

<p>PRINCIPLES</p> <p>Rukuhia Principles are at the core of our school curriculum. The principles guide students to achieve academic and social success through —</p> <ul style="list-style-type: none"> 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 <p>PURPOSE</p> <ul style="list-style-type: none"> 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. 	<p>Rukuhia School Strategic Plan 2025</p> <div data-bbox="804 205 1121 491"> </div> <p>Developing Independence Through Learning</p> <p>E wāhi hari kia akongia</p> <p>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.</p> <p>VISION STATEMENT</p> <p>In all aspects of education — working together as one, we strive to provide excellence, develop life long learners and create global citizens</p> <p>MISSION —Rukuhia Students will</p> <p>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</p>	<p>VALUES</p> <p>Rukuhia Values are deeply held beliefs that are seen by the Rukuhia School and community as ways through which people should think and act.</p> <p>All stakeholders are encouraged to live by the values of :</p> <p>Keeping it R.E.A.L at Rukuhia School</p> <p>R.E.A.L</p> <p>Respect by valuing ourselves, others, the rights of all living things and peoples possessions and property</p> <p>Excellence by being outstanding by giving our best at all times.</p> <p>Attitude by thinking positively and choosing our mood, be prepared to go the extra mile or do the hard yards</p> <p>Leadership by guiding and inspiring others through leading by example or positive leadership</p> <p>(These Values have been developed by the students/ community of Rukuhia School)</p>
<p>KEY COMPETENCIES</p> <p>Rukuhia Key Competencies guide the students to work as active members of their communities through</p> <div> <div> <p>Managing self - By working independently / having the ability to self assess</p> <p>Participating and Contributing - By being a global learner and contributor</p> <p>Using language and text - By decoding and exploring knowledge</p> </div> <div> <p>Relating to others - In learning to live together</p> <p>Thinking - By creating knowledge through thought</p> </div> </div>		

Strategic Goal 1:

Implement the new Maths Curriculum using Maths No Problem

Initiative One	NELPS Strat Goal	How (Actions)	Accountable & Responsible	Success Measure	When and Who	Budget/Resources
<p>Initiative One:</p> <p>Implementing the new Mathematics Curriculum using Maths No Problem Resource</p> <p>To successfully integrate the new mathematics curriculum, using MNP as the core resource, ensuring students develop strong foundational maths skills and critical thinking.</p>	<p>NELPS</p> <p>Priority 4: Quality teaching and leadership – Quality teaching practices support and inspire all learners to excel.</p> <p>Priority 5: Future of learning and work – Learners are equipped to participate in a rapidly changing world.</p>	<p>Professional Development and Training</p> <ul style="list-style-type: none"> Provide comprehensive training sessions for teachers on using MNP to align with the new curriculum requirements. Develop peer coaching and support systems to ensure teachers feel confident in delivering the curriculum. <p>Curriculum Integration</p> <ul style="list-style-type: none"> Align MNP units with the New Zealand Curriculum Progress outcomes to ensure coverage of all key competencies. Schedule regular curriculum review meetings to track progress and address challenges. <p>Resources</p> <ul style="list-style-type: none"> Supply classrooms with the full range of MNP resources. Establish a Math resource hub for both teachers and students to access supplementary materials and digital tools. <p>Assessment</p> <ul style="list-style-type: none"> Introduce formative assessments that align with MNP to measure student progress. 	<p>Principal / Leadership Team: Ensures the successful roll-out of the new curriculum and resources.</p> <p>Teacher in charge of Mathematics Overseas teacher training, resource allocation, and curriculum alignment.</p> <p>Classroom Teachers: Deliver the MNP program, provide feedback, and assess student progress.</p>	<ul style="list-style-type: none"> Improved student achievement in mathematics, as evidenced by standardised assessments and classroom performance. Positive feedback from teachers regarding the ease of integration and effectiveness of MNP. Increased engagement from whānau in supporting their children’s math learning. 	Continues throughout the year, Kevin Olivia Staff	\$8000 PLD fund
					Time required	Staff PLD
					Terms 1-3	As required terms 1-2-3 Staff Check in TBD TOD March 28 Term 1
						<p>Facilitator</p> <p>Leadership team</p> <p>Olivia</p> <p>Alex from MNP if required</p>

