

PRINCIPLAS

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.
- Culture and languages 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.

Rukuhia School Charter 2013— 2015.



MISSION / VISION

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

Acknowledging New Zealand's unique heritage and our global community
Involving our community and environment
An 'I can do it' attitude
Being a leader
Being true to yourself
Learning to learn
Displaying friendship and trust
Going flat tack and giving 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.

Rukuhia Students are encouraged to live by the values of :

Respect by valuing ourselves, others and the rights of all living things.

Responsibility by doing the best you can and managing ones self.

Honesty by caring for yourself and others and always telling the truth.

Excellence by giving your all, 100%.

Kindness and Caring by being friendly, helpful and sharing with others.

Self discipline by choosing to show self management and control in our words and actions.

KEY COMPETENCIES

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

Managing self - 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 VISION

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ACKNOWLEDGE NEW ZEALANDS
UNIQUE HERITAGE AND OUR
GLOBAL COMMUNITY



I CAN DO IT



BE A LEADER



FRIENDSHIP AND TRUST



LEARNING TO LEARN



BE TRUE TO YOURSELF



FLAT TACK & GIVING IT EVERYTHING



COMMUNITY AND ENVIRONMENT

EXCELLENCE

SELF DISCIPLINE

KINDNESS & CARING

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RUKUHIA SCHOOL **DEVELOPING STRATEGIC GOALS** **Strategic Planning 2013 - 2015**

Student Learning and
Achievement
STUDENTS

Developing a quality
learning community
TEACHERS

School Organisation
and Structure
SYSTEMS

NATIONAL PRIORITIES

- Effective teaching for all students.
- Improve student Literacy
- Improve student Numeracy
- Raise Maori / Pacific student achievement
- Healthy Eating
- School / Home / Community relationships
- National Standards

RUKUHIA SCHOOL PRIORITIES

- Develop positive learning classroom environments.
- Expose students to creative thinking tools (Creating The Thinking Classroom)
- Improve student Literacy with focus on written work (NZEC Exemplars and NS)
- Improve student Numeracy—Basic facts and the numeracy understanding. (NUMPA /NS)
- Acknowledge Tikanga Maori with the objective to raise Maori student achievement.
- Provide and encourage healthy eating.
- Continue open communication between School / Home / Community (Celebrating student achievement)

RUKUHIA SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT.

Curriculum

- To develop consistency in level appropriate assessment practices across the school.
- We will raise the level of literacy and numeracy across the school and focus on students that are under achieving and extend those at to above.
- Use various approaches and tools to improve thinking in written language.
- Share curriculum information with our community so that they are able to support our students through time and resources.

Key Competencies

- Linked to our Rukuhia Vision and Rukuhia Values
- Provide focus for planning and classroom lessons that provide more focus and direction.

THE UNIQUE POSITION OF THE MAORI CULTURE

At Rukuhia School we will recognize and value the unique position of Maori in New Zealand and the importance of the treaty partnership. All students will have the opportunity to acquire some knowledge of Maori language and culture. We will acknowledge and respect the values, traditions and histories of both Maori and Pakeha New Zealanders.

The school curriculum will encourage students to understand and respect different cultures that make up New Zealand society. It will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognized and valued. It will acknowledge the place of Pacific Island societies in New Zealand society and New Zealand's relationships with the peoples of Asia, Africa, Europe and the South Pacific.

RUKUHIA SCHOOL WILL INCORPORATE TIKANGA MAORI INTO THE CURRICULUM BY:

- Pronouncing names correctly
- Promoting involvement in a diverse range of cultural activities. i.e. culture groups
- Practice respect for each culture e.g. eye contact, no sitting on tables, no shoes in classrooms
- Teachers' planning reflects New Zealand's dual cultural heritage
- EEO principles are met when employing staff
- Tikanga Maori incorporated in class programmes as appropriate e.g. days of week, body parts, colours, numbers, greetings
- Waiata incorporated into assemblies etc. Sing national anthem in both Maori and English
- Bilingual signage and instructions where appropriate
- Acknowledging dual cultural heritage when planning learning experiences
- Powhiri – as appropriate
- Marae Visit – juniors / seniors visits
- Basic protocol – including Karakia when appropriate
- Kapa Haka group – instruction groups in Waiata / Poi / Taiaha

IN ORDER TO PROVIDE INSTRUCTION IN TE REO MAORI FOR FULL TIME STUDENTS WHOSE PARENTS REQUEST IT, THE SCHOOL WILL ENDEAVOUR TO:

