Areas:</p> <p>English: Community consultation in curriculum</p> <ul style="list-style-type: none"> - culminating events that involve our community or that could benefit our community - zero waste project, wetlands restoration Cross-curricular of units for more meaningful learning to take place and connections to form The English department is focusing on a full Junior course that sees progression from Year 7 to 10 in a cross-curricular and local curriculum that 	<p>Cross-curricular emphasised in Y8-Y10 - will revisit last years collated resource so that staff can liaise with each other across Y8-Y10 Science, English & social science are also looking into level 1 writing standards Cross-curricular PLD will pursue further for all Y8-Y10's rather than waiting for three more years</p>	<p>and Accord days</p> <p>Deans/Learning support</p> <p>Kept up to date in Technology meetings -. Keeping up to date with any MoE publications and readings.</p> <p>Learning Areas:</p> <p>English: NCEA changes</p> <ul style="list-style-type: none"> keeping up to date with the changes Planning for senior courses and how we can fit the new NCEA changes into the design of them Looking to offer Senior courses in a cross-curricular setting that allows for cross credit between subjects, so students can work to their strengths, design a course that suits them
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	<p>displays and how to celebrate reading in the school</p> <ul style="list-style-type: none"> ◦ Assemblies - book reviews ◦ Book of the week ◦ Character week <p>English: Library focus</p> <ul style="list-style-type: none"> • Year 7 and 8 class time for library - choose books and provide time for SRA cards <p>Mathematics: Making reading part of 'what we do in mathematics' in particular reading for content. Teachers continue to use mathematical vocabulary, by simply introducing and using new words</p> <p>Physical Education: Two units have been developed and implemented in the Yr 7 unit. Community was involved in school swimming sports and we have worked closely with RPS. Had different facilitators from St John's Renegade Hockey, and</p>	<p>connects our rangatahi with our community. Once again think globally, act locally</p> <ul style="list-style-type: none"> • Enviroschools - looking at landscapes, water, energy and waste. Eg. Year 7 wetlands, year 8 rivers, year 9 oceans, year 10 global privatisation of water. Another - year 7 zero waste for school, year 8 zero waste for our rural sector, year 9 zero waste for our townships, year 10 zero waste project for our council <p>Mathematics: Currently using</p>		<p>and not get into the habit of counting credits - they can use a piece of work and work on it for many standards. This seems to be where NCEA is going which is a good thing for our department.</p> <ul style="list-style-type: none"> • Big difference Year 10 will be getting the literacy credits which will eliminate the stress for students and teachers in gaining these in Year 11. • Meeting with HOD from Otamatea and Dargaville High school to discuss changes • Need to seek more information in term 2 so we can design our Senior courses <p>Mathematics: Members of Northland Mathematics Association and New Zealand Association of Mathematics Teachers.</p>
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	<p>attended a RYDA programme at another local school which involved many community Science:</p> <p>Social Studies: A lot of reading and decoding of unfamiliar text is done to promote strategies to help with reading.</p> <p>Technology: Students are generally read to in Technology to ensure that all students have equal chance of success.</p> <p>Kauri</p> <ul style="list-style-type: none"> • Making positive inroads with the reading battle - my LA is full of reluctant readers with 60% being year 7 -10 male students. I have made plans to make SSR the priority in LA (along with relationships). Currently, this will be individual reading, to develop a positive culture. <p>Rimu</p> <ul style="list-style-type: none"> • National Library books to be sent to our school so boxes were made up 	<p>the year 7 themes for all year levels. Changing the problems used in mathematics to localised contexts and people.</p> <p>Over the course of the year the junior scheme of work is being rewritten. Part of this rewrite will include cross curricular at years 8/ 9 / 10.</p> <p>Physical Education: New information round a matrix and various other reading material for Level 1. Feedback is to be provided.</p> <p>Kauri</p> <ul style="list-style-type: none"> • Helping year 7 students to make the cross curricular links between subjects. 		<p>Receiving all of the updates from NCEA, through associations and via school. Reading subject specific updates and drafts.</p> <p>Kauri</p> <ul style="list-style-type: none"> • Being aware of the upcoming changes and when junior students and their whanau talk about it, be able to give them the most up to date information as well as preparing them that NCEA will look different when they begin.
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	<p>for each LA.</p> <ul style="list-style-type: none"> • SSR is adhered to in my room. <p>• Totara</p> <p>SSR in class - reading to students and having a range of books in the room that are a variety of genres.</p>			
	<p>Term 2: SLT</p> <p>Ruawai Readers posters Displays in the library</p> <p>Deans/Learning support</p> <p>Ruawai Readers - Input with two different books read. Junior and Senior.</p> <p>Peer Reading for 6 weeks - trained five Year 8 students to be tutors for 5 students and run this twice a week during LA times. We use the library for this when it is available</p> <p>Learning Areas:</p>	<p>Term 2: SLT</p> <p>Working with:</p> <ul style="list-style-type: none"> → Local Businesses → Local Services → Hapu → Marae → All feeder schools → Environmental organisations → Transport providers <p>Deans/Learning support</p> <p>Discussion with teachers about programs and their engagement with their students. Students voice around subjects that they are involved with and</p>	<p>Term 2:</p> <p>Working with Core Education to develop a local curriculum for the year 7 and 8</p> <p>Creating year 9 and 10 modules and timetable for the revised curriculum.</p> <p>Looking at senior school with a combined combination of subjects in the learning package, cross curricular and localised</p>	<p>Term 2: SLT</p> <p>Visit to new Plymouth - Spotswood College and Inglewood to look at a number of programmes -</p> <p>Junior Homeroom concept Yr 9 & 10 Modules Seniors learning Packages - shared experiences</p> <p>Deans/Learning support</p> <p>TODay and planning day for the "Learning Packages"</p> <p>Attended all PD for NCEA Changes</p>

