



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

ANNUAL PLAN

2025



Strategic Goal:

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

Starting point:

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
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 behaviour matrix in place. New values, logo and updated school documents that align with these in every classroom. A revised Health & PE curriculum that reflects the PB4L philosophy. Alignment of our school values, documents and practices to the PB4L framework.
All staff model the expected behaviours and use the process for positively acknowledging these.	Staff, students and Whānau learn about the values and what they mean. Tika Tokens have been developed and are in use. 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.





Strategic Goal:

Akoranga / Learning

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

Starting point:

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 in 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 lower than expected therefore resources needed to be targeted to support learners, different approaches need to be implemented and 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 consistent with the plan, collected, analysed and acted upon at the specified times.	Assessment data is collected and used to monitor ākonga progress, report to parents and the BOT at specified times during the year. Learning needs are identified, particularly for priority and ākonga Māori and resourcing/programmes reflect this. Achievement data to shows at least 75% of learners achieving expectation by the end of the year (Piritahi achievement challenge) Priority learners are identified, actions are put in place to support them and their progress is monitored and reported termly.
Reading, Writing and Maths planning reflects the Hour a Day priority.	Teaching plans show the implementation of the Hour a Day policy. Hour a Day implementation plan is in place.
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. Inquiry planning draws on student interests and includes relevant curriculum areas in engaging, cross-curricular contexts that include local curriculum and history.
Ākonga 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 (school and Piritahi), inform future planning, identify priority learners and locate needs within their class and across the school. Resources are allocated to meet the needs.
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.

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 Mātaiaho. 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.





Starting point:

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 Rarua 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 by being informed about the curriculum, student achievement, wellbeing and contributing to the collective efficacy of the school	Board, staff, and whānau have the opportunities to learn about the curriculum, assessment and reporting changes. BOT members have positively contributed to the school ensuring that legislative expectations are met and student achievement is shared and monitored. Staff have participated in a workplace wellbeing survey as part of a workplace health and safety focus and have contributed to the collective efficacy of the school.
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 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 Taihū histories, are included in local curriculum and inquiry learning. New BOT members are aware of Ngā Kawataū me ngā Tūmanakotanga o te Taihū
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 or implementation in 2026.
Support ākonga to feel empowered to lead their own learning, celebrate their identify and connect to their kura.	Ākonga can describe their learning and social goals, articulating strategies and next steps to make further progress. The language and identify of all ākonga is celebrated and visible in our kura. Ākonga can describe what they value and how they feel connected to their kura.
Board members are highly-skilled, understand their obligations and roles and seek to engage the community in consultation.	New BOT members have taken part in induction and training. The BOT involve the staff and community in consultation regarding the health curriculum and strategic direction of the school.

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 Mātaiaho. 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.





Hauora/Well Being

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

Annual Targets:

1. Align strategic documents, planning, systems and processes with PB4L.
2. All staff model the expected behaviours and use the process for positively acknowledging these.

Action (9b)	Resources	Evidence/Measures of success	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
1.1 All staff committed to the PB4L philosophy and demonstrated this by being active in the work.	PB4L funding Release 1 x Staff Hui	Teachers and support staff understand and can talk about the key documents and practices of PB4L	Term 1-4	PB4L Lead DP Principal All staff Ākonga/Whānau	
1.2 A behaviour matrix in place.	PB4L funding Release 2 x Staff Hui	Teachers contribute to the development	Development Term 1 and Implemented Term 2	PB4L Lead DP Principal All staff	
2.1 New values, logo and and updated school documents are visible in every classroom.	PB4L funding Release 1 x Staff Hui	Alignment of our school values to the PB4L framework Shared understanding by Staff, ākonga and Whānau about our values and what they mean. School marketing materials are all updated to include the new logo.	Development Term 1 and Implemented Term 2	PB4L Lead DP Principal All staff	
2.2 A revised Health & PE curriculum that reflects the PB4L philosophy.	PB4L funding Release 1 x Staff Hui	Health Curriculum Community Review. A revised Health & PE curriculum that reflects the PB4L philosophy.	Term 2 Review Term 3 Implementation	PB4L Lead SLT, BOT All staff & Whānau	
2.3 Alignment of our school values, documents and practices to the PB4L framework.	PB4L funding Release 2 x Staff Hui	Tika Token is developed and implemented in the school. Teachers and support staff implement strategies that are agreed on collaboratively and consistently implement them - Everyone, Everywhere, Everyday.	Term 1 development T 2- 4 implementation & review	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 consistent with the plan, collected, analysed and acted upon at the specified times.
2. Reading, Writing and Maths planning reflects the Hour a Day priority.
3. The Rapaura Inquiry approach is implemented, visible and can be talked about by all.
4. Ākonga progress is monitored, data is analysed and kaiako/teachers can identify needs planning purposefully and intentionally to further develop understanding and skills.
5. An increased understanding of what culturally responsive pedagogies are and evidence of these in observations.

