



Strategic Plan 2026-2028



Nau te rourou, naku te rourou, ka ora te iwi
(With your food basket and my food basket, then everyone will be fed)

Our Goals	Strong Community Connections	Thriving Tamariki and Kaiako	Innovative and Responsive Curriculum
Our Initiatives	Culturally inclusive Environment Utilise community assets to enhance teaching and learning opportunities Streamlined communication channels	Grow student leadership PB4L Tier 2 and 3 Self-regulation strategies Understanding neurodiverse learners Support and enhance regular attendance	Fully implement English and Mathematics curriculums Introduce refreshed curriculums in other areas as available Increase target student progress and achievement Utilise up to date assessment practices to inform teaching and communicate with whanau
Our Success	We have an inclusive sense of belonging and connection with our community at the heart	Our Tamariki and Kaiako succeed with confidence where identity, culture and well-being are valued	A relevant, innovative and fit for purpose curriculum that engages and motivates all Tamariki to achieve to their full potential
Our Values: Respect Connect Belonging Resilience			



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Our Goals	Our Priorities Our consultation findings are:	Relevant Documents This goal links to:
Strong Community Connections	We have many new families to our school. In the last 2 years we have seen a decrease in attendance at student conferences and meetings. There is a need to grow relationships within and across our wider community. We currently use a range of communication methods that are still not reaching all of our community – this can be streamlining and enhanced.	Education and Training Act (2020) – The school gives effect to Te Tiriti o Waitangi – ensure plans, policies and local curriculum reflect local tikanga Māori and tea o Māori NELPs – Learners at the Centre Ka Hikitia - Belonging Te Mātaiaho (Refreshed Curriculum: Principle – Give effect to Te Tiriti o Waitangi Education Review Office – Evaluation Cycle - Partnerships
Thriving Tamariki and kaiako	A strong sense of identify and emotional well-being is important for our Tamariki. Providing strategies for self-regulation remains a priority. Our staff have strong and positive relationships with each other and with our tamariki and whānau. We need to foster and nurture this strength.	Education and Training Act (2020) – the school is physically and emotionally sagfe for students and staff, the school is inclusive of, and caters for, students with differing needs NELPs – Learners at the Centre Ka Hikitia – Strength based Te Mātaiaho (Refreshed Curriculum: Principle - Hold a broad view of akonga success Education Review Office – Evaluation Cycle – Learner Success and Well-being. PB4L Feedback
Innovative and Responsive Curriculum	We are required to prioritise reading, writing and maths within our learning programmes. Our whānau want their tamariki to enjoy a range of learning experiences, both inside and outside the classroom, challenge themselves and be active. Our staff are committed to teaching to the need of our learners and modify teaching approaches to ensure equitable outcomes and prioritise support for those whose needs have not yet been met.	Education and Training Act (2020) The school gives effect to Te Tiriti o Waitangi – achieving equitable outcomes for Māori students. Every student is able to attain their highest possible standard ed educational achievement NELPs – Barrier Free Access, Quality Teaching and Leadership Ka Hikitia – Excellent Outcomes Te Mātaiaho (Refreshed Curriculum: Principle – Hold high expectations for all ākonga Education Review Office – Evaluation Cycle – Curriculum, Teaching and learning, professional capability and capacity

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Goal	Initiative	Tool / Measurement	2026 outcome	2027 Outcome	2028 Outcome	Initiative Success
Strong Community Connections	One communication method for all correspondence	Whānau feedback Conference and meeting attendance	New whānau will have a good understanding of school systems and communication	Whānau will regularly engage with learning opportunities and school events	Systems embedded	Whānau will be well informed and be engaged in the learning journey of their tamariki.
	Develop community initiatives to support learning	Observation Student surveys	Students will be involved in community projects and learning	Community will be often visible within our kura supporting learning	Strong partnerships between community and kura in on-going way	Students will be visible within community and the community visible within our kura
Thriving Tamariki and kaiako	Build Self-regulation strategies in students	PB4L data each term Attendance data	Implement Tier 2 and 3 PB4L strategies	Embed PB4L strategies at all Tier levels	With on-going support students will demonstrate self-regulation strategies	Tamariki and Kaiako will have and use a kete of well-being strategies
	Grow student agency, leadership and whānau group systems	Student survey / feedback Learner capabilities data	More opportunities for student leads Assessment for learning strategies embedded into learning programmes	Student leaders take ownership for initiatives to that support peers	Leadership and assessment for learning embedded	Student agency is evident within learning programmes and student leaders are obvious within kura
Innovative and Responsive Curriculum	Embed refreshed curriculums	Whole school reading, writing and maths progress and achievement data	Students and Kaiako will have a good understanding of maths and English pathways and use these to identify next learning steps	Embed new curriculums – Health and PE	Embed new curriculums – Science / Arts	Learners will be engaged and motivated by having greater agency over their learning and through knowing their learning pathway progressions
	Increase target student progress	Target student monitoring Goal setting and Review Student Attendance	Programmes will be implemented and reviewed to meet student need including attendance	Assessment and attendance practices will align with MOE requirements	Initiate learning support co-ordinator role to support engagement, well-being and learning	Target students will demonstrate increased rates of progress and academic attainment.