	<p>Art:</p> <ul style="list-style-type: none"> We make sure that students know the 3 w's (what, where and when) . We also cover how the artwork is made. Like technology we use a variety of media to teach and use a variety of learning styles. Reading class work to students to encourage students to read <p>English: Reading culture SRA (Reading Laboratory)began with Yr 8 and Yr9 English classes.</p> <ul style="list-style-type: none"> - Modelled reading for term 1, shared reading for term 2, guided reading for term 3 and independent reading for term 4 Reading for enjoyment is a big focus and reading engaging material Reading is a large component of the new core skill program for Year 7 and 8 the problem we are facing 	<p>what they enjoy.</p> <p>Primary ITO</p> <p>Communicate with class teachers of Year 9 re their topics and where able, provide adapted material/technology for students who need it</p> <p>Learning Areas:</p> <p>Art:</p> <ul style="list-style-type: none"> We try to use cross curricular activities as much as possible. <p>English: Community consultation in curriculum</p> <ul style="list-style-type: none"> - thinking of culminating events that involve our community or that could benefit our community - zero waste project, wetlands restoration, running events Cross-curricular of units for more meaningful learning to take place and connections to form The English department is focusing on a full Junior course that sees progression from Year 7 		<p>Attended NCEA PLD teacher day</p> <p>Learning Areas:</p> <p>Art:</p> <ul style="list-style-type: none"> Learning packages for seniors that use same material over several standards to minimise the assessment load and maximise the learning <p>English: NCEA changes</p> <ul style="list-style-type: none"> - literacy standards communicated to staff and the purpose of them - everyone is happy about these changes as they are far more robust and can be achieved in Year 9/10 which doesn't place so much pressure when students get to Level 1 Looking to offer Senior courses in a cross-curricular setting that allows for cross credit between subjects, so students can work to their strengths, design a course that suits them
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	<p>is we need the timetable to suit learning.</p> <ul style="list-style-type: none"> ◦ Eg. early morning for literacy and numeracy skills ◦ Time everyday to consolidate these skills - whether that mean larger blocks of time dedicated to these skills <p>English: Library focus</p> <ul style="list-style-type: none"> • Year 7 and 8 class time for library - choose books and provide time for SRA cards <p>Languages:</p> <ul style="list-style-type: none"> • There is a focus on translating words, and sentences from English to Maori. Reading of local legends and stories. <p>Physical Education:</p> <ul style="list-style-type: none"> • Health booklets involve reading on the selected health topic. <p>Social Studies:</p> <ul style="list-style-type: none"> • Almost every lesson (99.5% of lessons) has 	<p>to 10 in a cross-curricular and local curriculum that connects our rangatahi with our community. Once again think globally, act locally</p> <ul style="list-style-type: none"> • Learning packages for seniors that use same material over several standards to minimise the assessment load and maximise the learning <p>Languages:</p> <ul style="list-style-type: none"> • A big focus on our local legends, history and place names are used in Te Reo Maori. <p>Physical Education:</p> <ul style="list-style-type: none"> • Yr 7 is using cross curricular in planning and we have just had further PD from Core. <p>Social Studies:</p> <ul style="list-style-type: none"> • Linking the topic of immigration to the arrival of the Maori groups from around 1300 AD, as well as the Pakeha from 1769's. <p>Science:</p>		<p>and not get into the habit of counting credits - they can use a piece of work and work on it for many standards. This seems to be where NCEA is going which is a good thing for our department.</p> <ul style="list-style-type: none"> • the pilot standards for English seen and have begun to address how this will look in a new schemes of work <p>Languages:</p> <ul style="list-style-type: none"> • Te Reo Maori is taught for junior level so NCEA changes are not mentioned for junior students. <p>Mathematics:</p> <ul style="list-style-type: none"> • Members of Northland Mathematics Association and New Zealand Association of Mathematics Teachers. • Receiving all of the updates from NCEA, through associations and via school. • Reading subject specific updates and drafts. Talking with colleagues from other schools about the
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	<p>a reading comprehension component.