

# Vision: Kā Tupu Kotahi Ai Tatou Together We Grow

**Mission:** To nurture our tamariki's social, emotional, cultural and academic development, together with our community.

## Ngā ākonga te tipu tahi Students Growing Together

1

Curious, active and creative learners who are Kaitiaki of our unique environment and beyond.

## Ngā kaiako e tipu tahi ana Teachers Growing Together

2

Highly skilled teachers and leaders motivated to improve their practice.

## Hapori tahi Community Growing Together

3

Strong Kura, whānau and community partnerships, supporting and living our school values and vision

**RURU Values:**

**RESPECT – UNIQUE –  
RESILIENCE – UP TO ME**

### The National Learning Priorities




Obj 1: Learners at the Centre: Learners with their whānau are at the centre of education and learning. Great education and leadership make the difference for learners and their whānau. Learning that is relevant to the lives of New Zealanders today.

Obj 2: Barrier Free Access: Great education and leadership make the difference for learners and their whānau. Learning that is relevant to the lives of New Zealanders today.

Obj 3: Quality Teaching and Learning Outcomes: Great education and leadership make the difference for learners and their whānau. Learning that is relevant to the lives of New Zealanders today.

Obj 4: Future of Learning and Work: Learning that is relevant to the lives of New Zealanders today.

Obj 5: World Class Inclusive Public Education: Learning that is relevant to the lives of New Zealanders today.

The Statement of National Education and Learning Priorities (NELP) and Tertiary Education Strategy (TES)											
Objective 1		Objective 2		Objective 3:		Objective 4		Objective 5			
<b>Learners at the Centre:</b> Learners with their whānau are at the centre of education.		<b>Barrier Free Access:</b> Great education opportunities and outcomes are within reach for every learner.		<b>Quality Teaching and Leadership:</b> Quality teaching and leadership make the difference for learners and their whānau.		<b>Future of Learning and Work:</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives.		<b>World Class Inclusive Public Education:</b> New Zealand education is trusted and sustainable.			
LEARNING PRIORITIES											
1. Ensure places of learning are safe inclusive and free from racism, discrimination and bullying.		2. Have high aspirations for every akonga, 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.		3. Reduce barriers to education for all, including for Māori and Pacific akonga, disabled akonga and those with learning support needs.		4. Ensure every akonga gains sound foundation skills, including language, literacy and numeracy.		5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.			
						6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.		7. Collaborate with industries and employers to ensure learners / akonga have the skills, knowledge and pathways to succeed in work.			
								8. Enhance the contribution of research and mātauranga Māori in addressing local and global challenges. TES Only			
 Ngā ākonga te tipu tahi Students Growing Together				 Ngā kaiako e tipu tahi ana Teachers Growing Together				 Hapori tahi Community Together			
GOAL 2: Curious, active and creative learners who are Kaitiaki of our unique environment and beyond.				GOAL 1: Highly skilled teachers and leaders motivated to improve their practice.				GOAL 3: School, whānau and community partnerships strengthened through interaction, invitation and effective communication. Supporting and living our values and vision <b>“Together We Grow”</b>			
Obj 1, Priorities 1 & 2 Obj 2, Priorities 3, 4 & 5 Obj 4 & 5, All priorities				Obj 3, Priorities 1, 2, 5 & 6 Obj 4 & 5, All priorities				Obj 1, Priorities 7 Obj 1, Priorities 1@2 Obj 4 & 5, All priorities			
<ul style="list-style-type: none"><li>Growing student agency (voice and choice) in their learning - they know their learning, through the use of the progressions, and can communicate effectively with significant stakeholders (whānau, teachers, peers).</li><li>Engaging students through access to an innovative, authentic, connected curriculum.</li><li>Delivery of targeted programmes to allow students to realise their academic potential.</li></ul>				<ul style="list-style-type: none"><li>Staff are supported in developing and implementing pedagogical practices and curriculum knowledge.</li><li>Staff pilot and implement collaborative teaching inquiries - Teachers use data to drive teaching and learning. Staff are engaging and developing their knowledge, understanding and culturally responsive practice in Te Ao Māori.</li></ul>				<ul style="list-style-type: none"><li>Partnerships fostered between whānau and school with particular attention to Hapu and Iwi (COL Achievement Challenge).</li><li>Community partnerships are embedded to provide opportunities for all stakeholders.</li><li>Initiate intra and inter home/school strategies to improve e Tamariki attendance</li></ul>			



