

## PRINCIPLES

Rukuhia Principles are at the core of our school curriculum. The principles guide students to achieve academic and social success through —

- Experiencing success and striving for personal excellence
- A curriculum that provides engaging, logical and relevant experiences.
- Tikanga and Te Reo recognising the Treaty of Waitangi
- A curriculum that will challenge, create active and confident learners and innovative thinkers
- A community that engages and supports development in a local, national and global sense

## PURPOSE

- Establish a pathway for achievement of equity and excellence.
- Focus on the areas identified through internal and external evaluation that need strengthening; with the aim of improving outcomes for students through improving teaching and learning.
- Make the role of stakeholders in achieving the goals clear.
- Be a guiding document for alignment and coherence in all decision making.
- Drive the direction, resource allocation and daily actions of the school.
- Allow for rigorous and detailed evaluation of the effectiveness of your strategies.

## Rukuhia School Strategic Plan 2022— 2024



### Developing Independence Through Learning

### E wāhi hari kia akongia

Rukuhia School is the hidden gem in the Waipa. A true Country School, only minutes from the Glenview shops, we provide a quality education experience for Year 1 to Year 8 students. We have a dedicated and dynamic teaching team, who are committed to providing a stimulating and safe learning environment for their students. Our programmes cater for the diverse strengths, interests, needs and learning styles of individuals. While we have a strong focus on reading, writing and maths, we provide a positive balance between academic, physical, social and cultural opportunities. Rukuhia School has all the latest technology, devoted teachers, and small class sizes. We pride ourselves on a truly collaborative relationship between our students, their teachers and their families, as we recognise the importance of the home-school partnership in the promotion of school achievement. In welcoming you to the Rukuhia family, please feel assured that we have a genuine interest in your child's wellbeing and educational success.

## VISION STATEMENT

In all aspects of education — working together as one, we strive to provide excellence, develop life long learners and create global citizens

## MISSION —Rukuhia Students will

Acknowledge New Zealand's unique heritage and our global community  
Be involved in our community and environment  
Develop an 'I can do it' attitude  
Be a leader  
Be true to yourself  
Learn to learn  
Display friendship and trust  
Go flat tack and give it everything

## VALUES

Rukuhia Values are deeply held beliefs that are seen by the Rukuhia School and community as ways through which people should think and act.

All stakeholders are encouraged to live by the values of :

### Keeping it R.E.A.L at Rukuhia School

# R.E.A.L

**Respect** by valuing ourselves, others, the rights of all living things and peoples possessions and property

**Excellence** by being outstanding by giving our best at all times.

**Attitude** by thinking positively and choosing our mood, be prepared to go the extra mile or do the hard yards

**Leadership** by guiding and inspiring others through leading by example or positive leadership

( These Values have been developed by the students/ community of Rukuhia School )

## KEY COMPETENCIES

Rukuhia Key Competencies guide the students to work as active members of their communities through