Strategic Goal 2:

Implement the new English Curriculum

Initiative Two	NELPS Strat Goal	How (Actions)	Accountable & Responsible	Success Measure	When and Who	Budget/ Resources
<p>To implement the new English curriculum, focusing on developing students' literacy skills, critical thinking, and communication abilities ensuring that all students can engage with diverse texts and express themselves effectively.</p> <ul style="list-style-type: none"> This plan aims to ensure a smooth transition to the new English curriculum, fostering a supportive and dynamic literacy environment for students. 	<p>NELPS</p> <p>Priority 1: Learners at the center – Students and their whānau are at the heart of education, and learning is relevant to their needs and aspirations.</p> <p>Priority 3: Quality teaching and leadership – Effective teaching fosters students' literacy skills and critical thinking. National Education Learning</p> <p>Priority 4: Future of learning and work – Learners develop key competencies to succeed in future education and work.</p>	<p>Professional Development and Training</p> <ul style="list-style-type: none"> Organise workshops and professional development for teachers to familiarise them with the key changes in the English curriculum. <p>Curriculum Alignment</p> <ul style="list-style-type: none"> Develop differentiated learning plans to cater to diverse literacy needs, including students requiring extra support and those needing extension. <p>Reading and Writing Focus</p> <ul style="list-style-type: none"> Increase the focus on guided reading and writing sessions using a variety of text types (narrative, informational, persuasive, etc.). Integrate digital literacy, teaching students to critically evaluate online content and develop digital writing skills. <p>Assessment and Feedback</p> <ul style="list-style-type: none"> Implement ongoing formative assessments, such as reading logs, peer reviews, and writing portfolios, to monitor student progress. 	<p>Principal: Oversees the implementation of the new curriculum and ensures school-wide support for English instruction.</p> <p>Teacher in charge of English: Leads curriculum integration, monitors teaching practices, and provides guidance for teachers.</p> <p>Classroom Teachers: Deliver the new English curriculum, assess student progress, and engage with whānau.</p> <p>Literacy Support Coordinator: Provides targeted interventions for students requiring additional literacy support.</p>	<p>Success Measure</p> <ul style="list-style-type: none"> Improved literacy outcomes, demonstrated by student progress in reading and writing assessments. Increased student participation in discussions, presentations, and creative writing activities. Positive feedback from teachers regarding curriculum support and effectiveness. Enhanced student confidence in literacy, with positive reflections in end-of-year evaluations. 	<ul style="list-style-type: none"> Continues throughout the year, ongoing Kevin Staff 	<p>\$8000</p> <p>PLD fund</p>
					Time required	Staff PLD
					Terms 1-3	As required terms 1-4
						<p>Facilitator</p> <p>Leadership Team</p> <p>Tchr in charge</p>

Strategic Goal :