# STUDENTS GROWING TOGETHER

Ngā Ākonga te tipu tahi

**GOAL 1: To develop curious, active and creative learners who are Kaitiaki of our unique environment and beyond**

INITIATIVE: 1A	12 -month milestone	Resourcing	2025 Key Actions
<p>Delivery of targeted programmes to allow students to realise their academic potential.</p> <p><b>3 Year Success Measure</b></p> <p>Student achievement data shows students achievement averaging 80 % by the end of 2026</p>	<p>Reading, Writing and Math student achievement data at 70% by the end of 2025</p>	<ul style="list-style-type: none"> <li>• Hard copy resources \$300</li> <li>• Teacher PLD \$6000</li> </ul>	<ul style="list-style-type: none"> <li>• Continue learning more about Structured literacy and implement into reading and writing programs.</li> <li>• Target students receiving teacher inquiry focus support in structured literacy</li> <li>• Online WTB programme accessed by all students – year 3-6</li> <li>• All students receiving TLF maths teaching</li> <li>• Structured literacy teaching developed for all students yr 0-6 with a focus on reading.</li> <li>• Target students receiving 'well being support' through the Mana Ake programme.</li> <li>• Senco/ LSC to initiate support programmes with target students.</li> <li>• Literacy support initiative for target students implemented</li> </ul>

INITIATIVE: 1B	12 -month milestone	Resourcing	2025 Key Actions
<p>Growing student agency (voice and choice) in their learning - they know their learning, through the use of progressions, and can communicate effectively with significant stakeholders</p> <p><b>3 Year Success Measure</b></p> <p>100% of teachers are confidently using formative practice (Clarity of Learning) to improve student agency at rubric 3-4</p>	<p>Students can identify where their learning is and articulate the next steps for their learning (Literacy)</p> <p>-All staff have evidenced progress across stages of the Student Teacher matrix</p> <p>-Student survey of 'agency' shows 5% increase across the rubric.</p>	<ul style="list-style-type: none"> <li>• PLD hours Col</li> <li>• Hard copy resources \$6000</li> <li>• Teacher release \$4000</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers continue self and mentor assessment against Student/ Teacher matrix in 'Making the learning clear' and 'promoting further learning'- (Absolum)</li> <li>• Teacher 'structured literacy' inquiries include formative practice focus</li> <li>• Initial student survey on control group 'agency' designed and baseline data collected (What are you Learning? Why are you learning it? How do you know if you have been successful?)</li> <li>• Writing progression Data gathered at key points and recorded by leaders</li> <li>• Mentor monitoring of formative practice inquiry – fortnightly staff meeting</li> </ul>

INITIATIVE: 1 C	12 -month milestone	Resourcing	2025 Key Actions
<p>Engaging students through access to an innovative, authentic, connected curriculum.</p> <p><b>3 Year Success Measure</b></p> <p>Student engagement survey is tracked and shows 80% engagement.</p>	<p>All inquiry models have been reviewed, redeveloped and are understood and in use by staff and students.</p> <p>student engagement is surveyed. Baseline data is established.</p> <p>Student attendance has increased by 5%</p>	<ul style="list-style-type: none"> <li>• Hard copy resources \$300</li> <li>• Event resources - \$1000</li> <li>• Teacher release \$1000</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery of integrated Te Ao Maori is initiated across all classes on a weekly cycle. This to include local cultural narratives. School to access COL narratives to support.</li> <li>• Environmental Ed programme to be planned for across the school/year.</li> <li>• New OVS Inquiry models are developed and trialled for science and technology</li> <li>• The current 'Mantle of the Expert' inquiry is reviewed with a student agency lens to confirm it is fit for purpose.</li> <li>• Student engagement survey developed and is tracked across a 'general' and literacy' context.</li> </ul>

