

The Student Achievement Action Plan 2023-2026

(Writing in red represents Action Plan for 2026)

Goals	Detail	Steps	When started	When finished
Support of target students	Teachers identify students at risk and place them on an annual register	<ol style="list-style-type: none"> 1) Junior students to be identified and goals set (including maori students) 2) Senior students to be identified and goals set (including Maori students) 	Term 1 each year	Term 4 each year
	Teaching Programme differentiated to support learners at their point of need	<ol style="list-style-type: none"> 1) Review and develop teaching programmes for individual teachers and syndicates 2) Junior math classes split 3) Extra RR -Janette 	Ongoing	Ongoing
	Other forms of support are used as required for small groups or individuals	<ol style="list-style-type: none"> 1) Teacher Aides in identified classes 2) Reading support 3) Senco meetings 4) SAC identified and applied for and reviewed 5) Applications for student support completed EG ORS 	Ongoing	Ongoing
	Targeted support for neurodiverse learners	<ol style="list-style-type: none"> 1. RTLB support for Junior students 2. TA courses for selected staff 3. Seek out some PD for teachers regarding neurodiversity 4. Staffing - TA and teacher time for targeted students for 1 to 1 help 	Term 2-3	
Support for high achievers	Celebration of Success	<ol style="list-style-type: none"> 1) NCEA assembly 2) Certificates of achievement in assembly 3) Success' acknowledged in newsletter/website etc 	Term 1 each year	
	Extension programmes	<ol style="list-style-type: none"> 1) Identified students attend 1 day a week extension course in Alex 2) Senior courses modified to meet the needs of individuals 3) Review and develop teaching programmes for individual teachers and syndicates 4) Marine Science extension Programmes 5) Hands-On Otago 6) Otago Problem Solving Competition 7) Maths Olympiad 	Ongoing	Ongoing
	Mentoring	<ol style="list-style-type: none"> 1) Identified students to meet with mentor and discuss progress towards stated goals 		

Tracking of progress of all students	Testing	<ol style="list-style-type: none"> 1) Standardised in class testing in Y1-8 across the year EG PAT 2) Running records 3) Review and develop teaching programmes for individual teachers and syndicates 4) E-AsTTle Testing at Yr 9/10 at MY/EOY 5) Selected trials of new SMART tool 	Ongoing	Ongoing
	Mentoring	<ol style="list-style-type: none"> 1) Whanau teachers to monitor academic progress towards stated goals in Y9-13 2) Introduction of the CEM data by form teachers and classroom teachers 3) Introduction of Year 9 and 10 graduate profile 		
	Reporting	<ol style="list-style-type: none"> 1) Parent teacher meetings 2) Reports updated to reflect curriculum changes 3) ATL's 4) Board reports 5) Curriculum reports 6) AoV 	Ongoing	Ongoing
Teaching Programmes	Primary Classrooms	<ol style="list-style-type: none"> 1) Numicon 2) Writers Toolbox 3) BSLA training 4) Structured Literacy 5) ALL 6) Curriculum changes 7) Phonics checks 8) Structured numeracy Y6-8 		
	Secondary Classrooms	<ol style="list-style-type: none"> 1) Course selection interviews 2) NCEA Evening 3) EP subscription 4) Careers guidance 5) Steps Web 6) Parent Conferences 7) RTLB Supports 8) Introduction of reading comprehension strategies 9) Curriculum changes 		
	External supports	<ol style="list-style-type: none"> 1) Net NZ 2) Online Learning Coordinator 		

Te Ao Māori Action Plan 2021-2025 (Developed in consultation with the Maori community)

(Writing in red represents Action Plan for 2026)