- Encourage staff to participate in Tikanga Maori. i.e. Te Reo, Professional Development opportunities etc.
- Provide Kaiawhina and Whanau support for Te Reo and Kapa Haka programmes.
- Professional development opportunities available to all staff.
- If Rukuhia School is unable to provide such services the school will , to the best of its ability help families to find such services,

STEPS TAKEN TO DISCOVER THE VIEWS AND CONCERNS OF THE SCHOOLS MAORI COMMUNITY

- Parents invited to attend hui / Whanau meetings / meet the teacher evenings
- Home visits as appropriate
- Endeavour to contact / meet all parents Term 1 every year. Continued liaison throughout the year. Good news, phone calls etc
- Open lunchtimes and other informal occasions e.g. Summer swim / BBQs, morning teas
- Consultation through panui / newsletters
- Representation on BOT
- Whanau group – raise profile of Whanau group within school community
- Kaumatua – meet the staff, re-establish communication lines
- Community groups – Regular liaison with Community Constable, Campus Police, Fairfield Interagency team, Police Rock On
- Home-School literacy partnership programme

RUKUHIA SCHOOL

DEVELOPING STRATEGIC GOALS

Strategic Planning 2013 - 1215

RUKUHIA SCHOOL GOALS FOR SCHOOL ORGANISATION & STRUCTURE

Curriculum

- Annual ministry targets reviewed through schoolwide data collection.
- All planning and teaching linked to the charter, charter goals, vision, values and key competencies.
- SMS system operating—Etap— upgraded 2012

Finance

- Budgets set for curriculum, staffing, admin, personnel, repairs & maintenance caretaker & cleaner, grounds, new works and equipment, provisions, amenities.

Human resources

- Appraisals—improving tchr practice, Monitoring effective management, developing personal growth.
- Principal monitor the effectiveness of Professional development and learning.

Health and Safety

- Safety in the playground and classroom environments is a high priority.
- Provide a safe physical and emotional environment for students.

Property Management

- 10 / 5 YP - reviewed and changed according to school needs / MOE school WOF Feb—April 2013

NATIONAL STANDARDS

The BOT and staff are committed to reporting the progress and achievement of Rukuhia students, in relation to the National Standards.

This will involve two reports.

1. A mid year / anniversary report to parents on the progress towards the expected achievement levels as set out in the NS for reading, writing and mathematics.
2. An end of year report using the NS scale of— below, at or above for reading, writing and mathematics. This report will be incorporated into the Rukuhia School end of year report.