INITIATIVE: 2 A	12 -month milestone	Resourcing	2025 Key Actions
<p><b>Teachers ...Staff are supported in developing and implementing pedagogical practices and curriculum knowledge</b></p> <p><b>3 Year Success Measure</b></p> <p>100% of all staff are aware of and implementing the new NZC curriculum in Math and Literacy using TLF ( The Learner First) and Ideal Structured literacy pedagogies ..and strategic initiatives such as WTB (Writer's Toolbox)</p>	<p>All teachers will be aware of and implementing new initiatives – including strategic elements of the new curriculum.</p>	<ul style="list-style-type: none"> <li>› Funding for WTB online program for staff and students</li> <li>› PLD for Struct Literacy</li> <li>› PLD continued for TLF and WTB</li> <li>› Experts used for PLD for new curriculum</li> <li>› PB4L embed refresh</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will attend targeted PLD sessions for TLF and Ideal structured literacy with a focus on their linkage to the NZC refresh</li> <li>• Staff will compare and contrast current work against the NZC refresh and develop a 'scope and sequence' for Math and Literacy.</li> <li>• Teachers will use structured literacy as a part of their professional inquiry cycle.</li> <li>• OVS Teachers will join MOE PLD and further develop competency in Ideal/structured literacy and assessment tools.</li> <li>• Leadership team to continue to structure 2025 TOD PLD and MOE TODs around the new curriculum and design a schedule of staff meeting and external support to further pedagogy.</li> <li>• WIST to continue run staff meetings and support others with their understanding of Structured Lit and TLF. (WTB) as possible. Schedule designed to ensure coverage.</li> <li>• Leadership team to work with PB4L facilitator and in school PB4L lead to focus on restorative practice</li> <li>• Regular staff meetings run to support staff with their curric understanding – tied in with our Professional Growth Cycles</li> <li>• Schoolwide expectations for lesson, planning and overviews are constructed and part of daily practice for Math and Structured Lit.</li> </ul>

INITIATIVE: 2 B	12 -month milestone	Resourcing	2025 Key Actions
<b>Teachers implement formative practice inquiries to lift pedagogy and student agency</b>	Cycles of self-reflection, teaching as inquiry, and deliberate acts of teaching are completed	<ul style="list-style-type: none"> <li>• Practice analysis release @ \$2000</li> <li>• PLD facilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers design and implement structured literacy target group inquiries</li> <li>• Inquiries include evidence based formative practice focus</li> <li>• 5 Week 'team' review to assess problems of practice</li> <li>• Data gathered at key points and recorded on inquiry sheets to evidence</li> <li>• Mentor monitoring of inquiry – Fortnightly staff meeting</li> <li>• Teachers present inquiry at staff meeting each 1/2 year</li> <li>• Teacher Inquiries formally reviewed mid and end</li> </ul>
<b>3 Year Success Measure</b>	Teacher inquiries meet professional standards for teaching Growth Cycle		
100% of teachers and leaders are independently using growth cycle inquiries to improve their professional practice.			

INITIATIVE: 2 C	12 -month milestone	Resourcing	2025 Key Actions
<b>Teachers are engaging and developing their knowledge, understanding and culturally responsive practice in Te Ao Māori.</b>	<p>Teachers have set goals and proven progress against CRP Matrix.</p> <p>70% of teachers working at level 3 or beyond on the CRP Matrix.</p>	<ul style="list-style-type: none"> <li>• Employ kaiawhina for weekly classroom sessions \$12000</li> <li>• Kapa Haka – Junior and Senior</li> <li>• COL pld hours used</li> <li>• Kapa Haka – Senior uniforms - \$500</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to implement CRP matrix</li> <li>• Continue to share resources and ideas to further develop class environments. Extend this to Ngāhere and rongo environment being developed within the school grounds</li> <li>• Teachers take opportunity to visit other kura</li> <li>• Teachers to continue to build a strong knowledge base around cultural diversity</li> <li>• Kapa Haka performances / hosting end of Term 2</li> <li>• Matariki evening held - connecting with whanau. Wider hapu invited.</li> <li>• Continue kaiawhina Te Reo for weekly classroom Te Reo sessions. Release for Kapa Haka provided</li> </ul>
<b>3 Year Success Measure</b>			
<ul style="list-style-type: none"> <li>• 100% of teachers will be working at level 3 on the CRP Matrix.</li> </ul>			