</p> <p>Science:</p> <ul style="list-style-type: none"> • Learning material are designed with some aspect of reading comprehension aspect • Teacher-Student reading support on a one-on-one basis • Explaining texts and symbols within a topic/idea and formulae • Encourage learning from a wide range of learning media <p>Technology:</p> <ul style="list-style-type: none"> • Using a variety of media to teach and using a variety of learning styles. Reading class works to encourage students to read. <p>LA</p> <p>KAURI</p> <ul style="list-style-type: none"> • Encourage students to read their answers to me when marking tasks' answers in class. LA - SSR • Peer reading is in place 	<ul style="list-style-type: none"> • Y7 cross-curricular integration is a working progress with local community knowledge to be widely used in planning and design • Encourage local scientist speakers visit (at assembly) <p>LA</p> <p>RIMU</p> <ul style="list-style-type: none"> • Community consultation through PST interviews, letters home or emails where appropriate. <p>TOTARA</p> <ul style="list-style-type: none"> • Encouraging participation of year 7s in cross curricular <ul style="list-style-type: none"> • Encouraging year 7 and 8 to participate in cross curricular, expectations of real worlds, parents in terms of behaviour and skills. • Continuing weekly LA quizzes with questions of local general 		<ul style="list-style-type: none"> • changes. • Attended Acord day • Attended 'Learning Packages' workshop <p>Social Studies:</p> <ul style="list-style-type: none"> • Talking with colleagues about the NCEA changes and how these changes can be applied in Ruawai to create a student centred and inspiring program. <p>Science:</p> <ul style="list-style-type: none"> • Involvement in SEG discussion re L1 Physics and Earth and Space Subjects combined • Science L1 NCEA changes promote cross curricular in a localised curriculum design with online exemplars • BEANS PLD involvement <p>LA</p> <p>KAURI</p> <ul style="list-style-type: none"> • Attending all HoL meetings at school. Keep up to date with events in other schools via Subject Facebook pages, part of subject
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	<p>with a few of my LA students involved. Visit the Library for books, SSR occurs most days.</p> <ul style="list-style-type: none"> • Encourage at least 1 SSR lesson per Week. • Reading Monday and Friday. I am sitting with students to encourage reading. • Using the world known to students in topics like mapwork. Link mapwork to their current position/location and let them see and discover the wider NZ and the world. The Year 10 General knowledge, linked to the Olympic Game, was an eye-opener for many students. • Encouraging participation of year 7s in cross curricular • Highlighted the importance of reading mileage in all LA comments. Reading in LA on Monday and Friday. Sit with students modelling reading. Encourage students to 	<p>knowledge.</p>		<p>academic organisations like AGTA and NZGEO. Keep an eye on news events concerning subject presenting, eg. compulsory teaching of NZ history in High schools</p> <ul style="list-style-type: none"> • Will include as they become relevant for students. <p>RIMU</p> <ul style="list-style-type: none"> • Attend TOD meetings re:NCEA changes. Will take note of points of interest from HOL's. <p>TOTARA</p> <ul style="list-style-type: none"> • Attending all HoL meetings at school. • Attending all HOL, staff , TOD and PD to know the up to date information about changes in the learning area. • If asked to or relevant I will tell students about NCEA changes.
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	<p>go to the library and check out the reading material - bring something of interest to LA to read.</p> <p>RIMU</p> <ul style="list-style-type: none"> • I encourage and model SSR and regularly check for overdue books and remind others to update books. • I read novels in my English classes where appropriate. • Support of the remedial reading buddy system is essential. • Encourage students to read aloud where possible in classes:it's good to hear others' voices. <ul style="list-style-type: none"> • Every Tuesday students will read or be read to. Depending on the events in the week, reading may occur more often. <p>TOTARA</p> <ul style="list-style-type: none"> • We read every Tuesday 			
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	<p>in LA. I have a big box of magazines, books and comics for students</p> <ul style="list-style-type: none"> Encourage reading in LA time and give them kumara certificates or points. <p>Weekly reading in LA time.</p>			
	<p>Term 3: SLT</p> <p>Ruawai Readers “flipping pages”</p> <p>Library displays</p> <p>Deans/Learning support</p> <p>Ongoing individual support for reading and spelling. Begin work with Yr 10 students with very low reading comp skills using student-relevant texts. (L</p> <p>Learning Areas: Art: . Looking at many of the worldwide artist models. We have a huge variety of books.</p> <p>English: Seniors read as part of their</p>	<p>Term 3: SLT:</p> <p>Curriculum Changes</p> <p>Deans/Learning support</p> <p>Survey designed to ask for a student and parent feedback on lockdown work sent.</p> <p>Jacque Knight as a resource to link the year 7 program to the community.</p> <p>Learning Areas: Art: Staying in contact with all parents. Using Maori and Pacifica terminology.</p> <p>English: some integrated assessment across subjects</p>	<p>Term 3:</p> <p>Learning Packages to give a more student centred approach. Offered time during PST’s to support their selection.</p> <p>Modular approach for Year 9s & 10s - on a termly basis.</p> <p>Promote to community - sessions to be had during reporting times when whanau in, presentations of Junior, Middle and senior schools rolling throughout the day</p>	<p>Term 3: Learning Areas: English: up to date with changes for English and has started preparing material where appropriate. The new reading and writing for year 10 are understood, but planning around how to implement it is still required. This may need to be looked at in relation to the 9/10 modules. Perhaps students will need to do modules focussed on preparing for these assessments.</p> <p>Mathematics: Unfortunately the 2021 National Conference had to be postponed until 2022 due to COVID19, but there is still</p>

