

# Ranui School Strategic Plan 2023 - 2024

## Analysis of Variance

Our vision

**Ranui School, a thriving learning community. (TLC)**

### Partnership - Our Ways

An agreed way to work together, with shared responsibility, leading to a common goal for mutual benefit

**Te Tiriti o Waitangi - Treaty of Waitangi - Treaty responsiveness - an ongoing journey from awareness to in-depth application across the school and within the partnership Mahi**

	Goal 1 <b>OUR WAYS - Partnership</b>	Goal 2 <b>GROWING - Ongoing Learning</b>	Goal 3 <b>HAUORA - Total Wellbeing</b>
<b>Ways of working towards partnership</b>	<ul style="list-style-type: none"> <li>- Enhance relationships through effective communication:                             <ul style="list-style-type: none"> <li>-Face to face open conversations, talanoa &amp; kōrerō, not time bound</li> <li>-balanced strategic coalition groups, maintaining equity by ensuring 50%of groups are community</li> </ul> </li> <li>- Opportunities for mutual responsibilities:                             <ul style="list-style-type: none"> <li>*when decision making to include co - design processes</li> <li>*Strategic coalitions</li> <li>*design, monitor and amplify progress, weekly communication re success of the partnership</li> <li>*inclusive; immunity voices RBL, guiding coalition includes BoT member &amp; community representative</li> <li>-review school values as the foundation that reflects community voice &amp; aspirations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Families feel welcome and supported to work mutually alongside the school to benefit children's learning using a mutually agreed language when communicating</li> <li>- School and whanau work together to understand and interact with learning pathways, use of new learning tools, next steps and learning achievement based on the Rānui Learner Profile</li> </ul> <p>(Communication of - Reporting, technology, Multiple ways of learning)</p>	<ul style="list-style-type: none"> <li>- Establish and support a strategic coalition in order to develop a culture of wellbeing and belonging through mutual decision making and effective communication.</li> <li>- Use co-design to unpack and continuously strengthen a common language so that everyone can participate with equity.</li> </ul>
<b>Reviewing &amp; monitoring</b>	<p>Community voices are used as the foundation continually, to make decisions, review and monitor progress towards partnership goals</p> <ul style="list-style-type: none"> <li>-RBL voice collection annually - review, synthesize &amp; identify priorities &amp; develop an action plan (in partnership)</li> </ul>	<ul style="list-style-type: none"> <li>-- Keeping to the intent of Education Act, Tātaiako and Tapasā (RBL/ AfL)</li> <li>-RBL/AFL are used as the pedagogical approaches</li> <li>-consider monitoring the consultation processes with whanau</li> </ul>	<ul style="list-style-type: none"> <li>-Further refine and define belonging and total wellbeing to further review the whakapapa of the school's values.</li> </ul>

	<p><i>Cultural inclusion &amp; equity is at the forefront</i></p> <ul style="list-style-type: none"> <li>- through ensuring all knowledge systems are valued, accessed, consulted &amp; used</li> </ul> <p><b>Focus</b> - working towards a formal partnership as a signed agreement on ways to work in partnership</p>		
<p><b>Two Way</b> - Local curriculum, Ranui Learner Profile &amp; Whānau Aspirations</p>	<ul style="list-style-type: none"> <li>- <i>Engage by agreement and by invitation to have shared outcomes to design a Ranui School Learner Profile &amp; local curriculum</i></li> <li>- <i>Balance power structures so that Community Agency and expertise are valued, utilised and learned from</i></li> </ul> <p><b>Focus</b> - engagement as a partnership</p>	<ul style="list-style-type: none"> <li>- <i>Co-design of Rānui School curriculum planning, processes and systems that link directly back to the Rānui Learner Profile, community strengths, voice and culture.</i></li> <li>- Sustainable Te Reo Māori is implemented</li> <li>- Valuing skill sets and culture through designing from and with community, Mana Whenua and whanau</li> </ul>	<p>- <i>Prioritise the strategic coalition to reach the desired outcomes. Prioritise Te Tiriti - Treaty and two way cultural responsiveness.</i></p>
<p><b>Connection to N.E.L.P's</b> <i>(National Education Learning Priorities)</i></p>	<ol style="list-style-type: none"> <li>1. Learners at the Centre</li> <li>2. Barriers Free Access</li> </ol>	<ol style="list-style-type: none"> <li>3. Quality Teaching and Leadership</li> </ol>	<ol style="list-style-type: none"> <li>1. Learners at the Centre</li> <li>2. Barriers Free Access</li> <li>3. Quality Teaching and Leadership</li> </ol>

