

## Strategic Plan 2025-2026

**Vision:** To Strive for Personal excellence

**Purpose:** To educate students to ensure our graduates can confidently transition with essential skills and qualifications

Goals	Interventions	Actions	Success Indicators	Metrics
We commit to Te Tiriti We live and operate by Rutherford Values of <ul style="list-style-type: none"> <li>• Responsibility/Manaakitanga</li> <li>• Integrity/Pono</li> <li>• Respect/Whakaute</li> <li>• Excellence/Kairangi</li> </ul>	Develop a holistic programme that meets the individual needs and wellbeing of Rutherford learners	Consultation and communication with stakeholders Close monitoring of attendance, student progress and wellbeing	Staff and students know, understand and live by our values and feel a sense of belonging.	Stand-down/Suspensions are reduced Attendance rates improve to align with MoE targets.
We create a relevant knowledge rich curriculum that is culturally responsive	Teachers plan and document a consistent curriculum across courses.	We clearly outline assessments and track performance of our learners Review reporting to provide learners with written feedback	Students know and understand what they are learning and the expectations	Assessments deadlines are met Grades improve NCEA and UE pass rates improve
We have effective teachers	We develop and implement an effective teacher profile	Using evidence based research we create and implement effective practice profiles	Teachers have a succinct guideline for effective classroom practice that works for our learners	Classroom practice is consistent across the school and teachers know the expectations
We have equitable outcomes for our learners	A dedicated team research causes of underachievement and make recommendations for change.	Underachievement is identified and addressed early in the year Interventions are accessible for all and individualized for Māori and Pasifika learners in particular.	All students have the tools to succeed and the support of staff to access information and knowledge for success.	Assessment deadlines are met. NCEA and UE pass rates reflect greater equity.
We provide an effective and safe environment for our community	The 5YA and 10YPP are developed	The school uses the appropriate funding to improve and develop the campus.	The new administration building is completed The Student Services Centre is started A project matrix with a plan for the new Marae will be developed this year.	Building and property developments meet the needs of our community and are delivered on budget and on time.

# Annual Implementation Plan 2025

The Rutherford College Annual Plan consists of learner outcome targets and four improvement projects aimed at fostering excellent and equitable outcomes for all learners.

The projects are: [Equitable Outcomes for Māori Learners](#), [Equitable Outcomes for Pasifika Learners](#), [Tracking junior Progress](#), [Junior Curriculum](#) and [Effective Teacher Profile](#).

By equitable outcomes we mean focusing resources and energy on groups of students who have been underserved by our education system to help them achieve at the same levels as other students. Giving effect to Te Tiriti o Waitangi means ensuring our Māori rangatahi are provided with the support and culturally responsive education they need to achieve equitable outcomes and realise their full potential.

Each project has strategies grouped into three areas: research into the problem and understanding the theory behind the solutions, alignment with a coherent year long PLD programme, ensuring consistent practice across the school and within departments.

## Targets

Literacy and Numeracy Targets	2024 (%)	Target %
Year 10 Literacy CAA pass rate	77	85
Year 10 Numeracy CAA pass rate	61	75
Level 1 Literacy pass rate	80	90
Level 1 Numeracy pass rate	76	85
NCEA Level 1		Target %
All year 11 students gaining Level 1	63	75
Year 11 Māori students gaining Level 1	46	75
Year 11 Pasifika students gaining Level 1	43	75
Year 11 MELA students gaining Level 1	73	75

Level 3	2024 %	Target %
All year 13 students gaining Level 3	68	75
Year 13 Māori students gaining Level 3	71	75
Year 13 Pasifika students gaining Level 3	56	75
Year 13 MELA students gaining Level 3	89	75
University Entrance	2024 %	Target %
All year 13 students gaining UE	39	60
All year 13 Māori students gaining UE	23	60
All year 13 Pasifika students gaining UE	21	60
All year 13 MELA students gaining UE	67	60

<b>NCEA Level 2</b>		<b>Target (%)</b>
All year 12 students gaining Level 2	77	80
Year 12 Māori students gaining Level 2	73	80
Year 12 Pasifika students gaining Level 2	69	80
Year 12 MELA students gaining Level 2	59	80

<b>Scholarship (numbers)</b>	<b>2024</b>	<b>Target</b>
# students gaining scholarship		20

<b>Attendance</b>		<b>Target(%)</b>
Students attending regularly		80%
Punctuality		

# Project: Equitable Outcomes for Māori Learners

## Project Overview

While we have had recent improvements in Maori Achievement showing pass rates at or above the overall school rates for Levels 1-2, disparity of achievement still exists at Level 3 and UE. The purpose of this project is to carry out a causal analysis of this disparity and build the cultural capability of the staff. A particular focus will be on building the numbers of Maori Students taking a UE pathway.

