



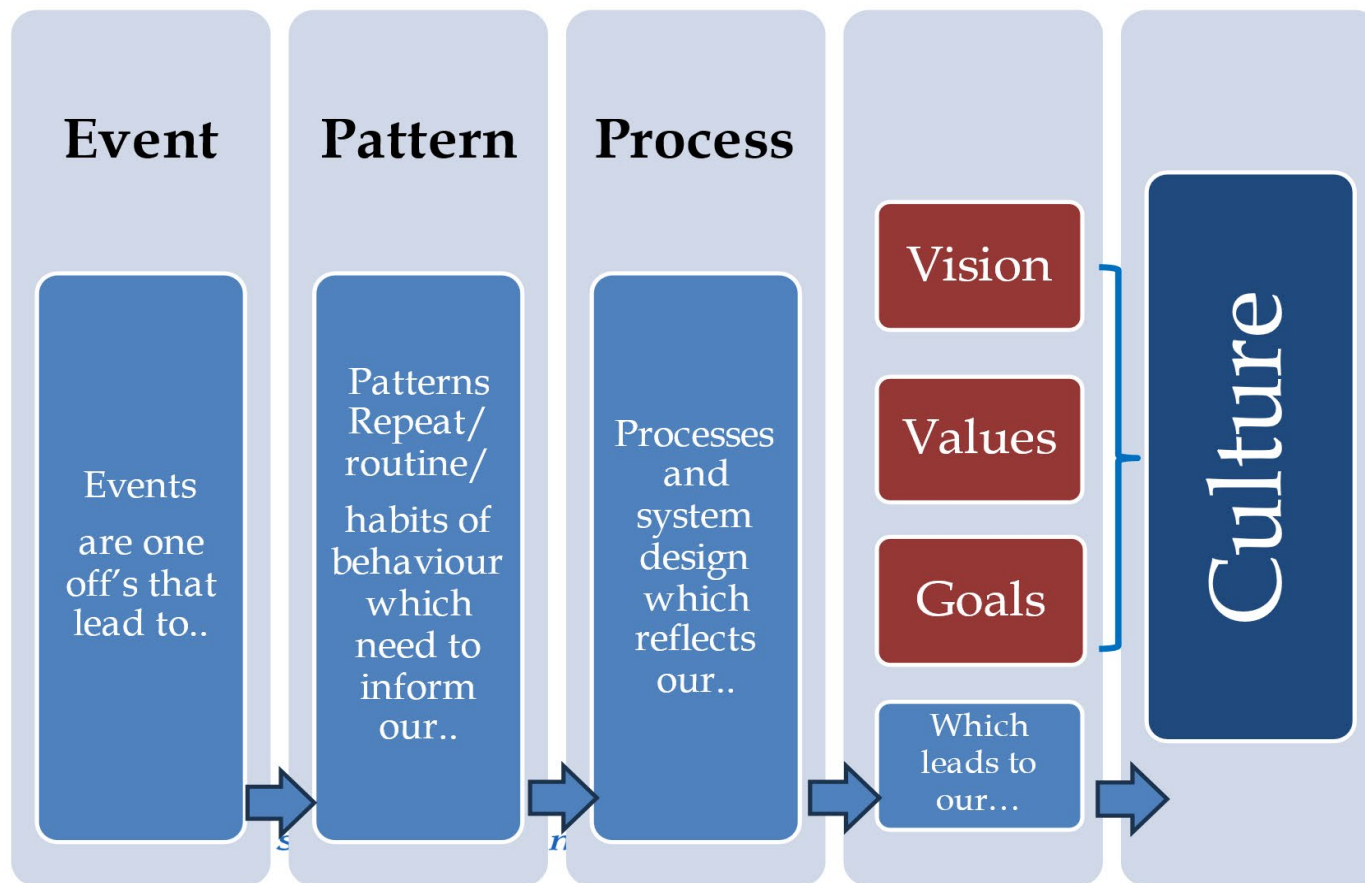
Rutherford College

2024

VISION To Strive for Personal Excellence

PURPOSE To educate students to enable our graduates to confidently transition with essential skills and qualifications.