Goals	Detail	Steps	When started	When finished
Treaty of Waitangi Acknowledgement	Relevant documentation to be updated to provide evidence RAS acknowledges its role as a partner in the ToW	<ol style="list-style-type: none"> 1) Include Treaty obligations in new 3 year action plan 2) Review ToW policy at BoT meeting 3) Include acknowledgement in Charter 4) Ensure all relevant documentation and initiatives acknowledge partnership as applicable 	Term 2 2026	Term 1 2027 Ongoing
	Teaching Programme to include ToW	<ol style="list-style-type: none"> 1) Review and develop the new NZ history curriculum- - ongoing 2) Weaving type activities to be done for whole school 3) Māori Teacher Aide role to be embedded 	2020 2024	Term 4 2024 Term 2 2024
	CoL acknowledges ToW in documentation and planning	<ol style="list-style-type: none"> 1) Review current CoL documentation 	Term 1 2022	Term 1 2023
Understanding and implementation of Te Ao Māori	Increased use of staff Te Reo throughout the school	<ol style="list-style-type: none"> 1) Staff to be provided with access to basic Te Reo training 2) Staff to learn the school haka 3) Teachers to incorporate Te Reo into lessons - E.G greetings/kupu 4) Phones answered with Māori greeting 5) Emails to include Māori greetings 6) Signage throughout the school in Te Reo 		2021 and ongoing Ongoing 2022 2022 2019
	Increased use of Tikanga throughout the school	<ol style="list-style-type: none"> 1) Classes to start with school karakia each day 2) Staff meeting to start with karakia each time 3) Karakia kai to be used 4) No shoes in the whare unless being used as a classroom for another subject 5) Draft Te Ao Maori and Tikanga document to be introduced to staff 	2019 2021 2021 2019 2025	2019 Ongoing Ongoing Ongoing
	Increased use of student Te Reo throughout the school	<ol style="list-style-type: none"> 1) Access to Te Reo in Years 1-10 2) Use of karakia everyday 3) Encouragement for students to greet/speak in Te Reo 	2019 2019	2020 Ongoing Ongoing
	Culturally Responsive pedagogy to be used	<ol style="list-style-type: none"> 1) PLD work with Anne Milne to take place and shared with wider staff 2) Primary PLD te puna reo maori course 3) An understanding of what this means to be explored 4) PLD hours to be applied for 	2023 2022 2022	2023 2022 2023

Kapa Haka	The importance of KH is recognised and highlighted	<ol style="list-style-type: none"> 1) Time during the school day is given to KH 2) A specialist tutor is budgeted for 3) Budget for polyfests is allowed for 4) Opportunities to perform are provided - school assembly, local shows EG educare 5) Students able to try out for the Central Otago KH group 6) Inter house KH competition to be trialled 7) Work with CO Kapa HAKa leaders during off years of performance 	<p>2021</p> <p>2022</p> <p>2022</p> <p>2019</p> <p>2025</p> <p>2025</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
	Māori centric performances are valued	<ol style="list-style-type: none"> 1) Where applicable book Māori centric performance groups 	<p>2022</p>	<p>2022 and beyond</p>
Partnerships	A relationship with Ngai Tahu to be formed and embedded	<ol style="list-style-type: none"> 1) Contact with the Gore Runanga to be made 2) Staff visit to the marae 3) Student visit to the marae 4) Educational links to be formed via the health camp in Roxburgh 	<p>2021</p> <p>2021</p> <p>2021</p>	<p>2021</p> <p>2023</p> <p>Yearly</p> <p>2023??</p>
	Community consultation with whanau	<ol style="list-style-type: none"> 1) Whānau consultation every 12-24 months 2) Regular contact with home of Māori whānau 3) Once a term Maori hui to look at topics important to whanau 4) Termly whanau hui used to drive fundraising for special events 	<p>2021</p> <p>2022</p> <p>2024</p>	<p>Ongoing</p> <p>Ongoing</p>
	Māori focus for local curriculum planning	<ol style="list-style-type: none"> 1) Incorporate local Māori history where possible within LC 2) Incorporate local Māori involvement in community in LC planning 3) Cultural exchange with other area schools 	<p>2021</p> <p>2022</p> <p>2022</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
	Closer connections between whānau and school	<ol style="list-style-type: none"> 1) Have 75% of Māori families at parent teacher interviews or another time by ringing and inviting Māori families to events (and to start keeping this data) 2) Establish links between whānau groups/ home room teachers and home to establish regular contact 3) Establish positive first connections with home and school 4) Targeted mentoring of NCEA Māori students in whanau time 	<p>2022</p> <p>2022</p> <p>2022</p> <p>2022</p>	<p>Ongoing</p>
Values	Ensure the Ripper values acknowledge their Māori translations	<ol style="list-style-type: none"> 1) Teaching of the values in assemblies 2) Video of how to pronounce the Māori version 3) New signage to make the Māori words easier to read 4) PD for staff on the meaning of the Māori kupu 	<p>2019</p> <p>2021</p> <p>2022</p> <p>2022</p>	<p>Ongoing</p> <p>2021</p> <p>2024</p> <p>2024</p>
Events	Māori specific events should be	<ol style="list-style-type: none"> 1) Matariki to be taught and celebrated 	<p>2019</p>	<p>Ongoing</p>