Well Being and Attendance

Initiative Three	NELPS Strat Goal	How (Actions)	Accountable & Responsible	Success Measure	When and Who	Budget/ Resources
<ul style="list-style-type: none"> To foster a safe, inclusive, and engaging school environment that supports student well-being and improves attendance, ensuring all ākonga (students) can achieve their full potential. Implement a holistic well-being and attendance programme that proactively supports students' mental, emotional, and physical health. Strengthen connections between school, whānau, and community to address barriers to attendance. 	<p>NELPS</p> <p>Priority 1: Learners at the center – Students and their whānau are at the heart of education, and learning is relevant to their needs and aspirations.</p> <p>Priority 3: Quality teaching and leadership – Effective teaching fosters students' literacy skills and critical thinking.</p> <p>National Education Learning</p> <p>Priority 5: Future of Learning and Work – "Collaborate with whānau, employers, and the community to ensure learners/ ākonga are gaining the skills they need."</p>	<p>Attendance Monitoring and Support:</p> <ul style="list-style-type: none"> Implement real-time attendance tracking with SMS school to alert parents / whānau when flagged. Provide targeted support for students with attendance concerns through pastoral care and individualised action plans. <p>Whānau and Community Engagement:</p> <ul style="list-style-type: none"> Strengthen home-school partnerships with regular hui, whānau meetings, and community support networks. The school to work with whānau, external agencies, and the Ministry of Education to remove barriers to attendance. <p>Well-being Programmes:</p> <ul style="list-style-type: none"> Implement school-wide well-being initiatives such as Pause, Breathe, Smile, Life Education, mindfulness, resilience programmes, and access to counselling. School practices to create a positive school culture. School W.I.T.S programme. Assembly Focus and Class follow-up Wairua Ake—Well Being Group Student driven that creates a village of support. TeWahre Tapa Wha in class Maara Kai—Garden Student Books that promote well being <p>Professional Development:</p> <ul style="list-style-type: none"> Provide training for staff in culturally responsive practices, trauma-informed teaching, and recognising early signs of well-being challenges. JC / SJ Mental Health First Aid Purchase books as required 	<p>Principal & Senior Leadership Team: Overall leadership, policy implementation, and reporting to the Board of Trustees.</p> <p>SENCO / LSC: Lead well-being initiatives, liaise with whānau, and monitor attendance trends.</p> <p>Teachers & Support Staff: Daily monitoring, pastoral care, and engaging with whānau around attendance and student well-being.</p> <p>Board of Trustees: Governance oversight, budget approval, and ensuring strategic alignment with school priorities.</p>	<p>Attendance Rates: Increase in students attending school regularly (80% + attendance).</p> <p>Engagement Data: Positive feedback from students and whānau in surveys on well-being and school culture.</p> <p>Reduction in Chronic Absenteeism: Decrease in students with attendance below 80%.</p> <p>Improved Student Well-being: Increased student participation in well-being programmes and reduced behavioral incidents. Happy Students.</p> <p>See change in the health and well being Sport Waikato Survey (2026) Voice of Tamariki.</p>	<ul style="list-style-type: none"> Continues throughout the year, ongoing Kevin Staff 	\$8000 PLD fund
					Time required	Staff PLD
					Terms 1-4 2025	As required terms 1-4
						Facilitator
						Leadership Team SENCO / LSC

<div>Annual Goal 1</div> <div>(As per your strategic plan)</div> <div>Implement the new Maths Curriculum using Maths No Problem</div> <div>Regulation 9(1)(a)</div> <div>Annual Target/Goal:</div> <div>(This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)</div> <div>1. To have XXXXXX working AT to ABOVE</div> <div>2. To have XXXXXXXX move from AT to ABOVE</div> <div>Regulation 9(1)(a)</div> <div>What do we expect to see by the end of the year?</div> <div>(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)</div> <div><div>Improved student achievement in mathematics, as evidenced by standardised assessments and classroom performance.</div><div>Positive feedback from teachers regarding the ease of integration and effectiveness of MNP.</div><div>Increased engagement from whānau in supporting their children’s math learning.</div></div> <div>Regulation 9(1)(d)</div>				
<div>Actions</div> <div>Detail the key actions you’ll take this year to reach your annual target listed above</div> <div>Regulation 9(1)(b)</div>	<div>Who is Responsible</div> <div>Regulation 9(1)(c)</div>	<div>Resources Required</div> <div>Regulation 9(1)(c)</div>	<div>Timeframe</div> <div>This is optional however is useful to help with your planning</div>	<div>How will you measure success?</div> <div>Think about what you expect to see at the end of the year and detail the measurements you’ll use to check on your progress. You’ll want to reference the success measures from your strategic plan template.</div> <div>Regulation 9(1)(d)</div>
MNP will be implemented in each class directed at each level	<div>Principal</div> <div>Lead Teacher</div> <div>Classroom teacher</div>	<div>MNP Books directed at each level 1—8</div>	<div>Term 1—4</div> <div>Ongoing</div>	<div>We will see:</div> <div><div>Evidence of MNP planning years 1-8</div><div>successful delivery of the MNP programs in the classrooms</div><div>See our math's Mid and End of year results improve and align with our targets.</div></div>
Teachers using MNP Tchr Workbooks and on line support	<div>Principal</div> <div>Lead Teacher</div> <div>Classroom teacher</div>	<div>Up to date Tchr Laptops and internet access</div> <div>PLD for MNP workbooks and online</div> <div>MNP teacher support website for planning and teaching</div>	<div>Term 1—4</div> <div>Ongoing</div>	<div>We will see:</div> <div><div>Teachers using the workbooks in logical sequence.</div><div>Students supported by teachers using the online revision and extension work.</div></div>
Students using MNP workbooks and online for revision and extension work	<div>Principal</div> <div>Lead Teacher</div> <div>Classroom teacher</div>	<div>Laptops / Chromebooks</div> <div>MNP login for extension work</div>		<div>We will see :</div> <div><div>Students will develop and be come familiar with the workbooks and online revision and extension activities.</div></div>

