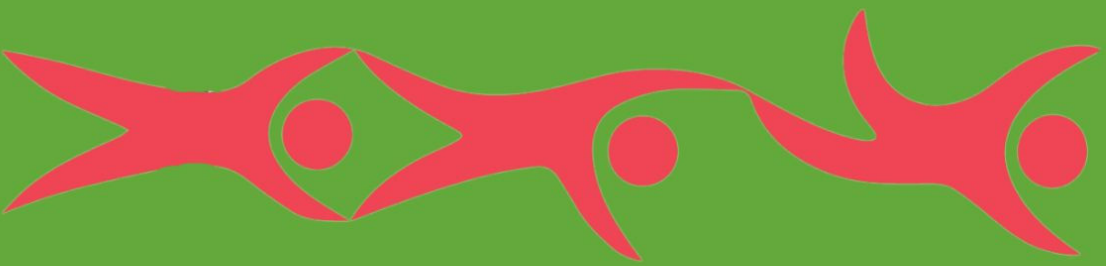


REACH
for Success



STRATEGIC PLAN

2024 - 2025



RAPAURA SCHOOL

Respect Excellence Adaptable Collaboration Hauora



REACH for Success

Whāia te iti kahurangi, ki te tuohu koe, me he maunga teitei
Seek the treasures you value and if you bow your head, let it be to a lofty mountain.

We want our ākonga to be resilient, engaged, confident learners who have a strong sense of identity, belonging and connection.
Through whānau consultation, teacher inquiry, analysis of student data, voice and wellbeing the following goals have been set.

Hauora/Wellbeing

Goal: Develop and promote positive wellbeing for our school community

Actions

- Develop a schoolwide Positive Behaviour for Learning plan.
- Create learning environments that are inclusive and improve overall wellbeing.
- Empower students to identify aspects that impact their hauora positively and reflect these in our actions and systems.

Success

A positive school culture where everyone feels valued and ākonga feel safe to be themselves and can achieve success.

Akoranga / Learning

Goal: Equitable access, and opportunities to succeed in a responsive curriculum

Actions

- Identify ākonga learning needs, and be urgent in actions to increase & monitor student progress.
- Continue to develop a rigorous & engaging curriculum that provides unique opportunities.
- Use Essential Pedagogies effectively to meet all ākonga needs and behaviours.

Success

A highly-skilled, collaborative teaching team who provides unique opportunities to spark and sustain ākonga engagement in learning.

Mahi Tahī / Working Together

Goal: Student success and belonging through positive partnerships

Actions

- Build governance capability and work cohesively with school staff, parents & community to create a school that reflects the vision, values & aspirations of all.
- Refresh our curriculum with our whānau, community & iwi to ensure it reflects what high aspirations & success look like to them.
- Support ākonga to feel empowered to lead their own learning, celebrate their identity and connect to their kura.

Success

The Board, staff and whānau feel a strong sense of belonging to our kura and support the learning and development of all ākonga.