GOALS		<p>We live and operate by Rutherford values</p> <ul style="list-style-type: none"> • Manaakitanga Responsibility • Pono Integrity • Whakaute Respect • Kairangi Excellence 	<p>We commit to creating an agentic, relevant and culturally responsible curriculum.</p>	<p>We provide an innovative learning environment for our community.</p>
INTERVENTIONS		<p>Embed depth of understanding of Rutherford Tikanga.</p>	<p>Develop a curriculum that meets the individual needs and wellbeing of Rutherford students.</p>	<p>Implement the five-year property plan developed.</p>
ACTIONS		<ul style="list-style-type: none"> • Stakeholder consultation/ communication • Regular reflection and update of pastoral procedures • Monitoring of attendance, lateness, student progress and other stats (counselling/health) • Rutherford Tikanga focus for all 	<ul style="list-style-type: none"> • Embed Kotuku ka tohea tutor group programme • Reintroduce academic tracking model Years 11-13 • Effective Teacher Practice Profile further developed. • Year 9 and 10 accelerated outcomes, Literacy, Numeracy focus • Focused staff Professional learning 	<ul style="list-style-type: none"> • Completion of D Block Toilet Upgrade • Commence building new Admin block • New Marae planning • Other capital works projects completed as per programme schedule • Student Services Centre plans developed
SUCCESS INDICATORS		<p>Staff and students know, understand and live our values, feel valued, have a sense of belonging and feeling valued.</p>	<p>Accelerated levels of student connection, engagement and learning.</p>	<p>Building and property developments meet the needs of our community on budget and on time.</p>
METRICS		<ul style="list-style-type: none"> • Submitted work on time, benchmark and a goal • Referrals to counsellors and outside agencies including medical • Grades • Stand downs and suspensions • Lateness – both before and during school • Attendance statistics • Retention rates – students and staff • Involvement in Leadership roles. Prefects, Sport, Cultural and Council • Students progressing to tertiary study 		<p>Building and project completions.</p>



Rutherford College Annual Plan 2024

Goal : We live and operate by Rutherford Values: Manaakitanga, Pono, Whakaute, Excellence

Interventions/Actions/How	Who/When	Implementation Indicators	Success Indicators
Pastoral <ul style="list-style-type: none"> ● Update and regular reflection of procedures to support improving pastoral systems. ● Procedures manual to be redeveloped and updated to reflect the Rutherford tikanga ● Embed sequenced timely intervention processes for students. ● Tutor teachers as the first pastoral leaders of their Kotuku flock. ● PLD to support tutor teachers being better at being tutor teachers. Starts with a job description. 	CR/MR	<ul style="list-style-type: none"> ● Pastoral team report fewer incidents of classroom disruption ● Tutor teachers are clear on expectations of the role ● Tutor teachers are proactive when pastoral incidents arise for their tutor class 	<ul style="list-style-type: none"> ● Pastoral systems are fit for purpose and procedures are clearly defined. ● Minimization of unreasonable disruption to other students' right to learn in a safe, positive and inclusive learning environment. ● Metrics as per one pager
Staff Induction and Orientation Process <ul style="list-style-type: none"> ● Reintroduce more whole PRT group talanoa to support schoolwide connections 	KP/SCT/ HoF/Mentors	New staff understand what it is to be part of the RC whanau. Warm and demanding is the goal.	<ul style="list-style-type: none"> ● Students experience consistently focussed learning environments.
Kotuku ka Tohea Programme Kotuku Ka Tohea Programme to run for Term 1 and Term 2 only. <ul style="list-style-type: none"> ● SLT and Deans take responsibility for leading the kotuku ka tohea programme ● All tutor teachers to attend tutor group meetings to be briefed on the fortnight ahead 	CR/SLT/ Deans SLT/HoFs/ Deans	At the end of Term 1 staff and students can perform the haka to a good standard. consistent model of implementation cross year 9 classes	<ul style="list-style-type: none"> ● Students and staff understand the must do expectations around Tikanga at Rutherford. ● All Tutor teachers properly engage and take responsibility for knowing what needs to be delivered

Goal : We live and operate by Rutherford Values: Manaakitanga, Pono, Whakaute, Excellence