**Managing self** - By working independently / having the ability to self assess

**Relating to others** - In learning to live together

**Participating and Contributing** - By being a global learner and contributor

**Thinking** - By creating knowledge through thought

**Using language and text** - By decoding and exploring knowledge

# RUKUHIA SCHOOL

## STRATEGIC GOALS 2023

<b>Strategic Goal 1:</b> <b>Student Learning and Achievement</b> <u><b>STUDENTS</b></u>	<b>Strategic Goal 2:</b> <b>Developing a Quality Learning Community</b> <u><b>EFFECTIVE TEACHERS</b></u>	<b>Strategic Goal 3:</b> <b>School Organisation and Structure</b> <u><b>SYSTEMS</b></u>
<ul style="list-style-type: none"> <li>• All students are successfully able to access the NZ Curriculum.</li> <li>• Students will be encouraged to take risks challenging their own abilities</li> <li>• Differences and individual needs of students will be recognised , celebrated and addressed</li> <li>• Integrate digital learning across the curriculum</li> <li>• Ensure student engagement/self managing learning</li> <li>• Promote collaborative goal setting / next steps as evidence in individual or group learning plans.</li> <li>• Source student voice for self review and changes</li> <li>• Reporting student progress and achievement to parents, family and whanau.</li> <li>• Regular reporting to BOT to ensure resourcing meets the needs of learners</li> <li>• Implement GATE/ESOL/Special learning programmes</li> <li>• Acknowledge and plan for cultural diversity</li> <li>• Integrate inquiry and differentiated learning within the learning programmes.</li> </ul>	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Ensure high quality teaching occurs in all classrooms</li> <li>• Maintain positive learning environments</li> <li>• Continue with consistent curriculum delivery and assessment practices across the school</li> <li>• Continue with effective school-wide assessment processes</li> <li>• Use information and data effectively to lift achievement</li> <li>• Develop Learning Plans for Priority Students</li> <li>• Raise the level of literacy and numeracy across the school and focus on accelerating students who are under achieving</li> <li>• Teachers use various approaches and tools to improve thinking</li> <li>• Continue to practice Ka Hikitia and Tikanga Māori with the objective to raise Māori student achievement</li> </ul> <p><b>Teacher Professional Learning</b></p> <ul style="list-style-type: none"> <li>• Focus given to staff PLD and teacher PGC</li> <li>• Develop and maintain quality supports and relationships with colleagues within and outside Rukuhia School</li> </ul> <p><b>Parent Partnership</b></p> <ul style="list-style-type: none"> <li>• Welcome all students, parents and visitors</li> <li>• Listen openly to the concerns of students, parents and whanau</li> <li>• Share curriculum information with our community so that they support students through time and resources</li> <li>• Reporting student progress and achievement to parents in relation to curriculum Mid-Year and End of Year</li> </ul>	<p><b>The Board</b></p> <ul style="list-style-type: none"> <li>• Carries out a process of self review as per Board plan</li> <li>• Policy Reviews via School Docs</li> <li>• Provides direction and coherence across school policies and decision making</li> <li>• Targets resources to address disparity in achievement</li> <li>• Develop a school charter to present to the Ministry of Education (31 March 2023)</li> <li>• Support Principal PGC ( professional Growth Cycle )</li> <li>• Develop new 5 and 10 YP</li> </ul> <p><b>The Principal</b></p> <ul style="list-style-type: none"> <li>• Reports monthly to the Board on student progress and achievement</li> <li>• Annual Plan developments / Key Projects</li> <li>• Teacher PLD and PGC</li> </ul> <p><b>Consultation and Communication</b></p> <ul style="list-style-type: none"> <li>• Continue to foster the partnerships with the community to reflect their values to ensure shared ownership of the school focus.</li> <li>• Value student voice</li> <li>• Communicate effectively to staff, students, parents and Whānau, communities, mana whenua and iwi.</li> </ul>