Respect Excellence Adaptable Collaboration Hauora



Strategic Goals and Links to the NELPS

NELPS					
Haurora/Wellbeing Develop and promote positive wellbeing for our school community		Akoranga Equitable access, and opportunities to succeed in a responsive curriculum		Working Together Student success and belonging through positive partnerships	
Objective One: Learners at the Centre	Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.	1.1 Ask learners/ākongā, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours. 1.2 PBL staff PLD, schoolwide planning incorporate and is responsive to student/whānau voice.	1.3 Create a safe and inclusive culture where diversity is valued and all learners/ākongā and staff feel like they belong.	1.4 Promptly address and resolve any complaints or concerns about racism, discrimination and bullying through existing processes 1.5 Build a positive workplace culture where individuals feel valued and respected with the support of interlead	
	Priority 2: Have high aspirations for every learner/ākongā, 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.	2.1 Identify and respond to ākongā strengths, progress and needs, and ākongā and whānau aspirations. 2.2 Implement Whānau Hui at the beginning of the year to understand what the passions and needs of ākongā and aspirations of the whānau are.	2.3 Help staff to build their awareness of bias and low expectations, and of how these impact ākongā, staff and whānau. 2.4 Teacher's Growth Cycle and the analysis of observation to Shadow Coaching addresses the notion of high expectations, well managed learning environment, knowing, caring, and ejecting deficit theorising.	2.5 Partner with family and whānau to equip every ākongā to build and realise their aspirations. 2.6 Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga. 2.7 Create relationships that are inclusive and authentic and offer opportunities for connections - Whānau hui, Kapa Haka festival, camps, EOTC activities etc.	
Objective Two: Barrier Free Access	Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs.	3.1 Work with whānau to identify and understand barriers that may prevent ākongā from developing positive hauora, accessing, participating or remaining engaged in learning.	3.2 Where possible, reduce non-fee costs, including costs associated with BYOD policies, and provide resources in the case of financial barriers for whānau. Seek grants and subsidies to support ākongā where there is a need.	3.4 Ensure disabled ākongā and staff, those with learning support needs, gifted ākongā, and neurodiverse ākongā are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective.	
	Priority 4: Ensure every learner/ākongā gains sound/ foundation skills, including language, literacy and numeracy.	4.1 Ensure all ākongā have ongoing opportunities to develop positive hauora, key capabilities, including communication, problem solving, critical thinking and interpersonal skills.	4.2 Identify ākongā who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists.	4.3 Value heritage languages and provide opportunities to explore and use them. 4.4 Incorporate an inquiry approach that involves the community and whānau throughout the year.	
Objective Three: Quality Teaching & Leadership	Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.	5.1 Talk with ākongā and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement. 5.2 Develop learner confidence and positive participation in te reo and tikanga Māori into our learning and the development of our PBL plan.	5.2 Develop teacher/kaiako confidence and competence to teach diverse ākongā with varying needs, and to appropriately modify teaching approaches. 5.3 Expect and support teachers/ kaiako to build their understanding of ākongā contexts, to provide culturally responsive teaching. 5.4 Implement a Rapaura Reo Teaching Plan.	5.5 Incorporate te reo Māori me te tikanga in our community communication, events and curriculum documentation. 5.6 Set and enact the ritual/taumata of karakia, mihi and waiata everyday and at our events.	
	Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.	6.1 PBL leadership team attend training and lead implementation in the school. 6.2 The whole staff is involved in learning about PBL and a schoolwide plan is developed and followed by everyone, everywhere, everyday. 6.3 ākongā take part in the SFT and the development of PBL schoolwide. 6.4 PBL impact is monitored and data gathered.	6.5 All curriculum planning is purposeful and intentional, responding to ākongā specific needs, interests and culture. 6.6 All staff members show interest, are attuned to ākongā emotions, actively listen, and communicate respectfully in order to enhance the mana of all learners. 6.7 All staff learn, understand and implement the PBL schoolwide plan.	6.7 The PBL schoolwide plan and our curriculum is evident in our school curriculum, marketing, community promotion and communication, including a revised website, parent information and materials. 6.8 Our rangatira iwi, whānau are involved in consultation, curriculum and policy development so that the aspirations that they have for their tamariki are reflected in our curriculum.	
Objective Four: Future of Work	Priority 7: Collaborate with industries and employers to ensure learners/ākongā have the skills, knowledge and pathways to succeed in work.	7.1 Support ākongā to see the connection between what they are learning and the world of work. 7.2 Breakdown ethnic, gender and socioeconomic stereotypes around education and career pathways by exploring these with ākongā.	7.3 Use the Dream and Discover resource to teach Y7/8 and incorporate careers in planning. 7.4 Year 8 teaching includes students creating a plan for secondary school and beyond. 7.5 Use the Inspiring the Future resources	7.6 Employment, career pathways and opportunities are discussed when teaching about careers. 7.7 Whānau and community members support work and careers education by taking part in sharing knowledge about their work, industry or business.	





