

Ongoing School Improvement Framework Mahi

End of Term 2, 2025 - The school expects to see (ERO Statements from the Profile Report January 2023)



Schools use the School Improvement Framework (SIF) as an evaluation tool as part of their internal evaluation cycle. When ERO visits schools they use the SIF in partnership with schools as part of ERO's external evaluations.

The SIF helps schools to identify where they are on an improvement journey, identify next improvement steps, and to monitor progress.

The SIF emphasises those areas that have the greatest impact on learner outcomes; school leadership, teaching and learning, and curriculum. It aligns to ERO's School Evaluation Indicators and includes expectations for schools regarding learner outcomes in the Education and Training Act, Te Tiriti o Waitangi, National Education and Learning Priorities and Teaching Council of Aotearoa New Zealand Standards for the Teaching Profession.

An ERO Evaluation Partner will support schools to use the SIF.

In our preparation visit in 2024, our ERO Evaluation Partner advised that ERO will be looking at the Statement of what **RC expects to see** from our 2023 ERO Profile. As a Senior Leadership Team we have taken these "expects to see" statements and are tracking progress against the SIF.

We will aim to update the board on our 'expects to see' SIF tracking

when there are updates to share.

SIF document End of Term 2, 2025 - The school expects to see (ERO Statements from the Profile Report January 2023)

- [School Improvement Framework \(SIF\): A Guide](#) / [School Improvement Framework: Checkbox template](#) / [Ruawai College | Education Review Office](#)

Improvement Required	Working Towards	Embedding	Excelling
<p>Outcomes for learners:</p> <ul style="list-style-type: none"> • show significant inequity that has continued over time. • show significant inequity amongst groups of learners. <p>The school is not providing adequate opportunities and information shows a limited number of learners:</p>	<p>Outcomes for learners:</p> <ul style="list-style-type: none"> • are becoming more equitable and excellent. • are improving for some learners. • still show inequity for some groups of learners. <p>The school is beginning to provide some opportunities and information shows some learners:</p>	<p>Outcomes for learners:</p> <ul style="list-style-type: none"> • are increasingly equitable and excellent. • are improving for most learners. • show increasing equity for groups of learners. <p>The school provides a range of opportunities and information shows most learners:</p>	<p>Outcomes for learners:</p> <ul style="list-style-type: none"> • are equitable and excellent. • improvement is sustained over time. • show there are no significant inequities for groups of learners. <p>The school provides a broad range of opportunities and information shows learners:</p>

SIF Domain: Outcomes / Core Domains	Our evaluation of where we think we are within the SIF Domain Outcome or Core Domain			
TL4	Improvement Required	Working Towards	Embedding	Excelling

Statement of what RC expects to see from our 2023 ERO Profile	SIF Domain: Outcomes / Core Domains	What evidence do we see of this since the ERO Profile. Evidence collected or seen in 2023.	What evidence do we see of this since the ERO Profile. Evidence collected or seen in 2024	Judgment End of 2024	What will a progress journey look like going forward - Next Steps	Judgment End of first half of 2025	Next steps for rest of 2025
ākonga effectively supported and demonstrating ownership of their learning	Teaching and Learning TL4	<ul style="list-style-type: none"> • Pastoral check-in time during LA in 2023 (twice a day - one was for shared kai) • Students checking in with Deans (could produce a report on this if need) • Gateway and careers support: <ul style="list-style-type: none"> ◦ Evidence: Gateway report 2023 to the board 	<ul style="list-style-type: none"> • Tikanga and expectations, including integration of te reo Maori at our school • Option booklet 2025, asking for expressions of interest for a bilingual unit 	Teachers increasingly provide explicit instruction in learning strategies, and learners are increasingly able to develop agency, question, and problem solve, demonstrate meta-cognitive skills, self-efficacy, and self-regulation.	<p>Students to be provided with devices which will enable them to demonstrate ownership of their learning if attendance challenges get in the way (large geographic zone of the school).</p> <p>Teachers have been increasingly using the Staff Guide to Best</p>	<p>All students have been provided with Chromebooks.</p> <p>Engagement stats (reflection room space) have dropped</p> <p>Attendance (regular) has increased</p> <p>Relationships for learning PLD has been</p>	<p>PLD given to staff about how to increase student agency with the use of devices.</p> <p>Continue Relationships for Learning PLD with Cognition. Development of RC profile</p> <p>The attendance process targets students who are sitting under the</p>