Solution strategies	Led by	Timeline	Implementation Indicators	Standard	Outcome Indicators	Analysis of Variance To be completed end of 2025
<b>Research Strategies</b> Google PAROT-based data collection and tracking system of current Y12 / 13 Māori NCEA achievement, attendance and engagement Kamar-based Y13 Māori students UE domains profile Trial Kamar-based credits estimate profile of Y13 Māori UE target group	SO, CR  SO, GA, GI  Project team	Term 1  Term 1  Term 2	SO distributes Google sheet to Raising Māori Achievement Team The Team completes first tracking and mentoring conversation with each selected student. GA provides the Team with data on Y13 Māori students on UE pathway Target group is identified and interviewed. Teachers of each targeted Y13 Māori student completes a UE domains credits estimate profile.	All Y12 / 13 Māori students will have a mentor, a current NCEA results profile and an agreed intervention plan.  Raising Māori Achievement Team will have accurate data on all Y13 Māori students on a UE pathway and a target group of students with less than 4 domains are identified All students in the target group will have an individual tracking and mentoring plan based on teacher estimates of possible credits achieved in UE domains.	Students receive targeted intervention appropriate to their needs informed by the findings of this process. Students and families of all Y12 / 13 Māori students receive regular, accurate NCEA achievement tracking reports  All Māori students on a UE pathway with less than 4 domains for entry qualification will have a mentor and academic tracking plan. We will know if tracking credit estimates is an effective UE achievement intervention.	

<b>PLD Based Strategies</b> Deliver PLD to analyse voice and data on Māori student experiences	Project team	Term 1-2	Curriculum leaders will report on one agreed practice teachers in respective curriculum areas will have used to improve learning experiences for Māori students	All staff will have PLD on Culturally responsive teaching that ensures Māori students feel valued, supported, and connected in their learning journey	Māori student voice will reflect improved learning experiences and interactions	
<b>Building Consistent Practice</b> Using Y12 / 13 Māori NCEA tracking data Y13 Māori student UE pathway domains profile Y13 Māori UE Credits Estimate Profiles target group trial	<i>Project team</i>	All year  Term 1  Term 2	SO will provide current data to each Project Team member Project Team members will meet, design and track each Y12/13 Māori student they have been assigned Whanau of all Y12/13 Māori students have been contacted and participated in the Project Team interventions	All Y12 / 13 Māori students will have a current NCEA tracking profile and an associated intervention plan All teachers will know how and when to engage with the project team interventions SO will regularly report individual and group progress to school leaders	All Y12 / 13 Māori students and their whanau will know how they are progressing and what interventions are in place NCEA Level 2 and 3 Māori achievement will improve: 2025 target 75%.	

# Project: Equitable Outcomes for Pasifika Learners

## Project Overview

In 2024 there was a marked improvement in Pasifika achievement with significant gains at Levels 1-3 despite national trends in the opposite direction. We still have considerable work to do with UE where achievement disparity remains. Pasifika achievement is lower overall compared with the school pass rates, except for Level 3. The purpose of this project is to investigate the causes for this achievement disparity and plan a systematic way to address them. Literacy progress is an important indicator of the likelihood of success at school, so this project will have a particular focus on tracking literacy skills across the junior years.

Solution strategies	Led by	Timeline	Implementation Indicators	Standard	Outcome Indicators	Analysis of Variance To be completed end of 2025
<b>Research Strategies</b> Google PAROT-based data collection and tracking system of current Y12 / 13 Pasifika NCEA achievement, attendance and engagement Kamar-based Y13 Pasifika students UE domains profile Trial Kamar-based credits estimate profile of Y13 Pasifika UE target group	SO, GI  SO, TM  Project Team	Term 1  Term 1  Term 2	SO distributes Google sheet to Raising Pasifika Achievement Team.  The Team completes first tracking and mentoring conversation with each selected student  TM provides the Team with data on Y13 Pasifika students on UE pathway Target group is identified and interviewed Teachers of each targeted Y13 Pasifika student completes a UE domains credits estimate profile	All Y12 / 13 Pasifika students will have a mentor, a current NCEA results profile and an agreed intervention plan.  Raising Pasifika Achievement Team will have accurate data on all Y13 Pasifika students on a UE pathway and a target group of students with less than 4 domains are identified All students in the target group will have an individual tracking and mentoring plan based on teacher estimates of possible credits achieved in UE domains	Students and families of all Y12 / 13 Pasifika students receive regular, accurate NCEA achievement tracking reports  All Pasifika students on a UE pathway with less than 4 domains for entry qualification will have a mentor and academic tracking plan We will know if tracking credit estimates is an effective UE achievement intervention	
<b>PLD Based Strategies</b> Deliver PLD to analyse voice and data on Pasifika student experiences	Project Team	Term 1-2	Curriculum leaders will report on one agreed practice teachers in respective curriculum areas	All staff will have PLD on Culturally responsive teaching that ensures Pasifika	Pasifika student voice will reflect improved	