Tahi...

Strategic Goal: 7(1b)		Hauora/Wellbeing Goal: Develop and promote positive wellbeing for our school community	
Link to the NELPs	1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 5.1, 5.2, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2.	Link to BOT Primary objectives (71b)	<ul style="list-style-type: none"> Every student at the school can achieve their highest educational standard The school is a physically and emotionally safe place, ensures students' human rights are upheld and takes steps to eliminate racism, stigma, bullying and other forms of discrimination The school is inclusive of and caters for students with differing needs The school gives effect to Te Tiriti o Waitangi, including by: <ul style="list-style-type: none"> Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātāuranga Māori, and te ao Māori Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori Achieving equitable outcomes for Māori students

Actions		Success & Measures: At the end of three years (7g)	
<p>Develop a schoolwide Positive Behaviour for Learning Plan.</p> <p>Create learning environments that are inclusive and improve overall wellbeing.</p> <p>Empower ākonga to identify aspects that impact their hauora positively and reflect these in our actions and systems.</p>	<ul style="list-style-type: none"> A highly-skilled, collaborative teaching team who provides unique opportunities to spark and sustain ākonga engagement in learning. A PB4L schoolwide plan has been implemented and there is a collective understanding of the school values, teaching expectations and needs of both kaiako/teachers and ākonga. 	<ul style="list-style-type: none"> A positive a safe school and learning culture that promotes positive wellbeing and behaviour. Robust PB4L systems that ensure experiences are safe, promote inclusivity, yet provide challenge, ākonga. Our learning spaces and property are of high-quality, reflecting our PB4L values and environmental beliefs. 	<ul style="list-style-type: none"> All staff use PB4L systems and practices to develop ākonga knowledge and ability to use and talk about strategies to enhance and empower their wellbeing. The PB4L schoolwide plan and our curriculum is evident in our school curriculum, marketing, community promotion and communications.
<i>Evidence (7g): Success towards the strategic goals will be measured through annual targets, planning and reporting. Ongoing ākonga learning and progress achievement data tracking and analysis and collation and tracking of stakeholder feedback.</i>			
Strategies for giving effect to Te Tiriti o Waitangi (7ff, ii, iii): <ul style="list-style-type: none"> Identify the key values, tikanga and te reo Māori that can be incorporated in our Positive Behaviour for Learning Plan, ākonga profile, and curriculum planning. 			





Rua...

Strategic Goal:
7(1b)

Akoranga / Learning Goal: Equitable access, and opportunities to succeed in a responsive curriculum

Link to the NELP & Relevant Strategies/curriculum (7di,ii,iii)

1.3, 2.3, 2.4, 3.2, 4.2, 5.2, 5.3, 5.4, 6.5, 6.6, 6.7, 7.3, 7.4

Link to BOT Primary objectives (71b)

- Every student at the school can achieve their highest educational standard
- The school is a physically and emotionally safe place, ensures students' human rights are upheld and takes steps to eliminate racism, stigma, bullying and other forms of discrimination
- The school is inclusive of and caters for, students with differing needs
- The school gives effect to Te Tiriti o Waitangi, including by:
 - Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and Te ao Māori
 - Taking all reasonable steps to make instruction available in tikanga Māori and Te ao Māori
 - Achieving equitable outcomes for Māori students

Actions

Success & Measures: At the end of three years (7g)

Identify ākongā learning needs, and be urgent in actions to increase & monitor student progress.

- The Curriculum & Assessment Map is implemented and expectations are understood by kaiako/teachers.
- Assessment data and a range of evidence is used to understand ākongā needs.
- The Assessment Plan is implemented and followed to ensure data is collected, analysed and acted upon at the specified times.

Continue to develop a rigorous & engaging curriculum that provides unique opportunities.

- Successful Reading, Writing and Maths programmes incorporate the essential pedagogies, and data is monitored to identify areas for improvement.
- The Rapaura Inquiry approach is evident in our curriculum and experiences reflect the interests and needs of our ākongā who are active and engaged in learning.

