

Annual Implementation Plan 2026

v1 PRE-ERO NEXT STEPS

WE WILL REVISE AFTER OUR CONFIRMED ERO REPORT WHICH WILL BE TERM 2, 2026

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Strategic Direction

Engaged and inspired students	Inclusive and skilled staff	A positive school culture	Connected & proud community	Effective use of Resourcing
Engage our students through a wide range of learning experiences and targeted, equitable learning approaches	Engage our staff through increasing capacity in and out of the classroom to support our students	We have a positive school culture that can be seen and felt in all areas of our school	Engage our community so they are proud of the students and see their successes	We have a positive physical environment and our fiscal management supports our operations

Our Annual Targets

- **14 credits or more for every student in every senior course**
- **Improvement of 10% on 2024, for overall Merit or Excellence credits**
- **Senior Literacy and Numeracy Target: 85% of students gain UE Literacy at Level 2 or Level 3**
- **Junior Literacy and Numeracy Target: Improvement of 10% on 2024 of Year 8 students are at or above the expected curriculum level for their age in reading, writing and maths**
- **Attendance Target for 'Regular Attendance': 10% improvement on 2024 of students attending more than 91% of the time**

Engaged and inspired students (1)							
Annual Goal and Target in this area:							
Big Actions Regulation 9(1)(b)	School Improvement Framework (SIF)	AREA	Scaffolded Actions (Outcomes, outputs or measures of success) Regulation 9(1)(b)	Responsible Regulation 9(1)(c) <i>Highlighted is the assigned person to comment on the Plan on a Page</i>	Resources Required Regulation 9(1)(c)	When	How will you measure success? And as the year continues, completion dates and comments Regulation 9(1)(d)
Professional Practice and Effective Teaching practice	Teaching and Learning	Teaching	<ul style="list-style-type: none"> • 1.1 Develop and embed an effective teaching profile at RC in line with Relationships First 	<ul style="list-style-type: none"> • RA 	<ul style="list-style-type: none"> • Time to do this in PLD • Potentially budget for PLD on constructing this 	Terms 2-4	<ul style="list-style-type: none"> • Produce an agreed profile of learning at RC that values our Vision and Values.
	Teaching and Learning	Teaching	<ul style="list-style-type: none"> • 1.2 Contextualising Relationships for Learning Pedagogy <ul style="list-style-type: none"> ○ Teaching to the North East - Relationship First core pillars ○ Refining the School Observation Template 	<ul style="list-style-type: none"> • RA 	<ul style="list-style-type: none"> • Time to do this in PLD • Potentially budget for PLD on constructing this 	Terms 1-3	<ul style="list-style-type: none"> • Produce a School Observation Template • Have a PGC process that supports RFL
	Curriculum	Teaching	<ul style="list-style-type: none"> • 1.3 Develop our Structured Literacy / Structured Numeracy plan <ul style="list-style-type: none"> ○ Develop a plan with middle leaders to ensure that SL and SN is within the Year 7-8 curriculum <ul style="list-style-type: none"> ■ Plan should include common language, cross curricular' ■ Discuss how to embed re: year level or 	<ul style="list-style-type: none"> • WA • PC • DL 	<ul style="list-style-type: none"> • Time to do this in PLD • Potentially budget for PLD on constructing this • Embed in Terms 3 and review mid Term 4 for 2027 	Terms 1-4	<ul style="list-style-type: none"> • Structured Literacy and Structured Numeracy deliverables/requirements are met.