# RUKUHIA SCHOOL

## ANNUAL GOALS 2023

<p><b>Strategic Goal 1:</b></p> <p><b>Student Learning and Achievement</b></p> <p style="text-align: center;"><u>STUDENTS</u></p>	<p><b>Strategic Goal 1:</b></p> <p><b>Developing a Quality Learning Community</b></p> <p style="text-align: center;"><u>EFFECTIVE TEACHERS</u></p>	<p><b>Strategic Goal 1:</b></p> <p><b>School Organisation and Structure</b></p> <p style="text-align: center;"><u>SYSTEMS</u></p>
<p>All students are successfully able to access the NZ Curriculum as evidenced by achievement in relation to the curriculum levels in Reading, Writing and Mathematics</p> <ul style="list-style-type: none"> <li>• <b>Focus on raising student achievement in maths</b></li> <li>• <b>Maintain the high levels of literacy across all years.</b></li> </ul> <p>Differences and individual needs of students will be recognised, celebrated and addressed</p> <ul style="list-style-type: none"> <li>• <b>Teacher aide programme / Interest programmes</b></li> </ul> <p>Promote collaborative goal setting / next steps as evidence in individual or group learning plans.</p> <ul style="list-style-type: none"> <li>• <b>Continue goal setting system that is appropriate for Jun/ Mid / Sen school—Literacy Progressions ( Reading / Writing )and continue with Maths No Problems work-books as a tracking and monitoring tool.</b></li> </ul> <p><b>Attendance 70% by 2024</b></p> <p><b>Target students who fall under this - " What can we do to help "</b></p>	<p><b>Curriculum</b></p> <p>High quality teaching occurs in all classrooms</p> <ul style="list-style-type: none"> <li>• <b>Focus on maths and Māori / Pacific and priority students using classroom observations.</b></li> <li>• <b>Promote Oral Language with a focus on maths.</b></li> <li>• <b>Social Science — as per triennial BOT plan</b></li> <li>• <b>Technology — as per triennial BOT plan</b></li> </ul> <p>Use information and data effectively to lift achievement</p> <ul style="list-style-type: none"> <li>• <b>Use MNP for data collection for assessment</b></li> </ul> <p><b>Teacher Professional Learning</b></p> <p>Focus given to staff PLD and teacher appraisal goals</p> <ul style="list-style-type: none"> <li>• <b>Rural &amp; Roses Cluster— Maori / Special Needs / Learning Support / moderation / Student Counselling.</b></li> <li>• <b>Lower Waipa Schools—TBC</b></li> <li>• <b>Oral Language</b></li> <li>• <b>Continue to use Etap and its use in planning, assessment, tracking, accelerated learning and reporting</b></li> </ul> <p><b>Parent Partnership</b></p> <p>Share curriculum information with our community so that they support students through time and resources</p> <ul style="list-style-type: none"> <li>• <b>Regular updates via newsletter</b></li> <li>• <b>Parent Interviews / Education Evenings</b></li> <li>• <b>Formal and informal discussions</b></li> </ul>	<p><b>The Board</b></p> <p>Carries out a process of self review as per Board plan</p> <ul style="list-style-type: none"> <li>• <b>Implement BOT Annual Calendar</b></li> </ul> <p>Targets resources to address disparity in achievement</p> <ul style="list-style-type: none"> <li>• <b>Under request the BOT to consider a funded Teacher Aid programme</b></li> </ul> <p>Per term reports to the Board on student progress and achievement</p> <p><b>The Principal</b></p> <p>Per term reports to the Board on student progress and achievement</p> <ul style="list-style-type: none"> <li>• <b>Priority Students—Top 10</b></li> </ul>

**RUKUHIA BOT GOVERNANCE PLAN 2023**

**Finance**

- Allocate resources and monitor expenditure to support the annual plan.
- Manage 5YA projects and funds
- Manage term deposits

**Property**

- Building and grounds checks
- Water testing and reporting
- Develop a new 10 and 5 YP
- Plan 5 YA Projects
- Update Cyclical Maintenance plan
- Monitor and maintain pool

**Health and Safety**

- Sun smart programmes
- Safety drills
- Electrical testing
- Police vetting under the VCA
- Promote Healthy eating
- Nutrition sessions
- Student Well Being
- Keeping Ourselves Safe
- Maintain Covid-19 Level protocols

**Review / Reporting**

- Strategic / Annual plan development
- Report twice yearly to parents
- Twice yearly parent interviews
- Investigate Cloud Based Policy / Procedures

**Family / Whanau Partnerships**

**Communication / Collaboration / Consultation**

Newsletter – weekly.

Reporting to parent’s T3 and T4

Pre enrolment visits

Parent interviews term 1 and 3

I.E.P. / intervention programmes.

Website

Community questionnaires

Parent/ whanau evenings

Grand Parent day

Developing links with Melville High Marae

Parent goal setting and interviews

Rukuhia School National and Educational and Learning Priorities - NELPS

<b>OBJECTIVE 1:</b> <b>LEARNERS AT THE CENTRE</b>		What does it look like at Rukuhia School	Evidence to support we have achieved it
<b>Priority 1:</b>	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Promote our values of: <ul style="list-style-type: none"> <li>• Respect</li> <li>• Excellence</li> <li>• Attitude</li> <li>• Leadership.</li> </ul> Teach response though WITS— <ul style="list-style-type: none"> <li>• Use your <b>words</b>,</li> <li>• <b>Ignore</b> and walk away</li> <li>• <b>Tell</b> someone</li> <li>• <b>Seek</b> help</li> </ul> Wellbeing Survey Classroom treaty	
<b>Priority 2:</b>	Have high aspirations for every learner/ ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	<ul style="list-style-type: none"> <li>• Whanau group</li> <li>• Maori successful as Maori</li> <li>• Local narratives</li> <li>• Making links to our community</li> <li>• Value and celebrate all cultures</li> </ul>	