	<p>assessment. Juniors have library visits and opportunities to read for pleasure.</p> <p>Te Reo Maori - a focus on Maori legends, pronunciation. Students can write and translate simple sentences.</p> <p>Mathematics: Particularly with external exams looming, emphasising students to read for context - mind the small words.</p> <p>Physical Education: All students are required to read instructions or understand the task in order to complete written tasks.</p> <p>Science: Modelling and teaching proofreading of students' own work esp research projects in cts, showing how to process information and rewriting in own words and reading to make sense before submission. Also encourage</p>	<p>Languages: Te Reo Maori modules - a big focus on our local history around the Kaipara and Wairoa river. Local marae, waka and iwi study.</p> <p>Mathematics: Developing cross curricular plans with other curriculum areas. Expect that this will continue to increase as we develop new programmes for 2022.</p> <p>Physical Education: Two units have been developed and implemented in the Yr 7 unit. Community was involved in school swimming sports and we have worked closely with RPS.</p> <p>Had different facilitators from St John's Renegade Hockey, and attended a RYDA programme at another local school which involved many community members. Northland Rugby Union has been into school to support coaching</p>	<p>Teacher speak and whanau speak - differentiate, assure core subjects are included but may be taught differently eg Mathematics in the hospitality room using 'cooking' as a means to show/highlight mathematical concepts</p>	<p>much information being shared online. Monitoring current senior students progress to support goals and NCEA requirements.</p> <p>Physical Education: New information round a matrix and various other reading material for Level 1. Feedback is to be provided. Development of new packages for senior school</p> <p>Science: Keeping up to date with the Science subject korero within Science teachers network in region and national online</p> <p>Social Studies: Up to date with changes relevant to what has been released. More content to be released with the announcement of the 2022- new structure for year 11 - 13.</p> <p>Technology: Changes have been slow to be updated and subjects aren't represented well. Will require new learning if to follow Technology changes.</p>
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	<p>peer proofreading of any final assessment work.</p> <p>Social Studies: Literary focus in social studies where students are supported through group work and questions to practice decoding text and engage in reading activities. Tasks involved reading of text, and then interpretation, deciding and presenting of answers in their own style, or words.</p> <p>Technology: Year 12 Class in the Library once a week due to class clash but resources are being well used</p> <p>Kauri Regular SSR-days in LA time. Would like to introduce library visits in term 4.</p> <p>Students will go to the Library for books, books are provided in the classroom or encouraged to bring their own. Buddy reading is about to begin and will encourage more of this. Teacher reading to the class, students reading</p>	<p>Seniors participated in TGTG challenge</p> <p>Science: Participate in a collaborative approach to curriculum change in Science as a subject regionally/locally and our local cross curriculum plannings and designs</p> <p>Social Studies: Cross curricular planning and some integrated assessment across subjects. Ideal would be involving local iwi / marea when covering Te Tokerau-NZ history</p> <p>Kauri On return to school following the Covid lockdown during August - September 2021, students were tasked to report back what worked for their learning, what may be</p>		<p>Kauri LA-teachers need to stay on top of developments, especially with NCEA and school curriculum changes. LA teachers could ideally assist the senior students in the LA-class , for example sharing the school's new program for 2022 as well as the official new NCEA changes.</p> <p>Ensure seniors are up to date and monitor their progress.</p> <p>Monitoring the senior students in LA and their NCEA progress. Talking with 2022 senior students about subject choices and course design.</p> <p>Rimu Don't have any NCEA classes but acknowledge the time, effort and enthusiasm staff of senior classes have expended in their pursuit of an interesting and engaging new</p>