				<table border="1"> <tr> <td>TL4</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	TL4					<p>Practice, so continue embedding this.</p> <p>Strengthen relationships for learning (Cognition)</p>	<p>ongoing well and have been well received (Cognition)</p> <table border="1"> <tr> <td>TL4</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	TL4					<p>'irregular'</p> <p>Inquiry into student profile for students around 'how to be an independent learner'</p>																																																							
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<p>equitable progress and achievement outcomes for all learners</p>	<p>Outcome: Learner success and wellbeing Professional capability and collective efficacy PCCE 1 PCCE 3 Stewardship and Governance SG 8 SG1 SG 5 Leadership L1 Teaching and Learning TL 7 Partnerships P5</p>	<ul style="list-style-type: none"> Board reporting by HOLs using achievement data SAC conditions and support for students with additional learning needs (LSC / SENCO) e-asTTle testing and use of data across the school 	<ul style="list-style-type: none"> Changes in our reporting system for 2025 We will move to assessing by curriculum levels/year progressions (2025/2026) in the Year 7-10 space The School Board has adopted the Strategic Plan as a "Mahere Rautaki" Māori success as Māori is interwoven into all of the strategic goals The School Board and Principal have been very active this year with community consultation: <ul style="list-style-type: none"> New strat plan Curriculum refresh Other hui where the community has been invited 	<p>We have agreed as a staff to move to a new reporting system with the eventual reporting on 'phases' or curriculum levels</p> <p>We have bought in Assay as a data system for Heads of Learning (HOLs) to use to report achievement data</p> <p>Earlier this year the School Board adopted the Strategic Plan as a "Mahere Rautaki" which enables Māori success as Māori to be at the focal point of decision making</p> <p>The board has represented, served, and worked with the school community, including mana whenua to include everyone in decisions the school is making such as:</p> <ul style="list-style-type: none"> New strat plan Curriculum refresh Other hui where the community has been invited <table border="1"> <tr> <td>PCCE 1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PCCE 3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SG 8</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SG1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SG 5</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	PCCE 1					PCCE 3					SG 8					SG1					SG 5					<p>Reports for Senior students in Term 1 2025 will be using the new curriculum descriptors</p> <p>Discussion to continue around how to report Year 7 - 10 with phases / curriculum levels rather than NAME</p> <p>HoLs to be upskilled on how to use Assay and read graphs and statistics</p> <p>The board will continue to work with the school community, including mana whenua, to include everyone in decisions the school makes regarding our vision, values, and mission reset in 2025. This will include developing our Strategic Plan in September 2025.</p> <p>The board is highly effective at holding leaders to account for the performance of the school. This has been seen through letters of concern where needed, professional development being given and the departure of our Assistant Principal at the end of 2024.</p>	<p>Reports have gone out in Term 1 for seniors with curriculum comments.</p> <p>Now the new curriculum has been confirmed SLT will approach the curriculum phases with inquiry as to how they will fit in with RC kaupapa</p> <p>HoLs have been upskilled on how to use Assay and read graphs and statistics and have produced their Board reports</p> <p>The board passed a motion beginning consultation on our vision, values and mission.</p> <table border="1"> <tr> <td>PCCE 1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PCCE 3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SG 8</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SG1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SG 5</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>L1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>TL 7</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>P5</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	PCCE 1					PCCE 3					SG 8					SG1					SG 5					L1					TL 7					P5					<p>Reports to go out in Term 3 for juniors with curriculum comments.