Rukuhia School Strategic Plan 2013-2015		2013	2014	2015
Strategic Goal 1: All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.	National Standard Individual Assessment recorded Students achievement measured against NS School Targets set against the NS and put in charter 2013. Curriculum areas reviewed Budget modified to reflect strategic plan PD in reading, writing, maths, and GATE	Analysis of variance completed and measured against NS Continue teacher professional development in reading, writing, and mathematics. Review GATE Programme Weaknesses from 2013 identified and addressed Budget reviewed	Analysis of variance completed and measured against NS Teacher professional development in all areas of the curriculum Weaknesses from 2014 identified and addressed Budget reviewed Review GATE Programme	
Strategic Goal 2: Maori students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture as Maori. Whanau are supporting their children’s learning.	Community consultation - 2013 Charter and targets published and on the website. Maori students achievement date collected and measured against the NS—IEP discussed with Whanau to strengthen partnership of students education. Maori learning styles covered in staff professional development. Foster open door policy	Survey Maori parents to analyse strengths and weaknesses in 2013 and develop a learning plan. IEP discussed with Whanau to strengthen partnership of students education. Maori students achievement date collected and measured against the NS Maori learning styles covered in staff professional development— GATE / SENCO register updated	IEP discussed with Whanau to strengthen partnership of students education. Survey Maori parents to analyse strengths and weaknesses in 2014 and develop a learning plan. Maori students achievement date collected and measured against the NS Maori learning styles covered in staff professional development— GATE / SENCO register updated	
Strategic Goal 3: Students with special learning needs are supported in their learning so that they can progress in relation to the New Zealand Curriculum and fully participate in and contribute to the school and their community environment.	Students below and well below standard identified by teachers and the appropriate form filled out and given to SENCO who contacts agencies and helps teachers with IEP A multi year plan developed to support students—plans reviewed and refreshed yearly. Teacher aides scheduled to work with students, Enrichment classes set up to help boost student achievement in reading, writing and maths. Breakout rooms– the lack of teaching space—5 & 10 YP	Teachers explore ways to facilitate students achievement Professional development—SN Students identified and plans established and reviewed. Source programmes and resources that can be used as to support SN Children A multi year plan developed to support students—plans reviewed and refreshed yearly. Enrichment classes continue in reading, writing and maths. Review engagement of outside agencies	Teachers explore ways to facilitate students achievement Professional development Students identified and plans established and reviewed. Source other programmes and resources that can be used as to support SN— focus on ICT Budget reviewed . Enrichment classes continue in reading, writing and maths. Review engagement of outside agencies	
Strategic Goal 4: Students with special learning abilities (GATE) are supported in their learning so that they can extend their progress in relation to the New Zealand Curriculum.	Students above standard are identified by teachers and appropriate forms given to SENCO. Outside resources for GATE children sought and utilised. Extension classes running in reading, writing and maths. Develop extension classes in Curriculum / high interest Some interclass exchanges to help develop students in certain areas.	Students above standard are identified by teachers and appropriate forms given to SENCO. Outside resources for GATE children sought and utilised. Extension classes running in reading, writing and maths. Develop extension classes in Curriculum / high interest Some interclass exchanges to help develop students in certain areas.	Students above standard are identified by teachers and appropriate forms given to SENCO. Outside resources for GATE children sought and utilised. Extension classes running in reading, writing and maths. Develop extension classes in Curriculum / high interest Some interclass exchanges to help develop students in certain areas.	
Strategic Goal 5: Teachers are supported to improve pedagogy, teaching, learning and assessment practice which will lead to increased student progress and achievement.	Teacher development in reading, writing, maths, inquiry learning, co-constructed learning, national standards, new curriculum, boys learning styles and Maori learning styles. Teacher planning systems and expectations developed. Teacher planning through inquiry established Formative assessment practice developed and reinforced Teachers observed by senior management—appraisals. GATE / Numeracy Staff development	Regular review and professional development in all areas of the school will continue. Principal seeking outside people and resources to help teachers improve their practice. Teachers observing each others Teachers are reflective practitioners Teachers encouraged to analyse class results & own tchg. GATE—Staff development	Regular review and professional development in all areas of the school will continue. Principal seeking outside people and resources to help teachers improve their practice. Teachers observing each others Teachers are reflective practitioners Teachers encouraged to analyse class results & own tchg. GATE—Staff development	
Strategic Goal 6: To develop staff, student and parent’s use of ICT to support teaching and learning and communication between home and school. ICT development of school infrastructure.	ICT—Server / Cloud Tech—Develop Strategic Plan Use technology to develop our students into critical thinkers Utilise technology to increase the communication between the school and the home environment Support students/ tchrs and parents to be ICT natives Investigate cutting edge technology for use in the school/home	Implement ICT Strategic Plan Support students/ tchrs and parents to be ICT natives Incentivise and support E sharing of student achievement with families use school website Investigate cutting edge technology for use in the school/home	Implement ICT Strategic Plan Support students/ tchrs and parents to be ICT natives Incentivise and support E sharing of student achievement with families use school website Investigate cutting edge technology for use in the school/home	