	celebrated	<ul style="list-style-type: none"> 2) Māori language week to be celebrated and focussed on 3) Acknowledgement of Waitangi day and the reason behind it 	2019	
Whare	The whare is to be used as special space for Māori in the school	<ul style="list-style-type: none"> 1) Redevelopment of the space to make it more welcoming 2) Reserved as a KH space 3) Old korowai to be displayed 4) Photos of Mana Pounamu winners to be displayed 	2019 2021 2021 2022	2019 2021 2021 2022

PB4L Action Plan

(Writing in red represents Action Plan for 2026)

Goals	Detail	Steps	When started	When finished
Signage	'Ripper' signage high profile around the school in classrooms and wider environment	1) James Buchan to make cardboard cutouts of letters 2) Letters displayed in classrooms and corridors 3) Larger letters made and displayed outside - perhaps use the flag pole	1/2/2015	1 and 2 completed, 3 being worked on. Request made to James to design a flag
	Poster in classrooms which breaks down RiPPeR values in meaningful and engaging way for Yrs 7-13	Adapt 'The RiPPeR Lesson' Competition? Students to draw cartoons?	1/2/2016	Poster competition Term 3 Winners lunch at 103 with James Buchan to discuss ideas
	In order to be more culturally inclusive, Maori translations of values need to be included in signage.	Decide on Maori translations of values Take to Whanau group	Term 2 2018	Term 4 2018
	Refresh the RiPPeR lettering to include historical and cultural significance	Brief decided by SMT Sue to set up a group to brainstorm ideas for new lettering design	Term 2 2018	Term 1 2020
	Learn the Maori Translations of the 6 RiPPeR values Learn the school haka	Go through translations in staff meeting - 23 March 2021. Senior students to produce video that can be shared with students, staff and parents Go through Maori translations in Mon p5 Whanau Time with Yr 9-13 students	2021 2024	Ongoing Ongoing
	Continue to develop and Improve signage	Make Maori translations larger and more visible Produce lettering/poster that can be hung vertically	Term 1 2021	Ongoing
Assembly	Assembly item from all classes on 'Ripper'	Seniors (7-13) will do their items first. Followed by 1-6 at a later date	1/2/2015	Seniors completed their items 16/2/2015 Juniors Term 3 2015
	Regular assembly slots for PB4L	Make time available for talking about values etc at least 1 a term	1/2/2015	On-going
	Introduce 'Roxy' as a way of rewarding positive behaviours	Buy items for Roxy - chocolate, stationary items Introduce in assembly Bring to assembly 2x per term	1/2/2016	on-going
	Continue to find ways to keep values relevant and meaningful	Adoption of vertical grouping (Whanau Groups) for morning role and Monday period 5 Whanau Time. Start year (Terms 1 and 2) by focussing on each value during Whanau Time. Term 1 - focus on reconciliation, kinship, positive relationships by folding 1000 paper cranes. House leaders to present cranes in Assembly on 11 April.	Term 1 2022	ongoing