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	<p>to the class.</p> <p>Most of the LA time after Break 1 is spent reading. I try to sit with students during most LA times to model reading. Promote discussions about what students are reading. I am not having as many grumbles and groans about reading.</p> <p>Rimu Always encourage reading We were doing 10minutes reading every day. We are now looking for term 4 to make it the entire 2nd LA once a week and/or I will read to the students.</p> <p>Students are reading following SSR kaupapa in LA</p> <p>Totara We read every Tuesday in the LA room. Students read books in LA Time two days a</p>	<p>improved, any challenges, etc. It was recorded on their personal LA portfolio document. It was linked to parents' perspectives about how effective the learning was.</p> <p>PST interviews and collaborating with the community and whanau Year 7 students are enjoying the shared experiences of the year.</p> <p>Rimu coordinate community volunteers who would be available to help teachers deliver the curriculum. Ruawai Gardening club for example who could help ag-hort for juniors.</p> <p>Totara Year 7 students really enjoyed learning in real world such as a EOC</p>		<p>senior programme.</p> <p>Up to date with NCEA and school curriculum changes so that I can support students and whanau with the new approaches</p> <p>Up to date with NCEA and localised curriculum planning and design</p> <p>Totara Up to date with NCEA and school curriculum changes so that I can support students and whanau with the new approaches</p> <p>Keep up to date with senior LA students' credit count.</p> <p>Discussions about subject choices and future pathways and interests.</p>
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	<p>week.</p> <p>SSR weekly Weekly general knowledge quiz.</p>	<p>Our weekly general knowledge quiz includes questions about our local environment/community knowledge.</p> <p>Parents contacted prior to PST interviews</p>		
	<p>Term 4: Deans/Learning support</p> <p>Learning Support: work with identified Year 10 students to develop their confidence in using reading (decoding) strategies and reading comprehension skills</p> <p>Working with CORE about a reading program for next year using the school journals.</p> <p>Learning Areas: Art: Change it up in the afternoons. Using Maori and Pacific Island terminology.</p> <p>English: Research and information literacy inquiry opportunities.</p>	<p>Term 4: SLT: Curriculum Changes</p> <p>Deans/Learning support Parents requested to sign subject choices sheets in both Year 9 & 10 and Senior classes.</p> <p>Subject choices sent home to all Year 9 & 10 with their reports.</p> <p>Learning Areas: English and social science: Cross-curricular and learning planning for 2022, Activity week focussing on soft skills in</p>	<p>Term 4: Ruawai Junior School curriculum programme developed for Years 7-8 centred on a home base approach, localised curriculum, cross curricular</p> <p>Year 9 & 10 modules approach - combined Year 9 & 10 classes around student choice and passion - inclusive of teacher passion</p> <p>Learning Packages for Years 11-3 along with shared level experiences, combination of subjects in a package, cross curricular, localised curriculum</p> <p>Discussion with students and</p>	<p>Term 4:</p> <p>Learning Areas: Art: Change it up in the afternoons. Using Maori and Pacific Island terminology.</p> <p>English and social science: Preparation for changes and how they will influence the development of our packages. English will have minimal disruption, social science will have some. Consideration to integrated cross-curricular program design as NCEA allows 'design a course' option. Read over and watch for regular updates especially for new level 4 (y10) literacy standards.</p> <p>Mathematics: part of NMA and NZAMT association as well</p>