Use Essential Pedagogies effectively to meet all ākongā needs and behaviours.

- Essential pedagogies are used by kaiako/teachers and are identified in actions, planning and observations as part of the Professional Growth Cycle.
- Our kaiako/teacher Cultural Toolkit is understood and identified in our professional Growth Cycle observations and goals.
- Ākongā progress is monitored, data is analysed and kaiako/teachers can identify needs planning purposefully and intentionally to further develop understanding and skills.

Evidence (7g): Success towards the strategic goals will be measured through annual targets, planning and reporting. Ongoing ākongā learning and progress achievement data tracking and analysis and collation and tracking of stakeholder feedback.

Strategies for giving effect to Te Tiriti o Waitangi (7fi, ii, iii):

- Identify the key values and tikanga that are reflected in the Essential Pedagogies and develop kaiako/teacher knowledge of these through our Professional Growth Cycle and learning about culturally responsive practice.





Toru...

Strategic Goal:
7(1b)

Mahi Tahī / Working Together
Goal: Student success and belonging through positive partnerships

<p>Link to the NELP & Relevant Strategies/curriculum (7di, ii, iii)</p>	<p>1.5, 2.5, 2.6, 2.7, 4.4, 6.7, 6.8, 7.6</p>	<p>Link to BOT Primary objectives (71b)</p>	<ul style="list-style-type: none"> • Every student at the school can achieve their highest educational standard • The school is a physically and emotionally safe place, ensures students' human rights are upheld and takes steps to eliminate racism, stigma, bullying and other forms of discrimination • The school is inclusive of and caters for, students with differing needs • The school gives effect to Te Tiriti o Waitangi, including by: <ul style="list-style-type: none"> - Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori - Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori - Achieving equitable outcomes for Māori students
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<p>Actions</p>	<p>Success & Measures: At the end of three years (7g)</p>
<p>Build governance capability and work cohesively with school staff, parents & community to create a school that reflects the vision, values & aspirations of all.</p>	<ul style="list-style-type: none"> • The Board, staff and whānau feel a strong sense of belonging to our kura and support the learning and development of all ākonga. • Board members are highly-skilled, understand their obligations and roles. • Board members, staff, students and parents understand our values, curriculum and PB4L expectations.
<p>Refresh our curriculum with our whānau, community & iwi to ensure it reflects what high aspirations & success look like to them.</p>	<ul style="list-style-type: none"> • Our revised curriculum will be implemented with purposeful and intentional planning and teaching of Reading, Writing and Maths. • Our Rangatahi Iwi, Ngāti Rārūa, their histories and aspirations are known and valued by the BOT, Staff, Students and Whānau. • Our Learner Profile and Reporting documentation reflects the views of all stakeholders with regards to what aspirations and success look like for our ākonga.
<p>Support ākonga to feel empowered to lead their own learning, celebrate their identity and connect to their kura.</p>	<ul style="list-style-type: none"> • Ākonga can describe their learning and social goals, articulating strategies and next steps to make further progress. • The language and identity of all ākonga is celebrated and visible in our kura. • Ākonga can describe what they value and how they feel connected to their kura.
<p><i>Evidence (7g): Success towards the strategic goals will be measured through annual targets, planning and reporting. Ongoing ākonga learning and progress achievement data tracking and analysis and collation and tracking of stakeholder feedback.</i></p>	
<p>Strategies for giving effect to Te Tiriti o Waitangi (7fi, ii, iii):</p>	
<p>BOT training and understanding of obligations to Te Tiriti o Waitangi. Te Tau Ihu and Ngāti Rārūa aspirations are reflected in our policy, curriculum, teaching and learning and physical learning spaces.</p>	





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Seek the treasures you value and if you bow your head, let it be to a lofty mountain.