Rukuhia School National and Educational and Learning Priorities - NELPS

<b>OBJECTIVE 2:</b> <b>BARRIER-FREE ACCESS</b>		What does it look like at Rukuhia School	Evidence to support we have achieved it
<b>Priority 3:</b>	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Create an inclusive culture Engage community and whanau Seek outside agency support Staff PLD and a high trust model Target priority students Target all students Set high expectations and targets R / W/ M SENCO / LSC	
<b>Priority 4:</b>	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	Charter and school targets Curriculum review Curriculum delivery continual review of assessment Moderation Relative PLD	

Rukuhia School National and Educational and Learning Priorities - NELPS

<b>OBJECTIVE 3:</b> <b>QUALITY TEACHING AND LEADERSHIP</b>		What does it look like at Rukuhia School	Evidence to support we have achieved it
Priority 5:	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Te Reo / Maori Planning : <ul style="list-style-type: none"> <li>• Year overview</li> <li>• Long term</li> <li>• Short term</li> <li>• Daily</li> </ul> History Curriculum Community / Whanau involvement Cultural Narratives	
Priority 6:	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Curriculum refresh History Curriculum development: <ul style="list-style-type: none"> <li>• Local ( Rukuhia )</li> <li>• Local ( Te Awamutu / Waikato )</li> <li>• National ( NZ )</li> <li>• World History with relevance/ connection to NZ</li> </ul> PGC and PLD	

Rukuhia School National and Educational and Learning Priorities - NELPS

OBJECTIVE 4:		What does it look like at Rukuhia School	Evidence to support we have achieved it
<p>Priority 7:</p>	<p>Collaborate with industries and employers to ensure learners/ ākongā have the skills, knowledge and pathways to succeed in work</p>	<p>Year 7 / 8 work experience                      Technology                      EOTC                      Outside Agencies                      Making connections                      Key Competencies</p>	



# Māori Responsiveness Plan

## Rukuhia School 2023

<b>Rationale:</b>	<p>To make a significance difference for Māori Education.</p> <p>Ref : Ka Hikitia Accelerating Success</p>			
<b>Links to school vision &amp; values, strategic plan, targets etc.</b>	<p>Forming partnerships to support Te Reo and Tikanga Māori</p> <p>Undertaking professional development to extend teacher capacity and capability linking to improving student achievement and Māori students being successful as Māori</p> <p>Provide a quality learning environment supporting and reflecting the Principles of the Treaty of Waitangi</p> <p>Whanau Group—values REAL</p>			
<p><b>Principles of the Treaty</b>  <a href="http://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Updates/Issue-16-January-2012">http://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Updates/Issue-16-January-2012</a></p>	<p><b>School</b>  <i>Our school will...</i></p>	<p><b>Students</b>  <i>Our students will...</i></p>	<p><b>Whānau</b>  <i>Our Whānau will...</i></p>	<p><b>Iwi and Community</b>  <i>Iwi &amp; Community will...</i></p>
<b>Partnership is...</b>	<p>Consulting with parents/whanau</p>	<p>Support and learn alongside each other</p>	<p>Actively involved in their child's learning</p>	<p>Making links with school and whanau</p>
<b>Protection is...</b>	<p>Reflecting the identity, language and culture of Māori students</p>	<p>Adhering to the school values and whakatauki</p>	<p>Endeavour to protect the principles of the treaty through the teaching of te reo/tikanga</p>	<p>To follow the principles of the treaty by protecting the land</p>
<b>Participation is...</b>	<p>Actively include parents/whanau in their child's learning through interviews, reports</p>	<p>Participate in cultural events and activities</p>	<p>Attend hui and interviews and whanau events</p>	<p>Have an open door policy</p>