	<p>Languages: Te Reo Maori - a focus on Maori legends, pronunciation. Students can write and translate simple sentences.</p> <p>Mathematics: Emphasis on reading questions - this was reflected in the PAT results.</p> <p>Physical Education: Understanding PE vocabulary and what it means.</p> <p>Science: Students are encouraged to read texts given in tasks and teacher reads to help when needed</p> <p>Information literacy based programs, students inquire and read into non-fiction texts to learn more about relevant</p>	<p>the curriculum, team-work, communication, turn taking, sharing, respect,</p> <p>Languages: Te Reo Maori modules - a big focus on our local history around the Kaipara and Wairoa river. Local marae, waka and iwi study.</p> <p>Mathematics: relooked at the curriculum AOs and where they are being implemented in the junior school. Identified cross curricular links.</p> <p>Physical Education: Localised cross curricular planning for Yr 7 & 8</p> <p>Science: A commitment to communicate to whanau about assessments. Cross Curricular collaborative discussions and design is at the heart of new changed packages in 2022 with an emphasis on Mataranga Maori through field trip/work to</p>	<p>their whanau regarding curriculum change and how they will be part of its design.</p>	<p>being subscribed to NCEA sights. Reviewing documentation as it comes out.</p> <p>Physical Education:New packages being implemented</p> <p>Science: Cross Curricular collaborative discussions and design is at the heart of the new changed packages in 2022 with an emphasis on Mataranga Maori through field trip/work to local areas where local iwi are doing environmental work in the community, more work to be done here</p> <p>New opportunities to design and create new science courses with the incorporation of opportunities for Mataranga Maori to share in with the local science knowledge of science from community and whanau.</p> <p>Technology Regular department meetings are held with feedback of all learning areas and where their learning area is at in relation to new changes.</p>
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	<p>localised and global topics. Some cross-curricular links with English (esp y10)</p> <p>Technology: Reflection room work created that includes various tasks eg reading Maori Legends and reflecting on this, writing movie script etc.</p> <p>Kauri Promote reading / SSR</p> <p>Daily SSR - After a year, students have accepted that is what we do - no longer having the daily 'Do we have to read'.</p> <p>Rimu Reading twice a week on a timer - sharing the best part of text read in that 10 minute window. Students were often reading a text together,</p>	<p>local areas where local iwi are doing environmental work in the community, more work to be done here</p> <p>Technology: Movie created by Year 7 students for incoming Year 6's.</p> <p>Kauri Parents to receive reports at the end of term; feedback via LA-comments</p> <p>Completed end of year reports. Informally chatted to students about their progress.</p> <p>Rimu Informal korero with students about their experience 2021 and their hopes and concerns for 2022 and progress and goals/future plans/aspirations.</p>		<p>Kauri Conversations with seniors about tracking of merits; completion of assessments</p> <p>Academic counselling around the changes occurring in NCEA to upcoming seniors.</p> <p>Spoke with year 10 students regarding next year as Year 11's</p> <p>Rimu Conversations with students about next year to relieve any anxiety and encourage a positive attitude towards school esp for 2022, discussion and sharing of option choices and how they link to interests.</p>
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	<p>SSR on Mondays, reading a Science Journal or a book of their choice.</p> <p>Totara Spend quality time with the students and find out what their needs are. SSR weekly Weekly general knowledge</p>	<p>PST interviews and teacher/parent korero regarding role of teacher, whanau and school regarding akonga needs and support</p> <p>Totara LA and individual conversations Eating together.</p> <p>Our weekly general knowledge quiz includes questions about our local environment/community knowledge. Reports written to go to parents.</p>		<p>Totara: Keep up to date with senior LA students' credit count and exam timetables.</p>
<p>Planning for next year:</p>	<ol style="list-style-type: none"> 1. Library is utilised more throughout the school and regular events occur 2. The localised curriculum is being embedded alongside cross curricular participation 3. Preparation for the NCEA changes at Level 1 			