			will have used to improve learning experiences for Pasifika students	students feel valued, supported, and connected in their learning journey	learning experiences and interactions.	
<b>Building Consistent Practice</b> Using Y12 / 13 Pasifika NCEA tracking data Y13 Pasifika student UE pathway domains profile Y13 Pasifika UE Credits Estimate Profiles target group trial	Project team	All year  Term 1  Term 2	SO will provide current data to each Project Team member  Project Team members will meet, design and track each Y12/13 Pasifika student they have been assigned.  Whanau of all Y12/13 Pasifika students have been contacted and participated in the Project Team interventions.	All Y12 / 13 Māori students will have a current NCEA tracking profile and an associated intervention plan All teachers will know how and when to engage with the project team interventions  SO will regularly report individual and group progress to school leaders	All Y12 / 13 Pasifika students and their whanau will know how they are progressing and what interventions are in place NCEA Level 2 and 3 Pasifika achievement will improve: 2025 target 75%	



# Project:Tracking Junior Progress

## Project Overview

The groundwork for achievement in NCEA is laid in Years 9 and 10. To address inequity of achievement and boost achievement overall we need to know exactly how our students are doing in relation to their age expected curriculum level. We need a coherent, sustainable and systematic way to monitor student progress and communicate clearly with whanau.

Solution strategies	Led by	Timeline	Implementation Indicators	Standard	Outcome Indicators	Analysis of Variance
<b>Research Strategies</b> Kamar system for tracking core subject progress and GPA  Investigate how Parot Progress Grids can be used to track progress in literacy	WL           DO	Term 1-2           Term 1	WL to report back on how this could work in KAMAR. SLT to make an informed decision on how a “diploma” is used.           DO to contact Parot and ask for schools using grids. Do will be running a pilot in 9LIT	A staged implementation of a diploma structure is planned.           DO will have access to example schools.           All 9LIT students will have a progress grid and will have the opportunity to provide feedback.	Students and families receive regular, accurate achievement data via the use of common assessment tasks across all subjects.           We will know whether progress grids are a sustainable tracking solution for junior progress.	
<b>PLD Based Strategies</b> Literacy Assessment Curriculum Levels  Deliver PLD on the components of reading and writing instruction	DO, CE	Term 1-2	DO will follow up with Curriculum Leaders on what support is needed and whether teachers in every department have the knowledge to implement the literacy matrix.	All staff receive targeted PLD on the across curriculum literacy matrix and know how to assess progress.           All staff will have access to literacy resources that support the delivery of the Literacy Matrix.	Students will be able to see the journey required to be ready for the CAAs through using the literacy matrix through literacy rich subjects.           The Reading and Writing Pass rates in year 10 will improve Target: Y10 CAA 85% pass rates	



<b>Building Consistent Practice</b>  Literacy Matrix  Incorporating subject based Literacy into reports for juniors  Communication of tracking data	<i>DO/CE/BZ</i>	Finalised Term 1	Curriculum leaders will report back to DO about usage and monitoring ongoing updates of the literacy matrix by classroom teachers.	Teachers are clear on how to use the literacy matrix and every google classroom has an ongoing literacy matrix assessment.	The Reading and Writing Pass rates in year 10 will improve Target: Y10 CAA 85% pass rates.	
		Ready in Term 2	Line managers will follow up with Curriculum Leaders.	CL are consulted on how we report on literacy.		
		All year	Follow up to ensure all staff are following tracking procedures	System developed to keep Maori and Pasifika teams informed.		

# Project: Junior Curriculum

## Project Overview

It is critical to ensure that all junior students experience full coverage of the foundational knowledge and skills required for success in NCEA. The purpose of this project is to ensure consistency and coherence across curriculum areas through the development of a knowledge rich Year 9 and 10 Curriculum. A key focus is on PLD in collaborative planning and ensuring documentation reflects a knowledge rich approach.

