

**VISION** To Strive for Personal Excellence **PURPOSE** To educate students to enable our graduates to confidently transition with essential skills and qualifications.

**GOALS** 



We live and operate by Rutherford values

- Manaakitanga | Responsibility
- Pono | Integrity
- Whakaute | Respect
- Kairangi | Excellence

We commit to creating an agentic, relevant and culturally responsible curriculum.

We provide an innovative learning environment for our community.

**INTERVENTIONS** 



Embed depth of understanding of Rutherford Tikanga.

Develop a curriculum that meets the individual needs and wellbeing of Rutherford students.

Implement the five-year property plan developed.

**ACTIONS** 



- Stakeholder consultation/ communication
- Regular reflection and update of pastoral procedures
- Monitoring of attendance, lateness, student progress and other stats (counselliing/health)
- Rutherford Tikanga focus for all

- 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

- 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



Staff and students know, understand and live our values, feel valued, have a sense of belonging and feeling valued.

Accelerated levels of student connection, engagement and learning.

Building and property developments meet the needs of our community on budget and on time.

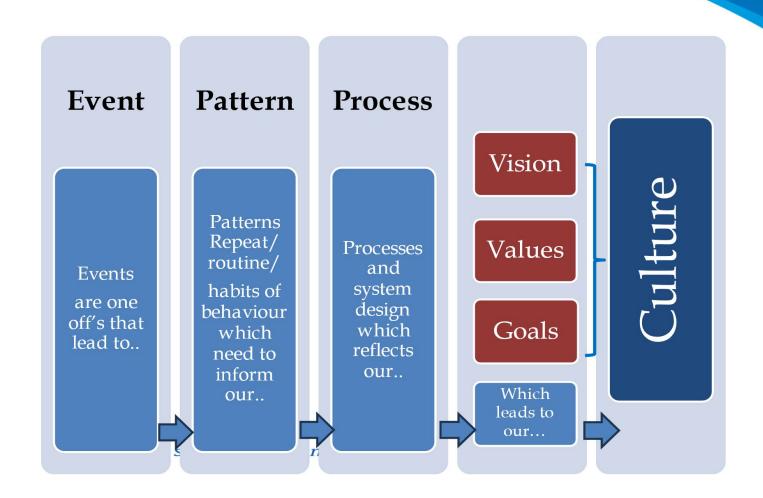
METRICS



- 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

Building and project completions.





## **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			
<ul> <li>Pastoral</li> <li>Update and regular reflection of procedures to support improving pastoral systems.</li> <li>Procedures manual to be redeveloped and updated to reflect the Rutherford tikanga</li> <li>Embed sequenced timely intervention processes for students.</li> <li>Tutor teachers as the first pastoral leaders of their Kotuku flock.</li> <li>PLD to support tutor teachers being better at being tutor teachers. Starts with a job description.</li> </ul>	CR/MR	<ul> <li>Pastoral team report fewer incidents of classroom disruption</li> <li>Tutor teachers are clear on expectations of the role</li> <li>Tutor teachers are proactive when pastoral incidents arise for their tutor class</li> </ul>	<ul> <li>Pastoral systems are fit for purpose and procedures are clearly defined.</li> <li>Minimization of unreasonable disruption to other students' right to learn in a safe, positive and inclusive learning environment.</li> <li>Metrics as per one pager</li> </ul>			
<ul> <li>Staff Induction and Orientation Process</li> <li>Reintroduce more whole PRT group talanoa to support schoolwide connections</li> </ul>	KP/SCT/ HoF/Mentors	New staff understand what it is to be part of the RC whanau. Warm and demanding is the goal.	Students experience consistently focussed learning environments.			
<ul> <li>Kotuku ka Tohea Programme</li> <li>Kotuku Ka Tohea Programme to run for Term 1 and Term 2 only.</li> <li>SLT and Deans take responsibility for leading the kotuku ka tohea programme</li> <li>All tutor teachers to attend tutor group meetings to be briefed on the fortnight ahead</li> </ul>	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> <li>Students and staff understand the must do expectations around Tikanga at Rutherford.</li> <li>All Tutor teachers properly engage and take responsibility for knowing what needs to be delivered</li> </ul>			

## Goal: We live and operate by Rutherford Values: Manaakitanga, Pono, Whakaute, Excellence Who/When **Success Indicators** Interventions/Actions/How **Implementation Indicators Growth Coaching Model** • Growth Coaching model • Direct report Meeting • Establish Clarity about the purpose of growth coaching at Rutherford SLT Lead structures used consistently language becomes the norm. Use growth coaching strategies as part of the regular direct report SLT/HoFs/2I across the school with SLT • Schoolwide process for meetings between line managers and middle leaders Cs/ Deans continuous growth is embedded with CL and Deans and on and leaders are empowered to through line management be good leaders. responsibilities. • Direct Report Meeting structures • Problems and concerns are used consistently across the addressed in a timely manner in a way that helps school. progress the task and relationships. Other Professional Development English and A clear review process is • Strengthen the ability of learning Maths in provided to participating HODs areas and RC to conduct Departmental Review Programme An ongoing cycle of independent reviews that includes questionnaires, 2 Term 2 in late Term 1 rigorous improvement focussed days in school conducting observations and interviews and culminates with Social review. a feedback session and a written report highlighting strengths and areas for Sciences in improvement. Term 3 • Next steps for growth and 2024 improvement are identified and English and Maths in Term 2 a plan is established to increase SLT/HOFs Social Sciences in Term 3 achievement 2025 • Provides leadership growth for Technology and PE in Term 2 HOFs and DPs.