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			<ul style="list-style-type: none"> department driven <ul style="list-style-type: none"> How will we build a sustainable process that embeds it without it tagged to certain staff? 				
Enhance Student Support Structures to Remove Barriers to Success	Inclusion and Wellbeing	Diverse Learning Department	<ul style="list-style-type: none"> 1.4 Develop a plan within the Diverse Learning Department to upskill on Best Practice modules, consolidation of support and tools. The plan will be informed by the UDL. Upskill staff on UDL and DL - develop a programme of PD for staff (TA and Teacher) DL staff to be able to assess and help teachers identify students needing support - link to 1.1a 	<ul style="list-style-type: none"> WA ROR 	<ul style="list-style-type: none"> Allocated time within DL staff hours to develop systems and support teachers Professional learning time for staff (teachers and teacher aides) focused on UDL and inclusive strategies Teacher aide time aligned to identified students and targeted small group programmes Assessment and targeted intervention resources to 	<p>Term 2: Referral process clarified, initial staff PLD delivered, new priority students identified, class observations initiated</p> <p>Term 2-4: Small group programmes implemented</p>	<ul style="list-style-type: none"> Referral processes are consistently used and recorded, evidenced through KAMAR or shared tracking data. Inclusive classroom practice is evident
Develop and Sustain Diverse Academic and Vocational Pathways	Curriculum	Careers	<ul style="list-style-type: none"> 1.5 Track and focus on UE to make this a clear pathway for students who need it <ul style="list-style-type: none"> Further develop the careers space to have a focus on “te herenga” the journey to UE Refresh for staff on what UE is and how to get it 	<ul style="list-style-type: none"> KWA BP 	<ul style="list-style-type: none"> Time for this to get it establish PLD needed 	Terms 2-3	<ul style="list-style-type: none"> Teachers understand what UE is and how to get it Students are tracked UE rates improve for those who need it
	Pastoral care	Pastoral Care	<ul style="list-style-type: none"> 1.6 ensure strong support for student pathways through Learning Advisory class academic pastoral care <ul style="list-style-type: none"> Develop plan with Deans for academic coaching and tracking in LA time 	<ul style="list-style-type: none"> AT 	<ul style="list-style-type: none"> Time and ideas to brainstorm what could be done within this space (building a plan) PD time and resource allocation to make this happen 	Term 2	<ul style="list-style-type: none"> LA time is used effectively to coach students to reach their goals
	Curriculum	Careers	<ul style="list-style-type: none"> 1.7 Increase opportunities for students to engage in pathways and Academies to flourish, investigate Tourism and Trades / Plumbing / Continue with academies (building) /Primary Industries Develop relationships with Te Tai Tokerau Trades Academies (TTTTA) 	<ul style="list-style-type: none"> KWA BP 	<ul style="list-style-type: none"> Release time for KWA and BP to meet with TTTTA to discuss our school and working with students 	Terms 2-3	<ul style="list-style-type: none"> Students who have identified pathway goals are able to study in these areas
Strengthen Student Progress Tracking and Parent Communication	Evaluation and Inquiry	Data	<ul style="list-style-type: none"> 1.8 Refine school wide approach to data collection, tracking and mapping 	<ul style="list-style-type: none"> WA RA 	<ul style="list-style-type: none"> PLD for staff System may need to be developed around data Explore use of PAROT system 	Terms 2-3	<ul style="list-style-type: none"> Data collection will be more consistently shared Establish the junior assessment group Track literacy through this method for Year 7-11
	Evaluation and Inquiry	Data	<ul style="list-style-type: none"> 1.9 Junior Assessment Group 	<ul style="list-style-type: none"> RA 	<ul style="list-style-type: none"> Time for staff to meet Resourcing for PLD 	Terms 1-4	<ul style="list-style-type: none"> Establish the junior assessment group

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Time to pivot on this and think about 2026	Blue - Complete / Business as usual (BAU) / No further action (NFA)	Green - On track	Amber - An ongoing process to get to where we want to be	Red - Not on track	Not applicable - This will be worked on later in the year
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Inclusive and skilled staff (2)							
Big Actions Regulation 9(1)(b)	School Improvement Framework (SIF)		Scaffolded Actions (Outcomes, outputs or measures of success) Regulation 9(1)(b)	Responsible Regulation 9(1)(c) <small>Highlighted is the assigned person to comment on the Plan on a Page</small>	Resources Required Regulation 9(1)(c)	When	How will you measure success? And as the year continues, completion dates and comments Regulation 9(1)(d)
Effective teaching practice	Teaching and Curriculum	Teaching	<ul style="list-style-type: none"> 2.1 Establish the micro-credential system for Pedagogy Lead to use 	<ul style="list-style-type: none"> JD AT 	<ul style="list-style-type: none"> Time to develop the micro-credentials Pedagogical Lead to work with staff on these 	Terms 1-4	<ul style="list-style-type: none"> Micro-credential system in use PRTs, LATs, NTNZ are supported via this system
Effective teaching practice	Teaching and Curriculum	Teaching	<ul style="list-style-type: none"> 2.2 PD plan 2026 to be finalised <ul style="list-style-type: none"> 2026 PD AND MEETING PLAN 	<ul style="list-style-type: none"> RA 	<ul style="list-style-type: none"> Budgeting for SLT to be upskilled and then bring this PD back to the staff Time Introduction of compliance time (Wednesday after school every fortnight) 	Terms 1-4	<ul style="list-style-type: none"> Systems assurances are supporting best practice for planning, compliance and teaching practices MNA process has required documentation completed Course outlines are published on KAMAR and in a student friendly format
Effective teaching practice	Teaching and Curriculum	Teaching	<ul style="list-style-type: none"> 2.3 Refining middle leadership processes <ul style="list-style-type: none"> Systems assurances for HOLs and Deans Completing action plans that are required Course outlines and learning area documentation is up to date 	<ul style="list-style-type: none"> WA AT RA 	<ul style="list-style-type: none"> Time to develop systems assurances and check in and support with this PLD on best practice 	Terms 1-4	<ul style="list-style-type: none"> Systems assurances are supporting best practice for planning, compliance and teaching practices MNA process has required documentation completed
Effective teaching practice	Teaching and Curriculum	Teaching	<ul style="list-style-type: none"> Implementing evaluation processes <ul style="list-style-type: none"> Course reflections / unit reflections and then using this with achievement data for in Learning Area discussions Student feedback Analysing raw data Observation framework 	<ul style="list-style-type: none"> WA RA 	<ul style="list-style-type: none"> Time to collect and analyse data - will need to use time from our PD Plan Develop observation feedback 	Terms 1-4	<ul style="list-style-type: none"> Observation framework completed and in use in the PGC Learning Area meetings are minuted and changes recorded