Ruawai College

NCEA Preliminary Results Summary 2021

Based on Cumulative Overall Results [Students who have attended for more than 70 days]

Official results for 2021 are not finalised by NZQA until April of 2021

Level 1

Total number of students enrolled: 16

Results for 2021 [with 2020 comparison]

Grade	N	A	M	E	NA	A
2020	14%	86%	0%	0%	14%	86%
2021	13%	56%	25%	6%	14%	88%
Maori	14%	57%	29%	0%	14%	86%
Pasifika						
Male	20%	80%	0%	0%	20%	80%
Female	9%	45%	37%	9%	9%	91%

Certificate Endorsement: Merit – 25% [2020 = 0%]

Excellence - 6% [2020 – 0%]

Subject endorsements:

Merit – 11 [2020 =7]

Excellence – 5 [2020 – 2]

Literacy: 100%

Numeracy: 94%

Story behind the statistics:

Two year 11 students in total did not gain NCEA Level 1 in 2021.

- Of the two students who did not gain NCEA, one [Maori, Female] had an attendance rate of 44%. She returned to us for the year on the 3rd May and barely returned after the Lockdown. The other student [European, Male] opted not to return to complete the credits needed once students went on exam leave.
- Four students [All Females, 2 Maori] have endorsed their certificates with Merit and one additional female student endorsed her certificate with Excellence.
- Two students gained excellence subject endorsements. One student in PE and the other in English, Mathematics, Visual Art and Social Studies.
- Six students in total gained the 11 Merit Subject Endorsements. 1 Physical Education, 3 English, 1 Digital Technology, 2 Hospitality, 1 Visual Art, 1 Mathematics, 1 Science, 1 Social studies.

Level 2

Total number of students enrolled: 11

Results for 2020 [with comparison]

Grade	N	A	M	E	NA	A
2020	14%	86%	0%	0%	14%	86%
2021	9%	91%	0%	0%	9%	91%
Maori	25%	75%	0%	0%	25%	75%
Pasifika						
Male	13%	87%	0%	0%	13%	87%
Female	0%	100%	0%	0%	0%	100%

Certificate Endorsement:

Merit – 0 [2020 – 0%]

Excellence – 0 [2020 = 0%]

Subject endorsements:

Merit – 0 [2020 – 4]

Excellence - 0 [2020 = 0]

Story behind the statistics:

- One student did not gain NCEA Level 2 in 2021. This Student (Male, Maori) actually attended school for 9 days at the start of the year before deciding to take employment in the farming industry.

Level 3

Total number of students enrolled: 16

Results for 2020 [with comparison]

Grade	N	A	M	E	NA	A
2020	28%	50%	17%	5%	28%	72%
2021	25%	75%	0%	0%	25%	75%
Maori	29%	71%	0%	0%	29%	71%
Pasifika	100%	0%	0%	0%	0%	0%
Male	22%	88%	0%	0%	22%	88%
Female	29%	71%	0%	0%	29%	71%

Certificate Endorsement:

Merit – 0% [2020 = 17% (3)] Excellence – 0% [2020 = 5% (1)]

Subject Endorsements:

Merit – 0 [2020 = 7] Excellence – 0 [2020 = 0]

University Entrance:

13% [2020 = 33%]

University Entrance

Results for 2020 [with comparison]

Grade	NA	A
2020	67%	33%
2021	87%	13%
Maori	100%	0%
Pasifika	100%	0%
Male	100%	0%
Female	71%	29%

Story behind the statistics:

- Four of the 16 students left school throughout the year and two of these students had gained their Level 3 NCEA. Another student (pasifika) arrived mid way through the year with minimal credits and is returning in 2022 to gain his NCEA and hopefully UE.
- Of the students who were aiming to gain UE 2/3 did so. None of these students are attending University in 2022 for a variety of reasons.
- Of the three students who did not gain NCEA Level 3
 - o one student (male Pasifika) is returning to school,
 - o one female student (Maori) returned to us in 2022 after leaving part way through 2021 and had an attendance rate of 67%. She did gain her Level 2 NCEA in 2021 which was her main goal.
 - o The other female student (Asian) had an attendance rate of 52%.