### Overview of Strategic Goal 1 - OUR WAYS - Partnership

<p><b>Ways of Working Towards Partnership</b></p>	<p><b>Enhance relationships through effective communication:</b></p> <ul style="list-style-type: none"> <li>- Face to face open conversations, talanoa &amp; kōrerō, not time bound</li> <li>- Balanced strategic coalition groups, maintaining equity by ensuring 50% of groups are community</li> </ul>	<p><u>Structure</u> (<b>Structural changes necessary to enable equitable and genuine partnership</b>)</p> <p>2023 - The ways of working in partnership are established 2024 - Strategic Coalitions continue to plan, implement and review co-design projects. 2025 - Continue to monitor and evolve the ways of working in partnership (The B.O.T, The School, The Community)</p> <p><u>Information</u> (<b>Information should not be top down. Information should lead to trust</b>)</p> <p>2023 - Three strategic coalitions are operational. 2024 - Strategic coalitions to co-design, plan and implement new ways of communicating. 2025 - Critical mass of embedment in new ways of communicating.</p>
	<p><b>Opportunities for mutual responsibilities:</b></p>	<p><u>Strategy</u></p> <p>2023 - Develop a co-design strategy (*Time to Kōrero/Talanoa)</p>

	<ul style="list-style-type: none"> <li>- when decision making to include co - design processes</li> <li>- Strategic coalitions</li> <li>- design, monitor and amplify progress, weekly communication re success of the partnership</li> <li>- inclusive; community voices RBL, guiding coalition includes BoT member &amp; community representative</li> <li>- review school values as the foundation that reflects community voice &amp; aspirations</li> </ul>	<p>2023 - Implement and reflect on the co-design strategy for mutual responsibilities</p> <p>2024 - Embed the co-design strategy for mutual responsibilities</p>
<p><b>Reviewing and Monitoring</b></p>	<p><b><i>Community voice is used as the foundation continually develop, to make decisions, review and monitor progress towards partnership goals</i></b></p> <ul style="list-style-type: none"> <li>- RBL voice collection annually - review, synthesize &amp; identify priorities &amp; develop an action plan (in partnership)</li> <li>- <i>Cultural inclusion &amp; equity is at the forefront</i> (through ensuring all knowledge systems are valued, accessed, consulted &amp; used)</li> </ul>	<p><b><i>Genuine identification of priorities leads to clear partnership action</i></b>  <b><u>Culture and Structure</u> (Continually use and reflect on the voices of the community when making decisions)</b></p> <p>2023 - Measure how the school is sharing power within the community partnership</p> <p>2024 - Continue to develop ways to measure how well the partnership is going to present evidence of progress.</p> <p>2025 - Embed use and reflection on the voices of the community to maintain the community and school balance when making decisions</p>
<p><b>Two Way -</b> Local curriculum, Ranui Learner Profile &amp; Whānau Aspirations</p>	<p><b><i>Engage by agreement and by invitation to have shared outcomes to design a Ranui School Learner Profile &amp; local curriculum</i></b></p> <ul style="list-style-type: none"> <li>- <i>Balance power structures so that Community Agency and expertise are valued, utilised and learned from</i></li> </ul>	<p><b><i>Engagement as a partnership - Equity is a process</i></b>  <b><u>Structure</u></b></p> <p>2023 - Strategic Coalition to design a Rānui School Learner Profile/s based on shared values and aspirations (<u>Ways to participate</u> and understand the learning pathways).</p> <p>2024 - Implement the established <u>partnership ways</u> to maintain balance of power in any school / community developments</p> <p>2025 - Continue to embed and evolve “Ranui Ways” throughout school / community interactions</p>

**Overview of Strategic Goal 2 - GROWING - Ongoing Learning**

<b>Ways of Working Towards Partnership</b>	<b><i>Families feel welcome and supported to work mutually alongside the school to benefit children's learning using a common language when communicating</i></b>	<u>Culture and Communication</u> 2023 - Build the conditions for effective and mutual relationships (whānau) through a co-design process - Review current structures & processes and develop a common language based on whānau feedback and voice 2024 - Trial and implement with whānau the new ways of working in the learning pathways 2025 - Embed and continue to monitor the new ways of working in the learning pathways
	<b><i>School and whanau work together to understand and interact with learning pathways, use of new learning tools, next steps and learning achievement based on the Rānui Learner Profile</i></b>  (Communication of - Reporting, technology, Multiple ways of learning)	<u>Structure and Information</u> 2023 - Learning strategic coalition to consider the ways in which whanau - understand, access and participate in learning. - Review and develop tools that align with the learner profile, draft learning pathways using whānau voice 2024 - Determine how student & teacher voice fits with information gathered & identify areas to be amplified or adapted 2025 - Ongoing review with whānau to further embed practices and systems
<b>Reviewing and Monitoring</b>	<b><i>- Keeping to the intent of Education Act, Tātaiako and Tapasā (RBL)</i></b>	<u>Strategy</u> 2023 - Workshops make clear links between <i>Education Act, Tātaiako, Tapasā, M.A.C and RBL/AFL to support common understanding</i> 2024 - Merge the concepts of the <i>Education Act, Tātaiako, Tapasā and RBL/AFL with School Practices</i> 2025 - Embed school practices
	<b><i>-RBL/AFL are used as the pedagogical approaches</i></b>	<u>Strategy, Structure and Skills</u> 2023 - Establish a working Guiding Coalition based on school and community members 2024 - Sustain the Guiding Coalition and build its communication within the school 2025 - Embed Guiding Coalition practices consistently throughout the school
	<b><i>-Monitor and measure the impact of consultation processes with whanau</i></b>	<u>Information and Structure</u> 2023 - Reflect on and use Voice Collection to review our shifts & determine areas to strengthen - Strategic coalitions are supported to design a tracking system for progress 2024 - Implement and trial the tracking system for progress to ensure continual use of voices improves practice across school systems 2025 - Embedded feedback loop to monitor and measure the impact our actions have on our learners