<div>Annual Goal 2</div> <div>(As per your strategic plan)</div> <div>Implement the new English Curriculum</div> <div>Regulation 9(1)(a)</div> <div>Annual Target/Goal:</div> <div>(This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)</div> <div>1. To have XXXXXX working AT to ABOVE</div> <div>2. To have XXXXXXXX move from AT to ABOVE</div> <div>Regulation 9(1)(a)</div> <div>What do we expect to see by the end of the year?</div> <div>(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)</div> <div><div>Improved student achievement in literacy, as evidenced by standardised assessments and classroom performance.</div><div>Positive feedback from teachers regarding the ease of integration and effectiveness of the new curriculum phrases and the impact of structured literacy against our annual targets.</div><div>Increased engagement from whānau in supporting their children’s math learning.</div></div> <div>Regulation 9(1)(d)</div>				
<div>Actions</div> <div>Detail the key actions you’ll take this year to reach your annual target listed above</div> <div>Regulation 9(1)(b)</div>	<div>Who is Responsible</div> <div>Regulation 9(1)(c)</div>	<div>Resources Required</div> <div>Regulation 9(1)(c)</div>	<div>Timeframe</div> <div>This is optional however is useful to help with your planning</div>	<div>How will you measure success?</div> <div>Think about what you expect to see at the end of the year and detail the measurements you’ll use to check on your progress. You’ll want to reference the success measures from your strategic plan template.</div> <div>Regulation 9(1)(d)</div>
<div>SL will be implemented in each class directed at each level on a case by case basis.</div>	<div>Principal</div> <div>Lead Teacher</div> <div>Classroom teacher</div>	<div>SL resources directed at each level 1—8</div> <div>SL resources directed at identified students to support learning</div>	<div>Term 1—4</div> <div>Ongoing</div>	<div>We will see:</div> <div><div>Evidence of Literacy planning years 1-8</div><div>successful delivery of the Literacy programs in the classrooms</div><div>See our Reading and Writing— Mid and End of year results improve and align with our targets.</div></div>
<div>Teachers using Literacy tools including SL, Workbooks and on line support</div>	<div>Principal</div> <div>Lead Teacher</div> <div>Classroom teacher</div>	<div>Up to date Tchr Laptops and internet access</div> <div>PLD for Literacy programs, new resources workbooks and online material</div> <div>MNP teacher support website for planning and teaching</div>	<div>Term 1—4</div> <div>Ongoing</div>	<div>We will see:</div> <div><div>Teachers using the variety of tools in logical sequence.</div><div>Students supported by teachers using the online revision and extension work.</div></div>
<div>Students will be engaged in a variety of literacy tools and SL resources including online for literacy support, revision and extension work</div>	<div>Principal</div> <div>Lead Teacher</div> <div>Classroom teacher</div>	<div>Literacy and SL tools</div> <div>Laptops / Chromebooks</div> <div>MNP login for extension work</div>		<div>We will see :</div> <div><div>Students will develop and become familiar with the variety of resources and reference material using workbooks and online revision and extension activities.</div></div>