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 and used to monitor ākonga progress, report to parents and the BOT at specified times during the year.	Release 1 x Staff Hui SENCO/WSL Assessment budget	Testing and assessment takes place and priority needs are identified. Termly reports are presented to the BOT. 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/Team leader Principal All staff BOT	
1.2 Learning needs are identified through termly reporting, particularly for priority and ākonga Māori and resourcing/programmes reflect this.	Principal Teachers SENCO	Termly OTJs are analysed along with ongoing monitoring by teachers to identify and respond to priority learner needs.		DP/Team leader Principal All staff BOT	
1.3 Achievement data to shows at least 75% of learners achieving expectation by the end of the year	MOE Liz Kane MOE Facilitator	Teacher take part in MOE Maths PLD Teachers take part in MOE English PLD Y3 - 8 teachers take part in structured literacy PLD	Terms 1 - 4	DP/Team leader Principal All staff BOT	
2.1 Teaching plans show the implementation of the Hour a Day policy. Hour a Day implementation plan is in place.	Staff planning MOE Curric Advisor	Teacher planning shows the intentional planning for Reading, Writing and Maths teaching for an hour a day. Hour a day Implementation Plan is completed	Term 1-4	DP Principal All staff	Hour a day Implementation Plan completed and presented to BOT Hui 3/25
3.1 The Rapaura Inquiry approach is implemented, visible and can be talked about by all.	1 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 All kaiako use data to contribute to moderation sessions (school and Piritahi), inform future planning, identify priority learners and locate needs within their class and across the school. Resources are allocated to meet the needs.	4 x Staff Hui	Moderation within school and across schools. Agreed moderation practices, expectations and tools.	Terms 1 - 4	SLT ASLs/ WSL Teachers Teacher Aides	
5.1 Our kaiako/teacher Cultural Toolkit is understood and identified in our professional Growth Cycle observations and goals.	WSL/ASLs Staff 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 Ākonga/Whānau	





Mahi Tahi / Working Together

Goal: Student success and belonging through positive partnerships.

Annual Target:

1. Whānau, ākonga and the BOT understand the importance of regular school attendance and demonstrate this by monitoring, review and regular school attendance.
2. The Board, staff and whānau feel a strong sense of belonging to our kura and support the learning and development of all ākonga by being informed about the curriculum.
3. Board members, staff, ākonga and parents understand our values, curriculum and PB4L expectations.
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. Support ākonga to feel empowered to lead their own learning, celebrate their identity and connect to their kura.
7. Board members are highly-skilled, understand their obligations and roles and seek to engage the community in consultation.

Action	Resources	Evidence/Measures of success	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
1.1 An increased use of the school App for reporting absences. An increased use of accurate codes and active monitoring and reporting of absences.	SMS Data Term MOE Reports Attendance Service	Attendance rate improvement to meet the regular attendance rate of 90% 80% of the time.	T1-4	Office Manager All staff BOT	
2.1 Board, staff, and whānau have the opportunities to learn about the curriculum, assessment and reporting changes.	Time BOT Funding	BOT members participate professionally and understand the keys aspects of their roles and responsibilities.	Terms 1-4	BOT Principal Staff	
2.2 Staff contribute to the collective efficacy of the school.	Funding Personnel	Staff identify their skills, strengths and aspects that they can take responsibility for the contribute to improved workplace culture and collective efficacy.		Staff SLT Judith Price / Judith Catton	
3.1 PB4L objectives and expectations are displayed and talked about throughout the school. The school values will be reviewed and included in school curriculum and PB4L material.	Staff Whānau/Ākonga	Staff, students and whānau can speak about the values and goals of PB4L. School print material and the website is aligned to the revised values, narrative and logo	Term 1 & 2	SLT Teachers	
4.1 The Ngāti Rarua, and other Te Taihū histories, are evident in local curriculum and inquiry learning. New BOT members are aware of Ngā Kawatau me ngā Tūmanakotanga o te Taihū	Iwi personnel Staff Whānau/Ākonga BOT	Whānau and Iwi members are included in consultation and the development of our values, curriculum and are involved in events where possible.	Terms 1- 4	Iwi members BOT/Staff Principal Whānau/ākonga	
5.1 Whānau, staff and the BOT review priorities, curriculum to become informed and contribute the the Rapaura learner profile.	Time/Leadership resourcing MOE Curriculum	Curriculum and assessment information is shared with the BOT and whānau. Reports are reviewed to reflect the revised values, curriculum and phases. Rapaura Learner Profile is developed.	Terms 1-4	BOT/Staff Principal Whānau/ākonga	
6.1 Ākonga/Learners take part in a student wellbeing survey	Students Teachers BOT / NZCER	Data is gathered, analyses and goals/needs/next steps are identified.	Term 2	SLT Teachers and TAs	
7.1 BOT members take part in hui, training, policy review and BOT internal performance reviews	BOT NZSBA	ERO Board Assurance Survey BOT Meeting Reviews	Term 1-4	BOT NZSBA	
Staff participate in a workplace wellbeing survey as part of a workplace health and safety focus.	BOT Staff NZSBA	Data is gathered, analyses and goals/needs/next steps are identified.	Term 2 and 4	Staff BOT	

'Whiria ngatahi ngā ākonga - Weave Learners Together'

