

# 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

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 in reach for every learner.
- Obj 2: Barrier Free Access: Great education and leadership make the difference for learners and their whānau.
- Obj 3: Quality Teaching and Learning Outcomes
- 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:

The Statement of National Education and Learning Priorities (NELP) and Tertiary Education Strategy (TES)

- 1. Ensure places of learning are safe inclusive and free from racism, discrimination and bullying.
- 2. Have high aspirations for ākonga, by partnering with whānau / communities to design / deliver education that responds to identities, languages and cultures.
- 3. Reduce barriers to education for all, including for Māori and Pacific ākonga, disabled ākonga and those with learning support needs.
- 4. Ensure every ākonga 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 / ākonga 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.

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	
 <b>Ngā ākonga te tipu tahi</b> <b>Students Growing Together</b>				 <b>Ngā kaiako e tipu tahi ana</b> <b>Teachers Growing Together</b>				 <b>Hapori tahi</b> <b>Community Growing Together</b>							
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	2026 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 75% by the end of 2026</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>• Embed IDEAL Structured literacy into reading and writing programs</li> <li>• Target students receiving teacher inquiry focus support in (reading ) structured literacy</li> <li>• Online WTB programme accessed by all students – year 3-7</li> <li>• All students receiving TLF maths teaching</li> <li>• Structured literacy teaching consolidated for all students yr 0-7 with a focus on reading.</li> <li>• Target students receiving ‘well being support’ through the Mana Ake programme</li> <li>• Senco/ LSC/SLA/RTLB to support programmes with target students.</li> <li>• Increased literacy support initiative for target students continued.</li> </ul>

INITIATIVE: 1B	12 -month milestone	Resourcing	2026 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>• 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	2026 Key Actions
<p>Engaging students through access to an innovative, authentic, connected curriculum.</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 10% from term 1</p>	<ul style="list-style-type: none"> <li>• Hard copy resources \$300</li> <li>• Event resources - \$1000</li> <li>• Teacher release \$500</li> </ul>	<ul style="list-style-type: none"> <li>• Resourcing and delivery of integrated Te Ao Maori is initiated across all classes on a weekly/fortnightly cycle. This to include local cultural narratives.</li> <li>• Environmental Ed programme to be planned and staffing to be resourced across the school/year.</li> <li>• Enviro unit staffed and programme designed.</li> <li>• New OVS Inquiry frameworks are developed and trialed for science and technology.</li> </ul>
<p><b>3 Year Success Measure</b></p>			
<p>Student engagement survey is tracked and shows 80% engagement.</p>			



**STAFF GROWING TOGETHER**

Ngā kaiako e tipu tahi ana

**GOAL 2: To develop highly skilled teachers and leaders motivated to improve their practice.**

INITIATIVE: 2 A	12 -month milestone	Resourcing	2026 Key Actions
<p><b>Teachers ...Staff are supported in developing and implementing pedagogical practices and curriculum knowledge</b></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> </ul>	<ul style="list-style-type: none"> <li>• Teachers will consolidate and embed previous PLD and initiatives for TLF and structured literacy with a focus on the linkage to the new New Curriculum (Oct 2025)</li> <li>• Staff will compare and contrast current work against the revised NZC and develop an overview' for Maths</li> <li>• Teachers will use structured literacy (reading) as the focus for their professional inquiry cycle.</li> <li>• OVS Teachers will join MOE PLD for maths and further develop competency in updated assessment tools.</li> <li>• Leadership team to continue to structure 2026 TOD PLD and MOE TODs around the new curriculum and design a schedule of staff meetings and external support to further understanding.</li> <li>• Leadership team to work with PB4L facilitator and in school PB4L lead to focus on targeted restorative practice PLD.</li> <li>• Regular staff meetings run to support staff with their curric understanding – tied in with our Professional Growth Cycles</li> <li>• New staff are inducted into Schoolwide expectations for lesson, planning and overviews for daily practice for Math and Structured Lit.</li> </ul>
<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>			

INITIATIVE: 2 B	12 -month milestone	Resourcing	2026 Key Actions
<p><b>Teachers implement formative practice inquiries to lift pedagogy and student agency</b></p>	<p>Cycles of self-reflection, teaching as inquiry, and deliberate acts of teaching are completed</p>	<ul style="list-style-type: none"> <li>• Practice analysis release @ \$500</li> <li>• PLD facilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers design and implement structured literacy target group inquiries in reading</li> <li>• Inquiries include evidence based formative practice focus and data tracking</li> <li>• Mid term ‘team’ review to assess problems of practice</li> <li>• Data gathered at key points and recorded on inquiry sheets to evidence</li> <li>• Buddy monitoring of inquiry – Fortnightly staff meeting Teacher Inquiries formally reviewed mid and end</li> </ul>
<p><b>3 Year Success Measure</b></p> <p>100% of teachers and leaders are independently using growth cycle inquiries to improve their professional practice.</p>	<p>Teacher inquiries meet professional standards for teaching Growth Cycle</p>		

INITIATIVE: 2 C	12 -month milestone	Resourcing	2026 Key Actions
<p><b>Teachers are engaging and developing their knowledge, understanding and culturally responsive practice in Te Ao Māori.</b></p>	<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>• Review CRP matrix and individually review placement on the matrix. Use this to inform goal setting.</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>• Kapa Haka performances / hosting and performances throughout the year.</li> <li>• Matariki held - connecting with whanau. Wider hapu invited.</li> <li>• Continue kaiawhina Te Reo for weekly/fortnightly classroom Te Reo sessions. Release for Kapa Haka provided</li> </ul>
<p><b>3 Year Success Measure</b></p> <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	2026 Key Actions
<p><b>Partnerships fostered between all whānau and school with particular attention to Hapu and Iwi (COL Achievement Challenge).</b></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>• 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' contexts.</li> <li>• Strategic opportunities are fostered to ensure whanau have the opportunity to engage with the kura</li> </ul>
<p><b>3 Year Success Measure</b></p> <p>Community engagement survey achieves 80% positive response</p>			

	<ul style="list-style-type: none"> <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 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>
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INITIATIVE: 3 B	12 -month milestone	Resourcing	2026 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 strategic stakeholder survey.</p>	<p>Events are designed and implemented with good attendance</p> <p>Strategic stakeholder communication completed.</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 with a particular focus on year 7 and 8 business relationships.</li> <li>• Regular communication is developed to reach all stakeholders. (Hero, newsletter, 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> <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 (strategic consultation)</li> <li>• Vocation, curriculum and sponsorship support is explored with business stakeholders in the Kura community</li> </ul>

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>	<p>Weekly student attendance data is at 80% by the end of term 4, 2026</p>	<ul style="list-style-type: none"> <li>• Funding for intra school attendance initiatives \$800</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 – flowchart process including new attendance service developed and shared</li> <li>• Attendance 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 continued and shared at tea meetings as per process</li> <li>• Attendance services are utilized for concerning attendance.</li> </ul>
<p><b>3 Year Success Measure</b></p> <p>2027 weekly student attendance is regularly at 90% weekly</p>			