# COMMUNITY GROWING TOGETHER

Hapori tahi

**GOAL 3: Strong Kura, whanau and community partnerships, supporting and living our school values and vision**

INITIATIVE: 3 A	12 -month milestone	Resourcing	2025 Key Actions
<p><b>Partnerships fostered between all whānau and school with particular attention to Hapu and Iwi (COL Achievement Challenge).</b></p> <p><b>3 Year Success Measure</b></p> <p>Community engagement survey achieves 80% annually</p>	<p>Whanau hapu/iwi reconnect to school through attendance at targeted school events.</p>	<ul style="list-style-type: none"> <li>• Hard copy resources \$300</li> <li>• Event resources - \$1000</li> <li>• Teacher release \$1000</li> </ul>	<ul style="list-style-type: none"> <li>• Powhiri is extended to include hapu representation</li> <li>• Matariki, OVS kapa haka festival and associated performance opportunities become normalised in our school year and school curriculum</li> <li>• OVS is an participant at the COL level and actively engaging with CRP goals and AST</li> <li>• Whanau increasingly recognise that the maori language, culture and identity are an active part of our kura</li> <li>• Whanau engagement survey developed and is tracked across a 'general' and literacy' context.</li> <li>• Strategic opportunities are fostered to ensure whanau have the opportunity to engage with the kura</li> <li>• Whanau are informed and kept updated of the new te reo programme through newsletters</li> <li>• OVS is active in building whanau hapu and iwi awareness – Key initiative hosting Kapa haka festival</li> </ul>

INITIATIVE: 3 B	12 -month milestone	Resourcing	2025 Key Actions
<p><b>Community partnerships are embedded to provide opportunities for all stakeholders.</b></p> <p><b>3 Year Success Measure</b></p> <p>80% satisfaction rates for school 'partnerships' is achieved from stakeholder survey.</p>	<p>Events are designed and implemented with good attendance</p> <p>Parent survey on stakeholder partnerships is completed Term 4 2025</p> <p>Satisfaction rates of 75% are acheived</p>	<ul style="list-style-type: none"> <li>• Event resources \$1000</li> <li>• Promotional resources \$400</li> <li>• Teacher release \$700</li> </ul>	<ul style="list-style-type: none"> <li>• Key kura stakeholders are identified</li> <li>• Regular communication is developed to reach all stakeholders. (Hero and active facebook inclusion)</li> <li>• PTA is active, well attended and supported in their role</li> <li>• School events and activities are designed to become opportunities for all stakeholders to participate and connect with the kura.</li> <li>• These activities are to be included as part of the ongoing OVS curriculum</li> <li>• Early childhoods are attended for all enrolments and promotional material developed and distributed.</li> </ul>

	<ul style="list-style-type: none"> <li>• Strategic opportunities are fostered to ensure whanau have the opportunity to engage with the kura (Kapa Haka, Matariki)</li> <li>• The school is responsive to stakeholder voice (recapitation focus 2025)</li> <li>• Vocation, curriculum and sponsorship support is explored with business stakeholders in the Kura community</li> </ul>
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INITIATIVE: 3 C	12 -month milestone	Resourcing	2025 Key Actions
<p><b>Initiate intra and inter home/school strategies to improve Tamariki attendance</b></p>	Weekly student attendance data is at 80% by the end of term 4, 2025 weekly .	<ul style="list-style-type: none"> <li>• Funding for intra school attendance initiatives \$800</li> <li>• YPF funds allocated for transition to school \$1000</li> </ul>	<ul style="list-style-type: none"> <li>• Staff, BOT and community are aware of attendance rates at our kura.</li> <li>• Regular updates of rates and encouragement of attendance are communicated to whanau and the BOT.</li> <li>• Implications and importance of poor attendance are communicated termly to whanau</li> <li>• Internal Attendance processes are reviewed and updated</li> <li>• Intra school action plan is developed for lifting engagement and student attendance</li> <li>• Administrative follow up actions are determined and policies developed</li> <li>• Staff focus on poor attendees is developed</li> <li>• Attendance services are determined for concerning attendance.</li> </ul>
<p><b>3 Year Success Measure</b></p> <p>Weekly student attendance is regularly at 90% weekly</p>			