Interventions/Actions/How	Who/When	Implementation Indicators	Success Indicators
<p>Growth Coaching Model</p> <ul style="list-style-type: none"> Establish Clarity about the purpose of growth coaching at Rutherford Use growth coaching strategies as part of the regular direct report meetings between line managers and middle leaders 	<p>SLT Lead SLT/HoFs/2I Cs/ Deans</p>	<ul style="list-style-type: none"> Direct report Meeting structures used consistently across the school with SLT with CL and Deans and on through line management responsibilities. Problems and concerns are addressed in a timely manner in a way that helps progress the task and relationships. 	<ul style="list-style-type: none"> Growth Coaching model language becomes the norm. Schoolwide process for continuous growth is embedded and leaders are empowered to be good leaders. Direct Report Meeting structures used consistently across the school.
<p>Other Professional Development <u>Departmental Review Programme</u> An ongoing cycle of independent reviews that includes questionnaires, 2 days in school conducting observations and interviews and culminates with a feedback session and a written report highlighting strengths and areas for improvement.</p> <p>2024 English and Maths in Term 2 Social Sciences in Term 3</p> <p>2025 Technology and PE in Term 2 Science in Term 3</p>	<p>English and Maths in Term 2 Social Sciences in Term 3</p> <p>SLT/HOFs</p>	<p>A clear review process is provided to participating HODs in late Term 1</p>	<ul style="list-style-type: none"> Strengthen the ability of learning areas and RC to conduct rigorous improvement focussed review. Next steps for growth and improvement are identified and a plan is established to increase achievement Provides leadership growth for HOFs and DPs.

Goal : We commit to creating an agentic relevant and culturally responsive curriculum to ensure students strive for personal excellence.

Interventions: Develop a curriculum that meets the individual needs and wellbeing of Rutherford students and supports our students striving for personal excellence	Who/When	Implementation Indicators	Success Indicators
<p>Academic Tracking</p> <ul style="list-style-type: none"> ● Embed a sequenced and timely intervention process for academic tracking. (Tracking of portfolio or extended assessment timeframe assessments a priority. ● Regular reporting including three weekly updates to parents about Learning Behaviours and engagement. ● Keep to the assessment calendar to support effective academic tracking. ● Regular NCEA credit summaries for Years 11 -13 for Deans and Tutors. ● Supports in place for accelerated academic progress for identified SARONAs in Year 10 based on Year 9 outcomes. ● Targeted support for students who need reading support are offered a literacy and/or numeracy class. ● Mentoring programme for students in Year 9 and 10. ● Regular reporting back of attendance/academic achievements for the whole school. Fortnightly attitude/attendance reporting for the whole school - classroom engagement and work completion plus attendance. ● 1st Assessment completed by end of Term 1. Any students not achieving will go on a list for receiving additional support. ● Year 13's led by a sub-group of prefects, have a process for NCEA mentoring Year 11 students. (Built in to Kōtuku ka Tohea) 	<p>DO/SLT/Deans/HoF DO DO DO & Teachers of Year 10 SLT SLT CR and Pastoral Team SLT and CL CR and Prefects</p>	<p>All staff participate in the process for academic tracking Targeted reports and reporting are timely and accurately completed Teachers consistently meet the agreed schoolwide assessment calendar Deans and Tutors consistently produce and distribute NCEA credit summaries regularly All key staff participate in the targeted Y9 and Y10 attendance and academic achievement programme Teachers meet the Term 1 1-Assessment target and follow-up support</p>	<ul style="list-style-type: none"> ● Improved student outcomes as per targets. ● February 23rd Progress report #1, March 15th Progress report #2, April 12th Progress Report #3. ● May 6th summary of results published for Year 9-13 including non-submitted to identify areas of need. ● Data informed review of impact of year 9 literacy support class ● Data informed review of impact of year 9 numeracy support ● Metrics as per one- pager

Goal : Provide an innovative learning environment for our community

Interventions/ Actions	Who/When	Implementation Indicators	Success indicators
<p><u>Projects</u></p> <ul style="list-style-type: none"> ● Completion of Upgrade to 2x Science Labs and toilet blocks in D Block ● New Admin Building Project ● Redesign of the plan for student Services once the building project of the Admin commences. ● Minor capital projects completed as per programme schedule ● First pictorial history mural completed for Rutherford Day 2024 ● Development process for New marae to advance. 	<p><u>BOT & Property Team</u></p> <p>EOT 2</p> <p>70% completed by the end of 2024.</p> <p>Working plan developed EOT 2</p> <p>Ongoing</p> <p>EOT 3</p>		<p>Building and property development meet the needs of our community and are completed on time and within budget.</p>