Science in Term 3

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 an supports our students striving for personal excellence	Who/When	Implementation indicators	Success Indicators		
<ul> <li>School wide approach to Literacy and Numeracy</li> <li>Establish a set of agreed literacy strategies embedded in all Year 9 and 10 Courses - Clear focus on writing.</li> <li>Numeracy and Literacy strategy focus, at year 9-11.</li> <li>PLD on schoolwide Literacy and Numeracy Strategies</li> <li>LIT/NUM Pilot</li> <li>Embed the process for preparing our students for the LIT/NUM corequisites for NCEA.</li> </ul>	DO/CE/SA /BZ DO/CE/SA	<ul> <li>Leaders of all departments participate in the process of deciding on a consistent approach.</li> <li>Teachers prioritise a consistent routine of literacy strategies and engage in PLD on how best to teach literacy</li> <li>More teachers are capable of using Assessment Master and are fluent in digital exam processes</li> </ul>	<ul> <li>70% of our rangatahi are able to achieve the Lit/Num credits during their Year 10 (Metric required).</li> <li>Students who arrive below expected levels for literacy make accelerated progress with their learning due to all teachers using a consistent approach.</li> <li>Students experience smooth digital exam processes</li> </ul>		
<ul> <li>NCEA Accord Days</li> <li>Departments will continue to embed curriculum and assessment changes</li> <li>Implement the new standards in 2024 through use of time effectively.</li> <li>Departments will continue to learn how best to embed Matauranga Māori in their subject areas.</li> </ul>	DO/CL/ HoFs	Department curriculum and assessment documentation is up to date and reflects changes to the RAS	Schemes of work and assessment statements incorporate necessary changes required for the start of 2024.		
<ul> <li>Effective Classroom Practice Guide         <ul> <li>The Effective Classroom Practice Guide is reviewed as a model of effective teaching practice used consistently across the school.</li> <li>Each part of the effective practice model will be developed to provide a playbook of strategies, advice and a shared language for effective classroom practice particularly for supporting collaborative core group teaching strategies.</li> </ul> </li> </ul>	CR/DO	<ul> <li>Leaders of all departments participate in the process of deciding on a consistent approach.</li> <li>Teachers find the guide useful and guides goal setting for their professional growth cycle</li> </ul>	Document becomes well understood, both in its purpose and its usage and is the backbone for creating collaborative teaching models to support the mahi within our core group meeting structures.		

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

<b>Interventions:</b> Develop a curriculum that meets the individual needs and wellbeing of Rutherford students an supports our students striving for	Who/When	Implementation Indicators	Success Indicators
personal excellence			
Academic Tracking			
Embed a sequenced and timely intervention process for academic	DO/SLT/D	All staff participate in the	<ul> <li>Improved student outcomes as</li> </ul>
tracking. (Tracking of portfolio or extended assessment timeframe	eans/HoF	process for academic tracking	per targets.
assessments a priority.	DO	Targeted reports and reporting	• February 23 <sup>rd</sup> Progress report
Regular reporting including three weekly updates to parents about		are timely and accurately	#1, March 15th Progress report
Learning Behaviours and engagement.	DO	completed	#2, April 12 <sup>th</sup> Progress Report
Keep to the assessment calendar to support effective academic		Teachers consistently meet the	#3.
tracking.	DO	agreed schoolwide assessment	<ul> <li>May 6<sup>th</sup> summary of results</li> </ul>
• Regular NCEA credit summaries for Years 11 -13 for Deans and Tutors.	& Teachers	calendar	published for Year 9-13
Supports in place for accelerated academic progress for identified	of Year 10	Deans and Tutors consistently	including non-submitted to
SARONAs in Year 10 based on Year 9 outcomes.	SLT	produce and distribute NCEA	identify areas of need.
Targeted support for students who need reading support are offered a		credit summaries regularly	<ul> <li>Data informed review of</li> </ul>
literacy and/or numeracy class.	SLT	All key staff participate in the	impact of year 9 literacy
<ul> <li>Mentoring programme for students in Year 9 and 10.</li> </ul>	CR and	targeted Y9 and Y10	support class
Regular reporting back of attendance/academic achievements for the	Pastoral	attendance and academic	<ul> <li>Data informed review of</li> </ul>
whole school. Fortnightly attitude/attendance reporting for the whole	Team	achievement programme	impact of year 9 numeracy
school - classroom engagement and work completion plus attendance.			support
• 1st Assessment completed by end of Term 1. Any students not achieving	SLT and CL	Teachers meet the Term 1 1-	<ul> <li>Metrics as per one- pager</li> </ul>
will go on a list for receiving additional support.		Assessment target and follow-	
Year 13's led by a sub-group of prefects, have a process for NCEA	CR and	up support	
mentoring Year 11 students. (Built in to Kōtuku ka Tohea)	Prefects		

Goal : Provide an innovative learning environment for our community					
Interventions/ Actions	•	Implementation	Success indicators		
		Indicators			
<u>Projects</u>	BOT & Property Team				
• Completion of Upgrade to 2x Science Labs and toilet blocks in D Block	EOT 2		Building and property development meet the needs of our community and are completed on time and within budget.		
New Admin Building Project	70% completed by the end of 2024.				
<ul> <li>Redesign of the plan for student Services once the building project of the Admin commences.</li> </ul>	Working plan developed EOT 2				
Minor capital projects completed as per programme schedule	Ongoing				
• First pictorial history mural completed for Rutherford Day 2024	EOT 3				
<ul> <li>Development process for New marae to advance.</li> </ul>					