</p> <p>PD around phases / curriculum levels rather than NAME and how these link to assessment practices</p> <p>School Board to provide feedback to HoLs on reporting</p> <p>Community consultation, iwi consultation, staff and student sessions on our vision, values and mission, which we are refreshing.</p> <p>SLT will present portfolio areas to the board and explain projects and mahi they are involved in. The board will use these sessions to ensure that school leadership is meeting the aspirations of our community.</p>
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ākonga outcomes enhanced through systematic and sustained school processes, practices and actions	Outcome: Learner success and wellbeing Leadership L9 L3 L4 Curriculum C4	<ul style="list-style-type: none"> Ruawai Primary School Year 6 transition programme implemented <ul style="list-style-type: none"> Evidence - Principals Dec 2023 report to the board Class profiles were implemented Co-construction meetings Learning area meetings Deans meeting School and Deans assemblies Kumara Awards Referrals for Learning Support PEP support 	<ul style="list-style-type: none"> Changes in curriculum organisation to ensure there is adequate curriculum coverage in Year 7 - 10 	Increased our Year 12 and Year 13 subjects and teacher contact time. Some students had up to 11 HUB hours a week. This has been reduced to 0 in 2025. <table border="1"> <tr><td>L9</td><td></td><td></td><td></td><td></td></tr> <tr><td>L3</td><td></td><td></td><td></td><td></td></tr> <tr><td>L4</td><td></td><td></td><td></td><td></td></tr> <tr><td>C4</td><td></td><td></td><td></td><td></td></tr> </table>	L9					L3					L4					C4					Engaging in Relationship First PD and appointing Impact coaches Going through moderation reports and identifying where PD is needed for staff Facilitating opportunities for staff to connect with others for learning The Quality Practices Framework has been revised at the end of 2024 for use in 2025 This year, we began the process of the same paging all Year 7 - Year 10 assessment reporting practices. We have paused this due to the changes in the NZC (levels, phases etc). This will begin in 2025 when we have clarity.	Relationship First PD MOU signed and PD has started and Impact coaches have been appointed New PN has met with NZQA Facilitating opportunities for staff to connect with others for learning Senior Lit class and Numeracy specialist classes are to be set up to track and attain LIT/NUM The Quality Practices Framework is embedded as a supporting resource for the Professional Growth Cycle process School wide junior school assessment practices are occurring within the Learning Support area but this is a focus going forward Senior Lit class and Numeracy specialist classes have been set up to track and attain LIT/NUM	Restructuring SLT portfolios to embed quality practices better. Staff guide to best practice has been used in several discussions where quality practice has been questioned Term 3: School-wide planning for assessments in 2026 now that we are aware of the phases and have had PD around this. We are working towards common agreement regarding appropriate assessment practice
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ākonga experience a localised curriculum which continually improves and responds to their cultures, languages and identities	Curriculum C3 Stewardship and Governance SG8 / TT18 Te Tiriti o Waitangi TT5 TT12 Inclusion and wellbeing IW1 IW2	<ul style="list-style-type: none"> • Kapa haka and Mau rakau, and the support for this within the timetable • Module learning was focused on local contexts • Embedding of the school song and RC Kaupapa 	<ul style="list-style-type: none"> • Changes in curriculum organisation to ensure there is adequate curriculum coverage in Year 7 - 10 • Pathways are strengthened with the restructuring as we have added X senior courses • Inclusion of full-day te ao Māori learning opportunities such as Kapa