<p><b>Tātaiako Competencies</b></p> <p><a href="http://www.minedu.govt.nz/~media/MinEdu/Files/TheMinistry/EducationInitiatives/Tataiako/TataiakoWEB.pdf">http://www.minedu.govt.nz/~media/MinEdu/Files/TheMinistry/EducationInitiatives/Tataiako/TataiakoWEB.pdf</a></p>	<p><b>School</b></p> <p><i>In our school we...</i></p>	<p><b>Teachers and Leaders</b></p> <p><i>Our teachers and leaders...</i></p>
<p><b>Ako</b></p> <p>Reciprocal teaching and learning</p> <p>Practice in the classroom and beyond</p> <p>Ako-reciprocal teaching/learning; parent, whanau, hapū, learner, teacher (Ka Hikitia)</p> <p>Effective learning by Māori learners</p> <p>Effective pedagogy</p> <p>Effective curriculum for Māori learners</p> <p>Graduating Teacher Standards</p> <p>GTS 2 ,4 ,5 ,7</p> <p>Registered Teacher Criteria</p> <p>RTC 4, 6, 8, 12</p>	<p><b>Encourage parents/whanau to share their knowledge, skills and interests with teachers and students, eg, flax weaving, Lake Cameron study, Marae visits, cooking</b></p> <p><b>Involve parents/whanau in consultation process re curriculum</b></p> <p><b>Teachers and Leaders will complete PLD—He Papa Tikanga</b></p>	<p><b>Plan for te reo and tikanga each week. Provide “Hands on Learning” activities. Authentic learning – gardening experiences</b></p> <p><b>Give opportunity for our Māori students to lead and share their talents</b></p>
<p><b>Whanaungatanga</b></p> <p>Relationships, (students, iwi, hapu, family connections) with high expectations</p> <p>Effective relationships with Māori learners</p> <p>Effective parent, whānau and iwi</p> <p>Keeping connected</p> <p>Productive partnerships(Ka Hikitia)</p> <p>Graduating Teacher Standards</p> <p>GTS 6</p> <p>Registered Teacher Criteria</p> <p>RTC 1</p>	<p><b>Establish and maintain effective, professional relationships with parents/whanau and students</b></p>	<p><b>Regularly liaise with parents/whanau</b></p> <p><b>Promote wellbeing of students</b></p> <p><b>Promote student’s interests and strengths and successes</b></p>
<p><b>Tangata Whenuatanga</b></p> <p>Learning that is authentic to where the child is coming from</p> <p>Place-based, socio-cultural awareness and knowledge</p> <p>Effective language and cultural practices for Māori learners</p> <p>Te Reo Māori/reo ā-iwi</p> <p>Tikanga Māori/tikanga-ā-iwi</p> <p>Place based education</p> <p>All learning and interaction occurs within a cultural context</p> <p>Knowledge of whakapapa – knowing who children are, where they come from and who they belong to</p> <p>Identity, language, culture</p> <p>Graduating Teacher Standards</p> <p>GTS 1, 3</p> <p>Registered Teacher Criteria</p> <p>RTC 3, 9, 10</p>	<p><b>Regularly review and update our school Māori curriculum</b></p> <p><b>Share our expertise and knowledge of te reo and tikanga</b></p> <p><b>Will provide a lead teacher to promote te reo</b></p>	<p><b>Language and culture included in weekly planning</b></p> <p><b>Authentic learning experiences</b></p> <p><b>Pronounce Māori words correctly</b></p> <p><b>Upskill their knowledge and skills in te reo/tikanga</b></p> <p><b>Display respect for Māori</b></p> <p><b>Provide leadership opportunities</b></p> <p><b>Provide education about current and local events</b></p> <p><b>Share our mini inquiries</b></p>