Year	2024				2025				2026			
	1	2	3	4	1	2	3	4	1	2	3	4
Hauora/Wellbeing Develop and promote positive wellbeing for our school community	Review of schoolwide practices and develop a PB4L culture											
	Involve parents in values development				Embed schoolwide plan, practices and develop a PB4L culture							
	Empower ākonga to identify aspects that impact their hauora positively and reflect these in our actions and systems.											
	Review of schoolwide practices for identifying and monitoring student needs											
Akoranga Equitable access, and opportunities to succeed in a responsive curriculum	Implement revised approach to learning through Inquiry											
	Embed & improve approach to inquiry learning with NZC changes											
	Involve parents in values & curriculum development through consultation including with whānau Māori											
Working Together Student success and belonging through positive partnerships	Board undertakes ongoing professional development											
	Ākonga aspirations are included and are visible in curriculum and PB4L planning											
	Further develop relationships with Ngāti Rārua and reflect this in our school.											



REACH for Success



RAPAU
RA
SCHOOL

Whāia te iti kahurangi,
ki te tuohu koe, me he maunga teitei.

ANNUAL PLAN 2024

Respect Excellence Adaptable Collaboration Hauora



Strategic Goal (9a):

Starting point (9e):

Include details if what has been done previously, previous years performance, unmet targets

Hauora / Wellbeing Goal:
Develop and promote positive wellbeing for our school community

The school values and vision has been in place however the school behaviour management plan was not evidenced as consistently implemented across the school. Action was taken to address non-compliant and anti-social behaviour but recognition of positive behaviour was not consistently visible cross the school or to the community.

Annual Targets (9a):

Informed by the strategic actions

Annual Targets	Success (9d): What we expect to see at the end of the year
Develop a purpose statement for PB4L and an understanding of the philosophies and strategies that underpin the PB4L School-Wide.	Teachers and support staff understand and can talk about the purpose of PB4L Parents and Whānau understand the purpose of PB4L
Align strategic documents, planning, systems and processes with PB4L.	All staff committed to the PB4L philosophy and demonstrated this by being active in the work. A revised Health & PE curriculum that reflects the PB4L philosophy Alignment of our school values to the PB4L framework
All staff model the expected behaviours and use the process for positively acknowledging these.	Staff, students and Whānau revisit values and what they mean. Teachers and support staff implement strategies that are agreed on collaboratively and consistently implement them - Everyone, Everywhere, Everyday.
Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):	
The annual targets and actions uphold Te Tiriti o Waitangi by fostering a positive, safe, and inclusive school culture. Emphasizing resilience and addressing anxiety, robust EOTC/PB4L systems ensure challenging yet safe experiences. Tangible cultural awareness in the local curriculum, classrooms, and teaching programs reflects a commitment to honouring perspectives and promoting inclusivity.	
Describe how the annual targets &/or actions support student progress (literacy/numeracy/students whose needs have not been met) (9f):	
The annual targets and actions support student progress by implementing targeted behaviour, literacy and numeracy programmes. For students with unmet needs, personalised support programmes and differentiated instruction are employed to address specific challenges, ensuring equitable access to quality education and fostering individualised growth enabling ākonga to experience positive relationships and academic achievement.	



Tahi

Strategic Goal (9a):



Starting point (9e):
Include details if what has been done previously, previous years performance, unmet targets

Akoranga / Learning

Goal: Equitable access, and opportunities to succeed in a responsive curriculum

In 2023 steps were taken to revise and set achievement expectations so that all kaiako understood these. The systems for recording and monitoring student data was developed so that priority learners could be identified and their progress monitored. Moderation is writing occurred however the implementation of structured literacy in Y0-2 and the student samples of writing highlighted a need for professional development by all kaiako to understand the needs of learners. The data reflected that achievement in writing from Y2 - Y3 was impacted negatively by the move to structured literacy therefore different approaches need to be implemented and approaches understood by kaiako.