<p><u>Property</u></p> <ul style="list-style-type: none">• Bush enhancement• Regular Property checks• Toilet block cysteine's• Upgrade major lack of storage• Develop a plan for breakout rooms and address the severe teaching space shortage.• Engage consultant for 5 and 10 YP• Renew Computers in classrooms.	<p>RUKUHIA SCHOOL</p> <p>DEVELOPING STRATEGIC GOALS</p> <p>Annual Planning 2013</p>			<p><u>Curriculum</u></p> <p><u>Development</u></p> <ul style="list-style-type: none">• Develop in-depth reading and writing skills schoolwide.• Develop in-depth Math skills focusing on numeracy and problem solving.• GATE—PD <p><u>Implementation</u></p> <ul style="list-style-type: none">• Development of effective classroom programmes to support children's progress and achievement in literacy and numeracy.• Continue with Numeracy Project with all classes focusing on knowledge and strategies.• Extension classes—GATE• ICT inquiry learning• Health, P.E and nutrition commitments <p><u>Other</u></p> <ul style="list-style-type: none">• Host Interschool Swimming sports• Participate in Interschool Sports• EOTC - Camps / Day Trips.• Country / Group Day• Speeches• Acknowledge memorials.
<p><u>Personnel</u></p> <ul style="list-style-type: none">• EEO obligations will be met• Teachers to attend ANP / ENP workshops• Maths PD as required• Writing PD as required• RTLB input as required• RT Lit input as required• Teacher Aide time• BOT and staff PD as required• Appraisals—teacher and principal• SSL—accounts• PTA support and input	<p><u>Priority Areas</u></p> <p><u>For student achievement:</u></p> <p>Develop Written / Oral language skills</p> <p>Reading and Spelling</p> <p>Numeracy / basic facts / mathematical processes</p> <p>GATE PD (staff) and Classroom Programme Implementation</p> <p>ICT and Inquiry learning</p> <p>Positive behaviour</p>			
	<p><u>Finance</u></p> <p>Professional development budget set to cover needs of</p> <ul style="list-style-type: none">• National Standards Professional development• Numeracy Project• Spelling• Health, P.E and nutrition• Maths• Budget provided for classroom resources needed to implement programmes• Fundraising – in association with the PTA e.g. Gala day, sausages, trail rides, metal drives, country day, raffles.	<p><u>Health and Safety</u></p> <ul style="list-style-type: none">• Safe playground practices• Safe classroom practices• Safe bus journey practices• Emergency Drills (per term)• Regular Health and Safety checks• Promote hygiene• Nutrition – healthy lunches		
<p><u>Self Review / Reporting</u></p> <ul style="list-style-type: none">• Review and Upgrade Pupil cumulative files• Upgrade Policies• Policy and Procedures/Guidelines folder• Curriculum— Vision / Values / Mission Statement• Up skill Staff—SMS system ETAP				
<p><u>Partnership with the Community</u></p> <p>Communication: Regular newsletters will update progress in all target areas/ celebration evenings.</p> <p>Collaboration: Parents will be included in any discussions about decisions regarding outside agencies and their child.</p> <p>Consultation: Parent interviews, parent discussion and/or educational evenings, reports & community questionnaires will ensure full consultation –in particular Principal Appraisal of school management, Annual plan, November questionnaire.</p>		<p><u>Reflecting New Zealand’s Cultural Diversity</u></p> <ul style="list-style-type: none">• Tikanga and te reo Maori will be integrated across the curriculum.• Kapahaka will be scoped and implemented with community support <p>Should parents request a full time student to receive instruction in te reo Maori all reasonable steps will be taken to provide this.</p>		

Rukuhia School Charter Strategic Goals 2013

Writing Targets

These achievement levels show the children's writing levels in February 2013— in relation to their expected levels as set by the English Exemplars and the National Standards.

STATE OF STUDENT LEARNING FEBRUARY 2013	EXPECTED STATE OF STUDENT LEARNING DECEMBER 2013	OBJECTIVES	ACTIONS
<p><u>Student achievement across the Whole</u></p> <p><u>School</u> 55 % are writing AT or ABOVE 45 % are writing BELOW</p> <p><u>Maori Students</u> 50 % are writing AT or ABOVE 50 % are writing BELOW</p> <p><u>Maori Boys</u> 36 % are writing AT or ABOVE 64 % are writing BELOW</p> <p><u>Maori Girls</u> 64 % are writing AT or ABOVE 36 % are writing BELOW</p> <p><u>Boys</u> 52 % are writing AT or ABOVE 48 % are writing BELOW</p> <p><u>Girls</u> 60 % are writing AT or ABOVE 40 % are writing BELOW</p>	<p><u>TARGETS :</u></p> <p>To increase the number of students working AT or ABOVE their expected level, in relation to the English Exemplars and national standards from 55 % to 78 %.</p> <p>To have 27 % of students working above the expected NS.</p> <p>75 % of Maori students working at or above the NS.</p>	<p>To raise the writing levels with particular focus on Maori students and boys.</p> <p>To ensure that writing literacy programmes meet the needs of our children.</p> <p>To identify children at risk and develop programmes to meet these needs.</p> <p>To identify children working above their CA and year level and extend these children</p> <p>To use Teacher Aids to target specific groups within classrooms – particularly at risk students.</p> <p>To begin tracking the students as a cohort on a writing tracking grid.</p> <p>Standardize and moderate assessment through the use of the English Exemplars and NS.</p> <p>Identify and cater for ESOL students.</p>	<p>New Entrants (1st 6 months) to focus on Oral Language Development programmes for pre reading / writing.</p> <p>All year 3 – 8 PAT / STAR tested in March.</p> <p>All students assessed and graphed in Feb / June / December 12.</p> <p>Establish staff Professional Development and Professional Learning with the schools in the LW and TA areas.</p> <p>Develop and share a resource bank within the school and cluster.</p> <p>Consideration given to students learning styles and interests and to the purchase of appropriate materials to support classroom programmes.</p> <p>Continue consultation and collaboration with Whanau/ parents to support children's learning.</p> <p>Engage teacher aids to support and extend children in classroom programmes and breakout programmes.</p>

Rukuhia School Charter Strategic Goals 2013

Reading Targets

These achievement levels show the children's reading levels in February 2013— in relation to their chronological age and the National Standards