<p><b>Manaakitanga</b></p> <p>Caring for Māori learners, as culturally located beings</p> <p>Values - integrity, trust, sincerity, equity</p> <p>Effective teaching profile (Te Kotahitanga) Caring for Māori learners as culturally located beings Treating Māori students, Whānau and iwi equitably with sincerity and integrity</p> <p>Graduating Teacher Standards GTS 3, 4, 6 Registered Teacher Criteria RTC 2, 7</p>	<p><b>Promote the values of integrity, trust, sincerity and equity</b></p>	<p><b>Provide opportunities for group work</b> <b>Give choices re tasks and places where to work</b> <b>Have high expectations for Māori students</b> <b>Model learning and behaviour</b> <b>Create rules/treaty for the Junior School</b></p>
<p><b>Wānanga</b></p> <p>Communication, problem-solving, innovation</p> <p>Students, Whānau, and iwi engaging in discussions and robust debate Effective learning and teaching interactions with students, Whānau and iwi Reporting and co-constructing learning goals</p> <p>Graduating Teacher Standards GTS 5, 6, 7 Registered Teacher Criteria RTC 5, 11, 12</p>	<p><b>Encourage whanau voice through parent interviews, meetings, hui, education workshops</b></p>	<p><b>Provide opportunities for students to share mihi</b> <b>Will celebrate success of Māori will focus on next learning steps</b> <b>Will involve parents/whanau in discussions</b> <b>Will initiate with a parent/whanau group and attend meetings</b> <b>Will regularly involve whanau in their child's learning</b> <b>Will follow protocol when visiting Melville Marae</b> <b>Will regularly encourage and review whanau voice</b></p>

# Reading Targets 2023

These achievement levels show the children’s reading levels in December 2022 — in relation to their chronological age

STATE OF STUDENT LEARNING DECEMBER 2022	EXPECTED STATE OF STUDENT LEARNING DECEMBER 2023	OBJECTIVES	ACTIONS	LEAD TCHR TIMEFRAME
<p><b><u>Student achievement</u></b></p> <p><b><u>Whole School</u></b> 71 are reading ABOVE 20 reading AT 4 students are reading BELOW 1 students are reading Well BELOW</p> <p><b><u>Māori Students</u></b> 7 are reading above 1 is reading at</p> <p><b><u>Māori Boys</u></b> 4 are reading above 1 is reading at</p> <p><b><u>Māori Girls</u></b> 3 are reading above</p>	<p><b><u>TARGETS :</u></b></p> <p>To have 110 students working within the expected achievement levels</p> <p>To have 4 priority student working within the expected achievement levels</p> <p>To have 10 students achieving AT get to Above</p>	<p>To raise the reading levels of all students at Rukuhia School.</p> <p>To raise the reading levels with particular focus on Māori students, Māori boys and boys</p> <p>To ensure that reading / literacy programmes meet the needs of all our children</p>	<p>New Entrants ( 1<sup>st</sup> 6 months ) to focus on Oral Language Development programmes for pre reading</p> <p>All students assessed and graphed in Feb / June / December</p> <p>To identify children at risk and develop programmes to meet these needs</p> <p>Whanau/ parents of targeted children to be informed and consulted as to what they can do at home to support their children’s learning</p> <p>Engage teacher aids to support and extend children in classroom programmes and breakout programmes</p> <p>For targeted students - review and report progress and learning once a term and decide on next steps</p> <p>To identify children working above their expected year level and extend these children</p> <p>The Teacher and Teacher Aid to target specific groups within classrooms – particularly at risk / target students</p> <p>Track students as a cohort on Etap</p> <p>Standardize and moderate assessment through the use of Probe and PM.</p> <p>Identify and cater for ESOL students</p> <p>R &amp; R—Literacy Moderation term by term</p> <p>R &amp; R—Literacy PD</p>	<p>JANE COLES</p> <p>Schoolwide Data Collection</p> <p>BOY Feb Charter targets set by March 1st</p> <p>MID YEAR July/ Aug</p> <p>EOY Nov / Dec</p> <p><b><u>BUDGET</u></b></p> <p>\$1000— Staff PD</p> <p>\$5000 Resources</p> <p>BOT to monitor TA budget</p>