Annual Targets (9a): *Informed by the strategic actions*

Annual Targets		Success (9d): What we expect to see at the end of the year
Implement the Curriculum & Assessment Map to ensure data is collected, analysed and acted upon at the specified times.	Reading, Writing and Maths planning incorporate the essential pedagogies and teaching consistently scheduled.	Assessment data is collected and used to monitor ākonganga progress, report to parents and the BOT at specified times during the year. Learning needs are identified, particularly for priority and ākonganga Māori and resourcing/programmes reflect this.
The Rapaura Inquiry approach is implemented, visible and can be talked about by all.	The Rapaura School inquiry approach, our values and curriculum aligned and evident in schoolwide and kaiako planning.	
Our kaiako/teacher Cultural Toolkit is understood and identified in our professional Growth Cycle observations and goals.	An increased understanding of what culturally responsive pedagogies are and evidence of these in observations.	
Akonganga progress is monitored, data is analysed and kaiako/teachers can identify needs planning purposefully and intentionally to further develop understanding and skills.	All kaiako use data to contribute to moderation sessions, inform future planning, identify priority learners and locate needs within their class and across the school. Resources are allocated to meet the needs.	
Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):		
Annual targets and actions reflect Te Tiriti o Waitangi by integrating Te Ao Māori principles into the curriculum, aligning with Te Mātaiahua. This involves a curriculum refresh, robust systems for monitoring student achievement, and initiatives promoting engagement with our local community and iwi.		
Describe how the annual targets &/or actions support student progress (literacy/numeracy)/students whose needs have not been met) (9f):		
Annual targets and actions support student progress by implementing targeted interventions in literacy and numeracy. For students with unmet needs, personalized support programs and differentiated instruction are employed to address specific challenges, ensuring equitable access to quality education and fostering individualized growth across academic domains.		



Goal: Student success and belonging through positive partnerships



Starting point (9e):
details if what has been done previously, previous years performance, unmet targets

In 2023 new BOT members joined the Board and some have undertaken training. The whole BOT took part in a bespoke session about effective governance with a NZSTA facilitator. Attendance data has been monitored, systems have been revised for monitoring, responding to and reporting attendance to parents and the BOT. We began a curriculum refresh alongside the NZC Refresh with the initial focus on Maths and Inquiry. A relationship was established with Ngāti Raua leaders. Reports were reviewed and developed to reflect the whole child and all areas of the curriculum.

Annual Targets (9a): *Informed by the strategic actions*

Annual Targets	Success (9d): What we expect to see at the end of the year
Whānau, ākonga and the BOT understand the importance of regular school attendance and demonstrate this by monitoring, review and regular school attendance.	Improved attendance data. An increased use of the school App for reporting absences. An increased use of accurate codes and active monitoring of absences.
The Board, staff and whānau feel a strong sense of belonging to our kura and support the learning and development of all ākonga.	Board members that are skilled and understand their obligations and roles. Board, staff, students and whānau who can describe the key objectives of PB4L.
Board members, staff, ākonga and parents understand our values, curriculum and PB4L expectations.	PB4L objectives and expectations visible and talked about throughout the school. The school values will be reviewed and included in school curriculum and PB4L material.
Our revised curriculum will be implemented with purposeful and intentional planning and teaching of Reading, Writing and Maths.	Planning that includes an hour each for Reading, Writing and Maths every day and planning is purposeful and intentional.
Our Rangatahi Iwi, Ngāti Rārua, their histories and aspirations are known and valued by the BOT, Staff, Students and Whānau.	The Ngāti Rarua, and other Te Trauhī histories, are included in our professional learning and curriculum.
Our Learner Profile and Reporting documentation reflects the views of all stakeholders with regards to what aspirations and success look like for our ākonga.	A learner profile is developed incorporating the voices of all stakeholders and reflecting the rapaura curriculum. Learner reports are developed to include curriculum changes, student input and written feedback from kaiako.
The Board, staff and whānau feel a strong sense of belonging to our kura and support the learning and development of all ākonga.	BOT members have positively contributed to the school ensuring that legislative expectations are met and student achievement is shared and monitored.
Board members are highly-skilled, understand their obligations and roles.	BOT members have attended training and been involved in consultation with the community. BOT members have carried out tasks in line with their delegation.
Board members, staff, students and parents understand our values, curriculum and PB4L expectations.	Board members, staff, students and parents have participated in the review and can talk about our values, our curriculum and the PB4L key expectations.
Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):	
Regular attendance will see improved outcomes for ākonga Māori. Annual targets and actions reflect Te Tiriti o Waitangi by integrating Te Ao Māori principles into the curriculum, aligning with Te Mātaiao. This involves a curriculum refresh, robust systems for monitoring student achievement, and initiatives promoting engagement with our local community and iwi.	
Describe how the annual targets &/or actions support student progress (literacy/numeracy/students whose needs have not been met) (9f):	
Annual targets and actions support student progress by implementing targeted interventions in literacy and numeracy. For students with unmet needs, personalized support programs and differentiated instruction are employed to address specific challenges, ensuring equitable access to quality education and fostering individualized growth across academic domains.	