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A positive school culture							
Ruawai College has a positive school culture that can be seen and felt in all areas of our school							
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Wider use of recognitions to drive positive behaviour	Inclusion and Well-being	Pastoral Care	<ul style="list-style-type: none"> Continue to embed the recognition system <ul style="list-style-type: none"> Introduction of Platinum badge 	<ul style="list-style-type: none"> RA TOS 	<ul style="list-style-type: none"> Funding for badges PB4L fund has been cut by the MOE so board funding 	Terms 2	<ul style="list-style-type: none"> Better refinement of badges
	Inclusion and Well-being	Pastoral Care	<ul style="list-style-type: none"> Implementing Pulse to inform current state of wellbeing collect data and analyse pastoral care needs and impact of developments Analyse Pro-Empathy data 	<ul style="list-style-type: none"> AT 	<ul style="list-style-type: none"> Funding for Pulse PD and meeting time for staff to upskill 	Terms 2 and 3	<ul style="list-style-type: none"> Pulse is set up in Term 2 Data is being produced from Term 3
	Inclusion and Well-being	Teaching	<ul style="list-style-type: none"> Agentic Student Leadership team with visible leadership and voice 	<ul style="list-style-type: none"> TOS PC AT 	<ul style="list-style-type: none"> Funding for MUNA Development for staff to lead Student Council and Prefects 	Terms 2 and 3	<ul style="list-style-type: none"> Pulse is set up in Term 2 Data is being produced from Term 3
Develop our PB4L Adjacent approach - SLT.	Inclusion and Well-being	Pastoral Care	<ul style="list-style-type: none"> Continue to refine the Family-like Context Guide (FLC) and embed the principles of PB4L. 	<ul style="list-style-type: none"> AT SLT 	<ul style="list-style-type: none"> Time to refine the FLC 	Term 1	<ul style="list-style-type: none"> FLC is refined (refreshed)
School life that is positive and interesting PB4L	Inclusion and Wellbeing	Pastoral Care	Ensure that effective transition processes are taking place. <ul style="list-style-type: none"> Stages of transition within and out of RC Develop documentation 	<ul style="list-style-type: none"> WA KB 	<ul style="list-style-type: none"> MMA to fund a transition position 	Term 1	<ul style="list-style-type: none"> Transition position establish and appointment Connections developed with schools
	Inclusion and Well-being	Pastoral Care	<ul style="list-style-type: none"> Strengthening a pastoral triage team - This would be Dean, LSC, Counsellor, Pastoral Care Administrator 	<ul style="list-style-type: none"> WA AT 	<ul style="list-style-type: none"> Time and organisational structure made available 	Term 1	<ul style="list-style-type: none"> Pastoral triage team is established
		Pastoral Care	<ul style="list-style-type: none"> Developing a school wide plan so students represent RC with pride <ul style="list-style-type: none"> Scaffolded experiences so students have the 	<ul style="list-style-type: none"> RA TOS AT 	<ul style="list-style-type: none"> Time and organisational structure made available Funding for trips 	Term 1	<ul style="list-style-type: none"> Year 7-8 Albany trip Year 9-10 Activities (Maungawhai Christian

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			<p>opportunity to develop the rigor and behaviour needed for EOTC</p> <ul style="list-style-type: none">○ Behaviour expectations on school buses is clear				<p>Camp?)</p> <ul style="list-style-type: none">● Year 11 - Day trips to Auckland and Whangarei● Year 12 - Camp to Tongariro● Year 13 - Japan
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