Haka, Mau Rakau etc. • Funding for field trips and outings are encouraged 	<table border="1"> <tr><td>C3</td><td></td><td></td><td>■</td><td></td></tr> <tr><td>SG8</td><td></td><td>■</td><td>■</td><td></td></tr> <tr><td>TT18</td><td></td><td></td><td>■</td><td></td></tr> <tr><td>TT5</td><td></td><td>></td><td>■</td><td></td></tr> <tr><td>TT12</td><td></td><td>></td><td>■</td><td></td></tr> <tr><td>IW1</td><td></td><td>></td><td>■</td><td></td></tr> <tr><td>IW2</td><td></td><td>></td><td>■</td><td></td></tr> </table>	C3			■		SG8		■	■		TT18			■		TT5		>	■		TT12		>	■		IW1		>	■		IW2		>	■		<p>Continue to support via resourcing our Te ao Māori suite of curriculum initiatives</p> <p>Establish the Services Academy for our young people</p> <p>ANZAC assembly in 2025 to connect our community with the services of the defence sector</p> <p>Continue to engage with whanau Maori to give effect to Te Tiriti.</p> <p>We had immersion as a subject offering but no students took this. Have Te Ao Haka and Te Reo Maori as senior subject options.</p>	<p>Whanau hui in Tinopai at a local Marae, where SLT listened to what Maori success as Maori looks like and how we can effect this at RC.</p> <p>Immersion will be offered again in 2026.</p> <table border="1"> <tr><td>C3</td><td></td><td></td><td>■</td><td></td></tr> <tr><td>SG8</td><td></td><td>></td><td>■</td><td></td></tr> <tr><td>TT18</td><td></td><td></td><td>■</td><td></td></tr> <tr><td>TT5</td><td></td><td>></td><td>■</td><td></td></tr> <tr><td>TT12</td><td></td><td>></td><td>■</td><td></td></tr> <tr><td>IW1</td><td></td><td></td><td>■</td><td></td></tr> <tr><td>IW2</td><td></td><td></td><td>■</td><td></td></tr> </table>	C3			■		SG8		>	■		TT18			■		TT5		>	■		TT12		>	■		IW1			■		IW2			■		<p>Restructure of the Learning Support department to meet aspirations of a Safe and inclusive environment. IW4.</p> <p>Hiring another counsellor and investing in a school wide empathy programme will assist with our IW1 and IW2 work.</p> <p>Immersion will be offered again in 2026.</p> <p>SLT is investigating how to best get the school carvings back up.</p> <p>Call to Action is proposed to be in Maori with english. It reflects what's important to our local context: our Maunga - TokaToka.</p>
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<p>kaiako using effective teaching strategies and practices in adaptive ways to promote excellent and equitable learner outcomes</p>	<p>Outcome: Learner success and wellbeing Teaching and Learning TL1 TL2 Curriculum C5 Inclusion and wellbeing IW4 Leadership L4 L2 L3</p>	<ul style="list-style-type: none"> • Tautoko programme • PEPs - HOLs domain • SENCO • Extra tutoring and support • Create and relate 	<ul style="list-style-type: none"> • Our Guide to Best Practice is implemented as part of the staff conduct policy • Quality Practices Framework reviewed • Professional Growth Cycle (PGC) process refreshed and strengthened 	<table border="1" data-bbox="1531 289 1816 711"> <tr><td>TL1</td><td></td><td>></td><td>■</td><td></td></tr> <tr><td>TL2</td><td></td><td>></td><td></td><td></td></tr> <tr><td>C5</td><td></td><td>></td><td>■</td><td></td></tr> <tr><td>IW4</td><td></td><td>></td><td>■</td><td></td></tr> <tr><td>L4</td><td>></td><td>■</td><td>■</td><td></td></tr> <tr><td>L2</td><td></td><td>></td><td>■</td><td></td></tr> <tr><td>L3</td><td></td><td>></td><td>■</td><td></td></tr> </table>	TL1		>	■		TL2		>			C5		>	■		IW4		>	■		L4	>	■	■		L2		>	■		L3		>	■		<ul style="list-style-type: none"> • Effective Teacher Profile (ETP) development and embedded • Sharing of practice within the ETP 	<ul style="list-style-type: none"> • Effective Teacher Profile (ETP) was not developed due to a range of other interventions we have put in place. • Quality Practices Framework was reviewed in Term 4, 2024 and is now in use • PGC from 2025 focuses on the Staff Guide to Best Practice • A number of staff who had performance concerns have left the school. The Staff Guide to Best Practice has been used as a framework for several concerns around practice and performance • Relationships First practice with observations will be starting next term • Heads of Learning now have full control of their resourcing and budgets. BP and RA met with one HOL who could not articulate