Haurora/Well Being

Goal: Develop and promote positive wellbeing for our school community.

Annual Targets:

1. Develop a purpose statement for PB4L and an understanding of the philosophies and strategies that underpin the PB4L School-Wide.
2. Align strategic documents, planning, systems and processes with PB4L.
3. All staff model the expected behaviours and use the process for positively acknowledging these.

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
1.1 PB4L lead team attend training and facilitate a staff hui to share purpose and philosophy of PB4L	PB4L funding Release 1 x Staff Hui	Teachers and support staff understand and can talk about the purpose of PB4L Parents and Whānau understand the purpose of PB4L	Term 1-2	PB4L Lead DP Principal All staff Akonga/Whānau	
1.2 Staff attend hui, articulate and contribute to the development in the school	PB4L funding Release 1 x Staff Hui	All staff committed to the PB4L philosophy and demonstrated this by being active in the work.	Term 1-2	PB4L Lead DP Principal All staff	
2.1 Staff review Health & PE planning and align with PB4L philosophy at staff hui	PB4L funding Release 2 x Staff Hui	A revised Health & PE curriculum that reflects the PB4L philosophy.	Term 2 -3	PB4L Lead DP Principal All staff	
2.2 Consultation and revision of our school values to align with PB4L and our curriculum.	PB4L funding Release Whānau values material	Alignment of our school values to the PB4L framework Shared understanding by Staff, ākonga and Whānau about our values and what they mean.	Term 1 -2	PB4L Lead DP Principal All staff Akonga/Whānau	
3.1 Staff actions and schoolwide print materials are developed and are visible in all school materials	PB4L funding Release Print materials	Teachers and support staff implement strategies that are agreed on collaboratively and consistently implement them - Everyone, Everywhere, Everyday.	Term 2-4	PB4L Lead DP Principal All staff	





Akoranga / Learning

Goal: Equitable access, and opportunities to succeed in a responsive curriculum.

Annual Targets:

1. Implement the Curriculum & Assessment Map to ensure data is collected, analysed and acted upon at the specified times.
2. Reading, Writing and Maths planning incorporate the essential pedagogies and teaching consistently scheduled.
3. The Rapaura Inquiry approach is implemented, visible and can be talked about by all.
4. Our kaiako/teacher Cultural Toolkit is understood and identified in our Professional Growth Cycle observations and goals.
5. Akonga progress is monitored, data is analysed and kaiako/teachers can identify needs planning purposefully and intentionally to further develop understanding and skills.