<b>Two Way</b> - Local curriculum, Ranui Learner Profile & Whānau Aspirations	<i>-Co-design of Rānui School curriculum planning, processes and systems that link directly back to the Rānui Learner Profile, community strengths, voice and culture.</i>	<u>Information and Structure</u> 2023 - Information shared with strategic coalitions so they are informed. - Voice collection contributes to co design draft profiles, values & draft local curriculum 2024 - Refine & strengthen drafts using external capability and capacity alongside Guiding Coalition 2025 - Embed through community confirmation of links in School direction
	- Sustainable Te Reo Māori is implemented ( <i>Te Reo Māori is prioritised inline Te Titiri expectations</i> )	<u>Structure and Skills</u> 2023 - Work towards level 4a (Up to 30%) and more than 3hrs) and be assessed once the teachers feel like they are achieving this level in English medium 2024 - Achieve and maintain Level 4a (Up to 30%) and more than 3hrs) and be assessed once the teachers feel like they are achieving this level in English medium 2025 - Investigate implementation of PLD across the school the MOE PLD applications to support teacher development.
	- Valuing skill sets and culture through designing from and with community, Mana Whenua and whanau	<u>Culture and Structure</u> 2023 - Strategic Coalition gathers, reflects on and develops values and practices shared from voices across the school community, including mana whenua, to determine “Ranui Partnership Ways”. 2024 - Sustain values and practices established in co design coalition groups 2025 - Embed Ranui Learning Partnership Ways within all systems and practices

### Overview of Strategic Goal 3 - HAUORA - Total Wellbeing

<b>Ways of Working Towards Partnership</b>	<b><i>BOT Establish and support a strategic coalition in order to create a culture of wellbeing and belonging through mutual decision making and effective communication.</i></b>	<u>Structure and Culture</u> 2023 - Use the ways of working in partnership (wananga/talanoa/conversations) to prioritise the whanau voice as a basis for our shared school values.  2024 - Establish Rānui School Hauora systems that create the equitable culture of agency around one's own educational pathway.  2025 - Embed Rānui School Hauora systems and continue ongoing communication and review with whānau to further adapt practices and systems
	<b><i>Use co-design to unpack and continuously strengthen a common language so that everyone can</i></b>	<u>Strategy, Structure and Culture</u> 2023 - Use the codesign process to balance the power structures to move towards Our Rānui Ways and develop a common language (Equity as a process)  2024 - design, implement and trial a monitoring system that measures equity and impact of participation and understanding

	<b><i>participate with equity.</i></b>	2025 - Ongoing implementation and review of equity in participation and understanding to embed common language in any structures and practices
<b><i>Reviewing and Monitoring</i></b>	<b><i>Further refine and define belonging and total wellbeing to further review the whakapapa of the school's values</i></b>	<i>(Embedded in the actions of the other goals within in the Hauora Strategic Goal)</i>
<b>Two Way</b> - Local curriculum, Ranui Learner Profile & Whānau Aspirations	<b><i>Prioritise Te Tiriti - Treaty and two way cultural responsiveness.</i></b>	<u>Structure and Culture</u> 2023 - Coalition leads exploration and design of Ranui Treaty Ways. *in consultation with Te Kawerau a Maki and whanau voice  2024 - Shared responsibility, ensuring that Ranui Treaty Ways are evident in partnership practices  2025 - Codesign process continues to refine implementation of the Ranui Treaty Ways practice in response to voice collection and monitoring of the impact on learners
	<b><i>Prioritise the three strategic coalitions to reach the desired outcomes.</i></b>	<u>Structure and Culture</u> 2023 - BOT and senior leadership team work together to enable the strategic coalitions to enact the three strategies of growing partnership, growing learning, ensuring hauora/total wellbeing is the foundation for our vision of a THRIVING LEARNING COMMUNITY.  2024 - BOT and SLT continue prioritisation of the three key strategies to be further embedded  2025 - BOT and SLT continue to review implementation of the three key strategies