		Use of Monday Whanau time to provide opportunities for students to work together (senior/ junior) House Activities in 2025 - focus on school values Re-introduction of House Captain position		
PB4L Team Meetings	Regular staff meeting slots for discussing PB4L	Make time available at least once a term One PB4L Team meeting One full staff meeting	1/2/2014	On-going
Major and Minor Behaviours	Policy on dealing with Major and Minor behaviours	Clarify with staff who deals with different behaviours ie big and small and what these might be	6/7/2014	On-going
Teaching/Reinforcement of RiPPeR values/sustaining Tier 1 processes	School wide plan for teaching and reinforcing RiPPeR values and positive behaviours	Clarify what acknowledgments we give and how these are given. 1) Staff expectations - in terms of teaching RiPPeR values - to be included in Staff Procedures booklet 2)RiPPeR certificates to be produced - generic format to be filled in my staff	6/7/2014	We have already fine-tuned our prize giving procedures and introduced sports badges as a result of feedback from staff and students.
	SOY Focus on RiPPeR values	Each house to produce a Korowai using paper leaves. Students to write on leaves - something related to values.	19/3/2019	Term 1 2019
	Repeat of above event to refresh House Korowai's	To be led by Annalee and supported by House Leaders Buchan Design to prepare Korowai templates - Georgia to coordinate	Term 1 2021	Term 1 2021
	Use of Whanau Time to reinforce RiPPeR values	Whanau Group leaders/Junior Class Teachers to contact parents Term 1 - every parent to be contacted Focus on relationships between Yr 9-13 students - and seek opportunities for House groups to work together eg. 1000 paper cranes Paul, Jason, Adelle to post lesson plans on <u>Whanau Time</u> Google Doc	Term 1 2022	Ongoing
	Change of function for School Council	All House Leaders plus Year 8 students to be on the new School Council. Meet at least once a Term. Function is to plan one House Event per Term - involving the whole school.	Term 1 2023	Ongoing
	Explore ideas for moving from 4 houses to 3	Discussion in Whanau time and at SLT and staff meetings	Term 2 2026	
Data and reporting	Indicators of engagement	1) Decide on some appropriate indicators of engagement 2) Discuss with staff 3) Gather data using these indicators 4) continue to fine tune the 1-5 descriptors	1/2/2015	On-going
	Revamp Incident Sheet to fit MUSAC Edge	Decide what data we want to collect and process for entering into Edge.	1/2/2016	Completed Term 1 2016
	Implement 'Attitude to Learning' as a	Decide on 1-5 Grade for Engagement	1/2/2016	First ATL published to

	monthly learning check through Edge portal			portal Term 2 2016
	Continue to Explore ways in which to improve gathering of Pastoral, attendance and achievement data in Edge	1) Clarify current process for gathering and entering pastoral data into Edge. 2) Clarify the type of data we wish to collect 3) Improve/streamline process for entering and analysing data	Term 1 2017	on-going
	Continue to refine ATL process in Edge - try to make grades meaningful and negotiated.	Discuss with PB4L Team then with full staff Liase with Edge on how to go about adding a student voice to ATL grades	27/2/2017	on-going
	Introduce annual School Well-being survey	1) All students and staff to take survey 2) Gary/Jason to analyse data 3) PB4L Team to analyse data 4) Full staff to look at data 5) Action plan to address issues arising from survey 6) Undergo training in how to interpret well-being survey (Jason) - this was supposed to happen in 2020 but COVID got in the way. It will be a goal for 2021.	First survey taken Nov 2016. Results analysed Term 1 2017	On going
	Pivot well-being survey pilot	Trial with Year 9 and Year 5/6 students	Term 4 2021	Term 4 2021
	Introduce Pivot well-being survey for all Year 5-10 students. Monitor to see how best to use the data	Well-being baseline survey Term 1 2022 Weekly check-ins will start Term 2 2022.	Term 1 2022	Ongoing
	Continue with Pivot Well-being survey for all students in Years 5-13	Term 1 - Baseline Term 2 - Cycle 1 Term 3 - Cycle 2 Term 4 - Cycle 3	Term 1 2023	Ongoing
	Introduce new Well-being survey Continue with Pulse Well-being survey	Try to find meaningful ways to use the data - to inform practice. With staff, students, parents	Term 1 2025 Term 2 2026	
	Continue to explore ways to make the well-being data meaningful and useful	Jason to bring baseline/cycle data to PB4L Team and Staff meetings	Term 1 2023	Ongoing
	Investigate ways of tracking student progress in Edge. Investigate possible changes to the way we report to parents through greater use of ATL's.	Jason met with Phil Sims from MUSAC in T3 2019 - promised that functionality to track students across time (in a form that is useful for reporting to ministry) will be added to Edge in 2020. 3/3/20 Mal Robinson came to train Jason in Edge Achievement. Need to revisit this in 2021 as no real progress made in 2020 due to COVID	Term 1 2020-ongoing	
	Redesign ATL's to replace Yr 9-13 MY Written Reports	New ATL's 2022: <ul style="list-style-type: none"> • Respect - Grades 1-5 • Personal Excellence - Grades 1-5 Each subject will write a short comment along PMI lines.	Term 1 2022	