<div>Annual Goal 3</div> <div>(As per your strategic plan)</div> <div>Attendance and Well Being</div> <div>Regulation 9(1)(a)</div> <div>Annual Target/Goal:</div> <div>To foster a safe, inclusive, and engaging school environment that supports student well-being and improves attendance, ensuring all ākonga (students) can achieve their full potential.</div> <div>Regulation 9(1)(a)</div> <div>What do we expect to see by the end of the year?</div> <div>(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)</div> <div><div>Improved student attendance</div><div>Positive feedback from students, parents and whanau regarding student well being.</div><div>Increased engagement from whānau in supporting their children’s at Rukuhia School</div></div> <div>Regulation 9(1)(d)</div>				
<div>Actions</div> <div>Detail the key actions you’ll take this year to reach your annual target listed above</div> <div>Regulation 9(1)(b)</div>	<div>Who is Responsible</div> <div>Regulation 9(1)(c)</div>	<div>Resources Required</div> <div>Regulation 9(1)(c)</div>	<div>Timeframe</div> <div>This is optional however is useful to help with your planning</div>	<div>How will you measure success?</div> <div>Think about what you expect to see at the end of the year and detail the measurements you’ll use to check on your progress. You’ll want to reference the success measures from your strategic plan template.</div> <div>Regulation 9(1)(d)</div>
<div>SL will be implemented in each class directed at each level on a case by case basis.</div>	<div>Principal</div> <div>Lead Teacher</div> <div>Classroom teacher</div>	<div>SL resources directed at each level 1—8</div> <div>SL resources directed at identified students to support learning</div>	<div>Term 1—4</div> <div>Ongoing</div>	<div>We will see:</div> <div><div>Evidence of Literacy planning years 1-8</div><div>successful delivery of the Literacy programs in the class-rooms</div><div>See our Reading and Writing— Mid and End of year results improve and align with our targets.</div></div>
<div>Teachers using Literacy tools including SL, Workbooks and on line support</div>	<div>Principal</div> <div>Lead Teacher</div> <div>Classroom teacher</div>	<div>Up to date Tchr Laptops and internet access</div> <div>PLD for Literacy programs, new resources workbooks and online material</div> <div>MNP teacher support website for planning and teaching</div>	<div>Term 1—4</div> <div>Ongoing</div>	<div>We will see:</div> <div><div>Teachers using the variety of tools in logical sequence.</div><div>Students supported by teachers using the online revision and extension work.</div></div>
<div>Students will be engaged in a variety of literacy tools and SL resources including online for literacy support, revision and extension work</div>	<div>Principal</div> <div>Lead Teacher</div> <div>Classroom teacher</div>	<div>Literacy and SL tools</div> <div>Laptops / Chromebooks</div> <div>MNP login for extension work</div>		<div>We will see :</div> <div><div>Students will develop and be come familiar with the variety of resources and reference material using workbooks and online revision and extension activities.</div></div>

RUKUHIA BOT GOVERNANCE PLAN 2025

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
- Check off Plan 5 YA Projects
- Update Cyclical Maintenance plan
- Monitor and maintain pool
- Property beautification forest / Native garden / school garden

Health and Safety

- Sun smart programmes
- Safety drills
- Electrical testing
- Police vetting under the VCA
- Promote Healthy eating
- Nutrition sessions
- Student Well Being
- School Docs
- Life Ed
- KOS Term 3