how resourcing could lift achievement. This incident was linked to the Staff Guide to Best Practice. <table border="1" data-bbox="2208 1520 2516 1875"> <tr><td>TL1</td><td></td><td></td><td>■</td><td></td></tr> <tr><td>TL2</td><td></td><td>></td><td>■</td><td></td></tr> <tr><td>C5</td><td></td><td></td><td>■</td><td></td></tr> <tr><td>IW4</td><td></td><td>></td><td>■</td><td></td></tr> <tr><td>L4</td><td></td><td>></td><td>■</td><td></td></tr> <tr><td>L2</td><td></td><td></td><td>■</td><td></td></tr> </table>	TL1			■		TL2		>	■		C5			■		IW4		>	■		L4		>	■		L2			■		<ul style="list-style-type: none"> • Relationships First practice with observations will be starting next term • Quality Practices Framework must be explicitly used. Might need more PD given that we have new staff members • PGC may need some dedicated time so it can be authentically used • Implementation of a clearer more consistent planning and tracking system in the junior school (core group testing and tracking) • Quality teaching is reinforced by the QPF and the Staff Best Guide, this will be supported by Relationships First
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<p>curriculum implementation ensures ākonga have access to opportunities for meaningful and worthwhile educational experiences and pathways.</p>	<p>Partnerships P3 Leadership L5 Curriculum C1 Inclusion and wellbeing IW5</p>	<ul style="list-style-type: none"> Alternative education provisions. <ul style="list-style-type: none"> Evidence: Tautoko project report to the board Gateway <ul style="list-style-type: none"> Evidence: Gateway report 2023 to the board Modules - ability to focus curriculum to student interests Te Kura provision EPRO8 Science Fair Tree planting/actions Subject extension <ul style="list-style-type: none"> CAM Kiwi Mathex 	<ul style="list-style-type: none"> Pathways and subjects have been widened for 2025 Kotuhi Ako engagement Year 13 Japan Trip is being planned Establishment of the Services Academy 	<ul style="list-style-type: none"> Our school has many opportunities via Gateway and ITO. While parents whanau and teachers may not be well versed in these, the students are engaged in these opportunities The school has invested in Linewize as the first port of call to collect data into online behaviours and wellbeing data RC has good relationships with providers and within the community that supports educational experiences and pathways <table border="1"> <tr> <td>P3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>L5</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>C1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>IW4</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	P3					L5					C1					IW4					<ul style="list-style-type: none"> Investigate what other partnerships and avenues of vocational education we can open up for our students. Gateway and ITO courses to support student pathways. In addition to Linewize there have been discussions around a school wide wellbeing or empathy programme. Establish a Year 7 homeroom to better build foundational skills to allow our Year 7s to build breadth and depth of the NZC <table border="1"> <tr> <td>P3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>L5</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>C1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>IW4</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	P3					L5					C1					IW4					<ul style="list-style-type: none"> Gateway supports NCEA attainment and this has been seen with our cohort enrolment in some courses. Year 7 homeroom established. <table border="1"> <tr> <td>P3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>L5</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>C1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>IW4</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	P3					L5					C1					IW4					<ul style="list-style-type: none"> Investigate if Gateway and ITO can be incorporated into the pathways department (former learning support) Wellbeing@Schools via NZCER is the wellbeing programme that RC is going to implement from Term 3. Core group testing, tracking and reflection will assist in aspirations to move within C1.
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