		<p>New ATL's 2023:</p> <ul style="list-style-type: none"> Engagement in Learning Responsibility <p>1 Short comment per subject will continue Grades only for VLN subjects - Deepak to enter</p>	Term 1 2023	
	<p>Encourage greater use of Edge/Achievement to record achievement data. Monitor data input to see how best to use the data</p>	<p>Show interested staff the current available functionality - Senior Syndicate Meeting Term 1 2022 Jason to sit down individually with interested parties to configure assessments - Term 2 2022</p>	Term 1 2022	Ongoing
Restorative Practice	<p>Develop restorative approaches across the school</p>	<ol style="list-style-type: none"> Training Day with Rich Matla Thurs 30 Jan 2020 On-going focus on restorative conversations 	Term 1 2020	On-going
	<p>RP Cluster Training Day - 17 March 2021 (Jason, Megan)</p>	<p>Megan and Jason to attend training day on sustaining RP in schools - Jason to feedback to staff 23 March 2021</p>	17 March 2021	
	<p>RP mini-conference training - 18 March 2021 (Adelle, Jason)</p>	<p>Megan, Adelle, Jason to feedback to staff 23 March 2021</p>	18 March 2021	
	<p>Staff Meeting 23/3/21</p>	<p>Jason to remind staff of essentials of PB4L. Megan to start staff training in RP.</p>	23 March 2021	On-going training in RP throughout the school year in staff meetings - led by Jason/Megan
	<p>Continue to develop staff expertise around restorative conversations and conferences</p>	<p>Use time in staff meetings - approx 1 x per term - to practice RP conversations and conducting RP conferences</p>	Term 1 2022	
	<p>Find ways to introduce RP approach to students and the community</p>	<p>Use of Whanau time to introduce RP approach/conversations</p>	Term 2 2022	
Mindfulness	<p>Implement Mindfulness Programme to improve focus in class and self-control of behaviour</p>	<ol style="list-style-type: none"> Source facilitator and funding Gain parental consents Implement 8-week course with Yr 7's Evaluate impact 	Term 3 2015	On Going
PB4L Tier 2	<p>Implement Tier 2</p>	<ol style="list-style-type: none"> Set up a T2 Team Undergo T2 Training - 4 days 	Term 2 2018	Training completed in 2018
	<p>Refine Tier 2 process and produce supporting paperwork</p>	<ol style="list-style-type: none"> Meghan and Jason to meet to discuss what paperwork is needed Produce a Tier 2 Nomination Form Tier 2 Team to meet to discuss form Trial of Nomination Form 	Term 1 2019	On-going for 2020
Ensure Tier 1 processes are sustained	<p>Important that momentum built around T1 is not lost</p>	<ol style="list-style-type: none"> Change roles in T1 Team Appoint a new T1 Coach Discuss strategies for 	Term 1 2018	On going for 2020

	through watering down of Tier 1 Team	maintaining T1 momentum around values		
	Reinstatement of PB4L cluster meetings with Miek	Once termly. Jason to attend.	Terms 1-4 2026	
Professional Development	PB4L Conference	August 2021 - Wellington	August 2021	
	Edge/Helix Conference 2026	21-22 May 2026 Investigate new reporting functionality	Term 2 2026	