Review / Reporting

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

Family / Whanau Partnerships

Communication / Collaboration / Consultation

Newsletter – weekly.	Parent interviews term 1 and 3	Community questionnaires	Developing links with Melville High Marae
Reporting to parent’s T3 and T4	I.E.P. / intervention programmes.	Parent/ whanau evenings	Parent goal setting and interviews
Pre enrolment visits	Website	Grand Parent day	

Rukuhia School National and Educational and Learning Priorities - NELPS 2025

OBJECTIVE 1: LEARNERS AT THE CENTRE		What does it look like at Rukuhia School	Evidence to support we have achieved it
Priority 1:	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Promote our values of: <ul style="list-style-type: none"> • Respect • Excellence • Attitude • Leadership. Teach response though WITS— <ul style="list-style-type: none"> • Use your words, • Ignore and walk away • Tell someone • Seek help Wellbeing Survey Classroom treaty	
Priority 2:	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"> • Whanau group • Maori successful as Maori • Local narratives • Making links to our community • Value and celebrate all cultures 	

Rukuhia School National and Educational and Learning Priorities - NELPS

OBJECTIVE 2: BARRIER-FREE ACCESS		What does it look like at Rukuhia School	Evidence to support we have achieved it
Priority 3:	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	
Priority 4:	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

OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP		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"> • Year overview • Long term • Short term • Daily 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"> • Local (Rukuhia) • Local (Te Awamutu / Waikato) • National (NZ) • World History with relevance/ connection to NZ PGC and PLD	

Rukuhia School National and Educational and Learning Priorities - NELPS

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

Māori Responsiveness Plan / Giving effect to Te Tiriti o Waitangi

Rukuhia School 2025

Rationale:	<p>To make a significance difference for Māori Education.</p> <p>Ref : Ka Hikitia Accelerating Success</p>			
Links to school vision & values, strategic plan, targets etc.	<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>			
Principles of the Treaty http://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Updates/Issue-16-January-2012	School <i>Our school will...</i>	Students <i>Our students will...</i>	Whānau <i>Our Whānau will...</i>	Iwi and Community <i>Iwi & Community will...</i>
Partnership is...	Consulting with parents/whanau	Support and learn alongside each other	Actively involved in their child's learning	Making links with school and whanau
Protection is...	Reflecting the identity, language and culture of Māori students	Adhering to the school values and whakatauki	Endeavour to protect the principles of the treaty through the teaching of te reo/tikanga	To follow the principles of the treaty by protecting the land
Participation is...	Actively include parents/whanau in their child's learning through interviews, reports	Participate in cultural events and activities	Attend hui and interviews and whanau events	Have an open door policy

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

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

Writing Targets 2025

These achievement levels show the children’s writing levels in December 2023— in relation to their expected levels as set by the English Exemplars and Literacy Progressions

STATE OF STUDENT LEARNING DECEMBER 2024	EXPECTED STATE OF STUDENT LEARNING DECEMBER 2025	OBJECTIVES	ACTIONS	LEAD TCHR TIMEFRAME
<p><u>Student achievement</u></p> <p><u>School</u></p> <p>39 are working ABOVE</p> <p>72 are working AT</p> <p>18 are working BELOW</p>	<p><u>TARGETS :</u></p> <p>To have 97 students working within the expected achievement levels</p> <p>To have 23 students working above the expected achievement levels</p> <p>To get 6 priority students working within the expected assessment levels</p>	<p>To raise the writing levels of all students at Rukuhia School</p> <p>To raise the writing levels with particular focus on Māori students, Māori boys and boys</p> <p>To ensure that writing / literacy programmes meet the needs of our children</p>	<p>New Entrants (1st 6 months) to focus on Oral Language Development programmes for pre reading / writing</p> <p>All students assessed in Feb / July / December</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>Link teachers reporting of targeted students learning, engagement and achievement to teacher appraisal</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>To identify children at risk and develop programmes to meet these needs</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 the English Exemplars and Learning Progressions</p> <p>LWS staff meetings</p> <p>Identify and cater for ESOL students</p> <p>R & R—Literacy Moderation term by term</p> <p>R & R—Literacy PD</p>	<p>JANE COLES</p> <p><u>Schoolwide Data Collection</u></p> <p>Previous EOY data Feb</p> <p>Charter targets set by March 1st</p> <p>MID YEAR</p> <p>July/ Aug</p> <p>EOY</p> <p>Nov / Dec</p> <p><u>BUDGET</u></p> <p>\$8000 Staff PLD and Resources</p> <p>BOT to monitor TA budget</p>