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
1.1 Assessment data is collected, analysed and actions are prioritised every term in response to evidence and identified priorities.	Release 1 x Staff Hui Piritahi ASL/WSL Assessment budget	Testing and assessment takes place. Moderation within school and access schools. Data is added to SMS. Reports are presented to the BOT.	Term 1-4	DP/Team leader Principal All staff	
2.1 Reading, Writing and Maths planning incorporate the essential pedagogies and teaching consistently scheduled.	Staff planning MOE Curric Advisor Piritahi SOD Literacy/Facilitator	Teacher planning shows the intentional planning for Reading, Writing and Maths teaching for an hour a day. Literacy facilitator works with teachers to develop planning and teaching.	Term 1-4	DP Principal All staff	
3.1 The Rapaura Inquiry approach is implemented, visible and can be talked about by all.	Inquiry funding Release 2 x Staff Hui	A revised Rapaura inquiry approach that is consistently taught across the school. Learning Celebration evenings reflect the new inquiry approach. The inquiry approach is visible in classes	Term 2 -3	Inquiry Leads DP Principal All staff	
4.1 Our kaiako/teacher Cultural Toolkit is understood and identified in our professional Growth Cycle observations and goals.	WSL/ASLs Nino Taniwha Facilitators Release	A Rapaura Cultural Toolkit/Essential Pedagogies document is completed. An agreed statement about learning at Rapaura is completed. Teachers identify goals identified in the observations to shadow coaching process. Teachers complete their Professional Growth Cycle.	Term 1-2	DP Principal All staff Akonga/Whānau	
5.1 Akonga progress is monitored, data is analysed and kaiako/teachers can identify needs, planning purposefully and intentionally to further develop understanding and skills.	CRT Release	Testing and assessment takes place and priority needs are identified. Teaching is responsive to student needs. SENCO documentation and processes are responsive to student needs and are consistent schoolwide. Teacher Aides and additional agencies support students with identified needs.	Term 1-4	DP Principal All staff	





Mahi Tahī / Working Together

Goal: Student success and belonging through positive partnerships.

Annual Target:

1. The Board, staff and whānau feel a strong sense of belonging to our kura and support the learning and development of all ākonga.
2. Board members, staff, students and parents understand our values, curriculum and PB4L expectations.
3. Our revised curriculum will be implemented with purposeful and intentional planning and teaching of Reading, Writing and Maths.
4. Our Rangatahi Iwi, Ngāti Rārua, their histories and aspirations are known and valued by the BOT, Staff, Students and Whānau.
5. Our Learner Profile and Reporting documentation reflects the views of all stakeholders with regards to what aspirations and success look like for our ākonga.
6. The Board, staff and whānau feel a strong sense of belonging to our kura and support the learning and development of all ākonga.
7. Board members are highly-skilled, understand their obligations and roles.
8. Board members, staff, students and parents understand our values, curriculum and PB4L expectations.

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards →
Whānau, ākonga and the BOT understand the importance of regular school attendance and demonstrate this by monitoring, review and regular school attendance.	SMS Data Attendance matters Reports Attendance Service	Attendance rate improvement to meet the regular attendance rate of 90% and above.	T1-4	Office Manager All staff BOT	
BOT members are effective, understand achievement data, our curriculum, values and PB4L expectations.	Time BOT Funding	BOT members participate professionally and understand the keys aspects of their roles and responsibilities.	Terms 1-4	BOT Principal Staff NZSTA	
Our revised curriculum is implemented.	Time/Leadership resourcing MOE Curriculum Advisors Niho Taniwaha facilitators	The Maths curriculum plan is implemented. The English curriculum plan is reviewed and developed with the guidance of the Literacy leader. Inquiry consultation is completed, reviewed and developed to included all stakeholder voice and curriculum changes.	Term 1-4	BOT/Staff Principal Maths Leader/Literacy Leader & Facilitator	
Our Rangatahi Iwi, Ngāti Rārua, their histories and aspirations are known and valued by the BOT, Staff, Students and Whānau.	Iwi personnel Staff Whānau/Ākonga	Iwi members are included in consultation and the development of our values, curriculum and are involved in events where possible.	Term 1-4	Iwi members BOT/Staff Principal Whānau/Ākong a	
Learner profiles and reports are reviewed and implemented.	Staff Whānau/Ākonga	Reports are updated to reflect the revised values and curriculum. Learner Profiles are updated to reflect the revised values and curriculum.	Term 1-4	Iwi members BOT/Staff Principal	



Toru

Respect Excellence Adaptable Collaboration Hauora