Equity, Excellence, Belonging

STRENGTHENING TEACHER AND LEADERSHIP CAPABILITY	CURRICULUM	HAUORA
<p>ACTION PLAN</p> <p>Provide quality PLD from within and beyond our region in all curriculum areas</p> <p>Strengthen assessment practices across the Kahui Ako through common tools, practices and assessment literacy</p> <p>Provide localised response to the needs of our tumuaki, kaiako, kaiawhina and other relevant staff.</p> <p>Continue to strengthen practices which bring the aspirations of Ngā Kawatau me ngā Tūmanakotanga o Te Taihuhu alive in our kura</p>	<p>ACTION PLAN</p> <p>Improve our literacy & mathematics results from Year 0 - 10 so that at least 70% of our students are achieving within expectations</p> <p>Improve our NCEA and CAA results from Year 11 - 13 so that at least 70% of our students are achieving NCEA Level 1 and 2</p> <p>Ensure the new curriculum is effectively implemented within our kura</p> <p>Increase localised learning opportunities for our ākonga</p>	<p>ACTION PLAN</p> <p>Use best practice to support the needs of all our ākonga, particularly our neurodiverse students</p> <p>Collectively improve attendance rates across our Kahui Ako</p> <p>Share best practice in well-being models that are fit for purpose and culturally responsive</p> <p>Improve transition points throughout our local education system</p>

Cultural relationships for responsive pedagogy

Collaborative Inquiry

Kaiako
Whānau
Ākonga
Mana Whenua

MAURI ORA

All learners make expected progress
Trusted reliable data informs practice
Strong moderation practices
Progress measured and analysed
Equitable outcomes for all

Ngā Kawatau me ngā Tūmanakotanga o Te Taihuhu



PIRITAHİ KAHUI AKO ANNUAL PLAN 2025

Whiria ngatahi ngā ākonga - Weave Learners Together



Achievement Success Indicators

- All learners make expected progress
- Progress measured and analysed
- Strong moderation practices
- Trusted reliable data informs practice
- Equitable outcomes for all

Principles

- Equity, Excellence, and Belonging
- Collaborative Inquiry
- Cultural Relationships for Responsive Pedagogy

Strengthening Teacher / Leadership Capability

1. Hold Piritahi SOD that has workstreams represented by speakers
2. Hold termly WSL rūnanga to increase capacity of leadership (ASL)
3. ASL's to undertake leadership growth development (ASL)
4. Join National Kahui Ako Network (CO)
5. Hold 2x workshops for all Kahui kura in T2 & T3 (ASL / CO)
6. Kahui Ako assessment tool selected for EOY assessments (CO)
7. ASL's to support schools to understand the E-Asttle tool (ASL)
8. Provide PCT workshops and networking for localised need (ASL)
9. Investigate support for middle leadership (CO)
10. Instigate networking groups between schools (eg literacy) (CO)
11. Provide individualised school support (ASL)
12. Provide BoT/Iwi training evenings (CO)
13. Once a term Principal hui targeted at PLD (speakers, school visits, webinars etc) for Terms 1 - 3 (CO)
14. Successful advertising and fulfillment of all ASL roles for 2026.
15. Set up of Tier 2 Literacy Support Groups to share practice and what is working well in this new space
16. Sharing of mahi in schools Expo in T4 (CO/ASL/WSL)
17. Sharing of mahi between Kahui (CO)
18. Kahui BoT twice yearly newsletters including EOY reports (CO)

Curriculum

1. Coordinate PLD for new curriculum between schools (CO)
2. Support Y7 - 13 with implementation of new curriculum as it is released (CO/ASL)
3. Provided targeted workshops for brining the new curriculum to life in our schools (CO/ASL)
4. Provide meaningful and localised support content in our Piritahi newsletters (CO/ASL)
5. Match ASL strengths to schools based on need (CO)
6. Support schools to access development training with mathematics support materials (CO/ASL)
7. Run extension opportunities for students in Mathematics and Literacy (once per year)
8. In school needs based PLD provided by ASL's on a school by school basis (ASL)
9. Continue to support resource sharing with new curriculum tools (CO/ASL)
10. Mathematics moderation practices to be led and supported by our ASL's
11. Continue to provide opportunities for teachers to observe our skilled practitioners in action (ASL)

Hauora

1. Ongoing partnership with Marlborough Attendance Services (CO)
2. TA's development sessions for learning support to be provided on both Piritahi TOD's in 2025 (CO)
3. Sharing best practice with improved attendance amongst tumuaki (CO)
4. Continued advocacy for LSC's in our region
5. Ensure agreed practices for ECE transition are in place post trials (CO)
6. Colleges and Y8 representatives to review current transition assessment practices (CO / ASL)
7. Regular College & Y8 hui planned to improve transition (CO/ASL)
8. Regular ECE & NE hui planned to improve transition (CO/ASL)
9. SOD 2025 to have a clear Hauora workstream included (CO)
10. Strong network supports in place for WSL, ASL and Tumuaki (CO)
11. Collective hauora data gathered across Piritahi schools to determine students needs (ASL)
12. Development of mini 2 year action plan based on collated data (CO/ASL)