Reading Targets 2025

These achievement levels show the children’s reading levels in December 2023 — in relation to their chronological age

STATE OF STUDENT LEARNING DECEMBER 2024	EXPECTED STATE OF STUDENT LEARNING DECEMBER 2025	OBJECTIVES	ACTIONS	LEAD TCHR TIMEFRAME
<p><u>Student achievement</u></p> <p><u>Whole School</u></p> <p>105 are reading ABOVE</p> <p>17 reading AT</p> <p>4 students are reading BELOW</p> <p>2 students are reading Well BELOW</p>	<p><u>TARGETS :</u></p> <p>To have 112 students working within the expected achievement levels</p> <p>To have 8 priority student working within the expected achievement levels</p> <p>To have 17 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 (1st 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 & R—Literacy Moderation term by term</p> <p>R & R—Literacy PD</p>	<p>JANE COLES</p> <p>Schoolwide Data Collection</p> <p>BOY</p> <p>Feb</p> <p>Charter targets set by March 1st</p> <p>MID YEAR</p> <p>July/ Aug</p> <p>EOY</p> <p>Nov / Dec</p> <p><u>BUDGET</u></p> <p>\$8000 Staff PLD and Resources</p> <p>BOT to monitor TA budget</p>

Numeracy Targets –2025

These achievement levels show the children’s mathematics levels in December 2024 — in relation to their achievement linked to Numeracy Stages

STATE OF STUDENT LEARNING DECEMBER 2024	EXPECTED STATE OF STUDENT LEARNING DECEMBER 2025	OBJECTIVES	ACTIONS	LEAD TCHR TIMEFRAME
<p><u>Student achievement</u></p> <p><u>Whole School</u></p> <p>63 are working ABOVE</p> <p>35 are working AT</p> <p>20 are working BELOW</p>	<p><u>TARGET:</u></p> <p>To have 107 students working within the expected achievement levels</p> <p>To get 6 priority students working within the expected achievement levels</p> <p>To have 14 students achieving AT get to Above</p>	<p>To raise the numeracy levels of all students at Rukuhia School.</p> <p>To raise the numeracy levels with particular focus on Māori students, Māori boys and boys</p> <p>To ensure that the Maths No Problem programme meets the needs of our children</p>	<p>New Entrants (1st 6 months) to focus on -counting/ Numerals/sequence/ sets and language</p> <p>All students NUMPA / Jam tested in Dec PAT Feb</p> <p>To identify children at risk and develop programmes to meet these needs</p> <p>To identify children working above the NPL for their year level and extend these children</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>Interschool observation/ teaching visits and learning conversations</p> <p>The Teacher and Teacher Aids to target specific groups within classrooms – particularly at risk / target students</p> <p>Track students as a cohort on Etap</p> <p>Link the assessment of numeracy to the achievement levels as set in the NSL.</p> <p>For targeted students - review and report progress and learning once a term and decide on next steps</p>	<p>Olivia Andrew</p> <p>Schoolwide Data Collection</p> <p>BOY</p> <p>Feb</p> <p>Charter targets set by March 1st</p> <p>MID YEAR</p> <p>July/ Aug</p> <p>EOY</p> <p>Nov / Dec</p> <p><u>BUDGET</u></p> <p>\$8000 Staff PLD and Resources</p> <p>BOT to monitor TA budget</p>