Solution strategies	Led by	Timeline	Implementation Indicators	Standard	Outcome Indicators	Analysis of Variance
<p>Research Strategies</p> <p>Select key exemplars and readings that inform our approach to explicit instruction and knowledge rich curriculum</p>	DO	Term 1-2	<p>Departments will have exemplar planning to work from and readings to deepen understanding of knowledge rich curricula and explicit instruction. They will use them during the year for PL.</p>	<p>All exemplars and Readings are accessible on Learning.rutherford.school.nz site.</p>	<p>Students' experience of explicit teaching will be more consistent following the "I do, we do, you do" model.</p> <p>NCEA Achievement and junior exam achievement will improve. See targets above.</p>	
<p><b>PLD Based Strategies</b></p> <p>What is effective collaborative planning?</p> <p>What are the elements of a knowledge rich curriculum and the connection with explicit instruction and cognitive load theory.</p>	DO	Term 1 by week 9	<p>DO to deliver PL on collaborative planning.</p> <p>Departments will have sufficient guidance to start using their PL time to ensure they have knowledge rich curriculum documentation.</p> <p>An extended PLD session on the connection between Cognitive Load and Explicit Instruction will be delivered on the first teacher only day.</p>	<p>Documentation is consistent across courses reflecting a knowledge rich curriculum approach.</p> <p>All exam courses will have assessment guides for students.</p>	<p>The junior curriculum will be backward mapped from where we want our students to be.</p> <p>Student learning will be accelerated and fewer students will remain below age expected curriculum level.</p>	

Building Consistent Practice	DO	Term 1-2	HODs will contribute their course outlines to a shared space so we can learn from each other's practice.	All departments will share documentation.	Teachers will collaborate more to ensure consistency across courses with multiple classes.	
Line managers will use curriculum exemplars in meetings with HODs/HOFs		All year	Curriculum Leaders will work with Line Managers to address the knowledge rich curriculum goal.	All department curriculum documents will show clarity about what is to be learnt (knowledge and skills), and how teachers know whether it has been learnt. All exam courses will have assessment guides for revision.	Students' experience of knowledge rich curriculum will be more consistent.	

# Project: Effective Teacher Profile

## Project overview

Professional Learning is fundamental to ensuring implementation fidelity of explicit teaching and a knowledge rich curriculum approach. The purpose of the effective teacher profile project is to provide clarity of what teachers should be doing in their lessons and what practices we should be avoiding. This succinct document will provide a pathway for teacher professional learning and support middle leaders in their instructional leadership.

Solution strategies	Led by	Timeline	Implementation Indicators	Standard	Outcome Indicators	Analysis of Variance
<b>Research Strategies</b> What informs the Profile? Research into the Australian states developed and use the findings to select what works for Rutherford Align with the Tapasa - linking the professional standards with Cultural Responsiveness.	<i>KP &amp; SK</i> <i>Consult with DO</i>  <i>Consult with SO :</i> <i>coordinate with Mao and PI team</i>	SOY 2025  Mid term 1	A one page Rutherford College Effective Teacher Profile will be developed. <i>Draft to SLT</i> <i>Take to Curriculum Leaders to discuss.</i> PL sessions to ensure all staff have a clear understanding of the expectations.	Specialist Classroom Teacher will include the Effective Teacher Profile as a building block for the Provisionally Registered Teachers.  Evidence of consistent teacher practice will be monitored by curriculum leaders.	Students will experience a consistency of teacher practice.  Course outlines will include strategies of key pedagogies.	
<b>PLD Based Strategies</b>	<i>KP, DO, SO</i>	<i>TOD late February</i> <i>In Wednesday morning PL sessions as appropriate</i>	PL sessions on key aspects underpinning of the Effective Teacher Profile Minimising Cognitive load Principles of explicit instruction Assessment for Learning Cultural Responsive Pedagogy	Minimum of 4 PL sessions to staff on the identified strategies.  Professional Learning on the Tapasa - Professional Standards linked to the goal of Equitable outcome for Pasifika learners	Students will have clear guidelines of expectations, learning objectives and outcomes.	
<b>Building Consistent Practice</b>	<i>SLT &amp; CL</i>	Term 2, 3	Schemes to be updated to refer to the Effective Teacher Profile Professional Growth Cycle booklet to all staff end of term 1	Staff will have PLD on the key aspects underpinning the Effective Teacher Profile Minimising Cognitive Load Explicit Teaching and Direct Instruction	Walkthrough data collated will reflect improved consistency of key foci. ( including making note of “not observed” which can	

			Professional Growth Cycle classroom observations to demonstrate these practices. SLT walk throughs, using Google forms that include “not observed”		identify areas of further support required.)	
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