STATE OF STUDENT LEARNING FEBRUARY 2013	EXPECTED STATE OF STUDENT LEARNING DECEMBER 2013	OBJECTIVES	ACTIONS
<p><u>Student achievement across the Whole</u></p> <p><u>School</u> 77 % are reading AT or ABOVE 23 % are reading BELOW</p> <p><u>Maori Students</u> 64 % are reading AT or ABOVE 36 % are reading BELOW</p> <p><u>Maori Boys</u> 46 % are reading AT or ABOVE 54 % are reading BELOW</p> <p><u>Maori Girls</u> 82 % are reading AT or ABOVE 18 % are reading BELOW</p> <p><u>Boys</u> 36 % are reading AT or ABOVE 64 % are reading BELOW</p> <p><u>Girls</u> 14 % are reading AT or ABOVE 86 % are reading BELOW</p>	<p><u>TARGET:</u></p> <p>To increase the number of students working AT or ABOVE their expected level, in relation to the National standards and chronological reading ages from 77 % to 93 %.</p> <p>To have 61 % of students working above the expected NS.</p> <p>75 % of Maori students working at or above the NS.</p>	<p>To raise the reading levels with particular focus on Maori students and boys.</p> <p>To ensure that reading / literacy programmes meet the needs of our children.</p> <p>To identify children at risk and develop programmes to meet these needs.</p> <p>To identify children working above their CA and year level and extend these children</p> <p>To use Teacher Aids to target specific groups within classrooms – particularly at risk students.</p> <p>To begin tracking the students as a cohort on a reading tracking grid.</p> <p>Standardize and moderate assessment</p> <p>Identify and cater for ESOL students.</p>	<p>New Entrants (1st 6 months) to focus on Oral Language Development programmes for pre reading.</p> <p>All year 3 – 8 PAT / STAR tested in March.</p> <p>All students assessed and graphed in Feb / June / December .</p> <p>Establish staff Professional Development and Professional Learning with the schools in the LW and TA areas.</p> <p>Develop and share a resource bank within the school and cluster.</p> <p>Consideration given to students learning styles and interests and to the purchase of appropriate materials to support classroom programmes.</p> <p>Continue consultation and collaboration with Whanau/ parents to support children's learning.</p> <p>Engage teacher aids to support and extend children in classroom programmes and breakout programmes.</p>

Rukuhia School Charter Strategic Goals 2013

Numeracy Targets

These achievement levels show the children's numeracy levels in relation to their expected levels as set by the Numeracy Project and the National Standards.

STATE OF STUDENT LEARNING DECEMBER 2012	EXPECTED STATE OF STUDENT LEARNING DECEMBER 2013	OBJECTIVES	ACTIONS
<p><u>Student achievement across the Whole</u></p> <p><u>School</u> 91 % are working AT or ABOVE 9 % are working BELOW</p> <p><u>Maori Students</u> 80 % are working AT or ABOVE 20 % are working BELOW</p> <p><u>Maori Boys</u> 75 % are working AT or ABOVE 25 % are working BELOW</p> <p><u>Maori Girls</u> 82 % are working AT or ABOVE 18 % are working BELOW</p> <p><u>Boys</u> 94 % are working AT or ABOVE 6 % are working BELOW</p> <p><u>Girls</u> 90 % are working AT or ABOVE 10 % are working BELOW</p>	<p><u>TARGET:</u></p> <p>To maintain the number of students working AT or ABOVE their expected level, in relation to the National standards and the Numeracy stages at 91 %</p> <p>To have 20 % of students working above the expected NS.</p> <p>To have 80 % of Maori students working at or above the NS.</p>	<p>To raise the numeracy levels with particular focus on Maori students and boys.</p> <p>To ensure that numeracy programmes meet the needs of our children.</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>To use Teacher Aids to target specific groups within classrooms – particularly at risk students.</p> <p>To begin tracking the students as a cohort on a Numeracy tracking grid.</p> <p>Link the assessment of numeracy to the achievement levels as set in the National standards.</p>	<p>New Entrants (1st 6 months) to focus on - counting/Numerals/sequence/ sets and language.</p> <p>All year 3 – 8 PAT maths tested in March.</p> <p>All students NUMPA tested in Dec.</p> <p>Establish staff Professional Development and Professional Learning with the schools in the LWS and Xroads clusters.</p> <p>Develop and share a resource bank within the school and cluster.</p> <p>Consideration given to students learning styles and interests and to the purchase of appropriate materials to support classroom programmes.</p> <p>Continue consultation and collaboration with Whanau/ parents to support children's learning.</p> <p>Engage teacher aids to support and extend children in classroom programmes and breakout programmes</p>