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Goal	Strategic Initiative	2026	2027	2028
Strong Community Connections	One communication method for all correspondence	Plan and implement Major Focus	Embed	Minor focus
	Develop community initiatives to support learning	Identify opportunities Minor Focus	Build lasting relationships / opportunities into regular annual planning	Minor focus
Thriving Tamariki and Kaiako	Build Self-regulation strategies in students	Plan and implement Major Focus	Monitor and continue to embed	Minor focus
	Grow student leadership and whānau group systems	Plan and implement Minor Focus	Embed	Monitor / Review
Innovative and Responsive Curriculum	Embed refreshed curriculums	Major Focus	Major Focus	Major Focus
	Increase target student progress	Major Focus	Major Focus	Minor Focus



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Goal	Give Effect to Tiriti o Waitangi	ERO Evaluation Cycle Improvement Actions	Annual Student Targets and Achievement Goals
Strong Community Connections	Consult with whānau in meaningful, on-going and reciprocal ways Engage with whānau in relation to school improvement plans Strengthen relationship with iwi Work with whānau to prioritise attendance	ERO Next Steps: - Continue to develop teaching practices to promote te Ao Māori through curriculum design to ensure a strong sense of belonging and connection to the community for all learners Annually: - consult with whānau and the community to inform future strategic planning and resourcing decisions.	Funded students – ORS, ICS, MOE (speech, behaviour), RTLB, ESOL Non-funded – RTLB, students with behavioural difficulties, students with learning difficulties, Māori Students Reading Target Students – to accelerate the progress of all students to increase the number of students achieving in reading within or beyond expected levels Writing Target Students - to accelerate the progress of identified students to increase the number of students achieving in writing within or beyond expected levels Mathematics Target Students - to accelerate the progress of all students to increase the number of students achieving in maths within or beyond expected levels
Thriving Tamariki and Kaiako	Provide on-going professional learning for Kaiako Structure well-being initiatives utilising Te Whare Tapa Wha Continue to develop use of te reo, kapa haka, tikanga across our kura	ERO Next Steps: - Enhance wellbeing and engagement for all students to ensure educational success through gathering and analysing feedback from learners and whānau, the teaching of the school's local curriculum and values Annually: - Evaluate the impact of professional learning on teaching practice, progress and achievement and outcomes for learners to inform planning Actions taken against these next steps are expected to result in: - strengthened confidence and capabilities in teaching practices to further improve outcomes and sense of belonging for learners	

		• learners having a strong sense of belonging and connection to their learning journey, through the teaching of the school's local curriculum and values	Achievement Goals: Reading School-wide – Increase the number of students working within or beyond expectation (2025 - 79%) Writing School-wide - Increase the number of students working within or beyond expectation (2025 - 75%) Mathematics School-wide - Increase the number of students working within or beyond expectation (2025 - 84%) Attendance School-wide – increase regular attendance (90%) rates (2025 – T1 = 77%, Term 2 = 78%, Term 3 = 59%, Term 4 = 66%)
Innovative and Responsive Curriculum	Remove barriers to ensure equitable outcomes for Māori ākonga Ensure whānau involvement in goal setting Deliver learning programmes that reflect Aotearoa Teach tikanga of pepeha, Matariki, local stories, waiata	ERO Next Steps: • Align the school's local curriculum to effectively implement the changes to the New Zealand Curriculum, to further improve progress and achievement in reading, writing and mathematics Every six months: • review reading, writing and mathematics progress and achievement information to inform teaching, planning and practice for ongoing learning • monitor and evaluate attendance data to review and refine strategies that increase regular attendance. Annually: • evaluate school-wide assessment processes to inform and further strengthen teaching and learning Actions taken against these next steps are expected to result in: • sustained progress and achievement in reading, writing and mathematics for all learners • increased and sustained regular attendance.	

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Goal 1	Strategic Initiative	Term 1	Term 2	Term 3	Term 4
Strong Community Connections	One communication method for all correspondence	Introduce HERO – SMS – Attendance, office transfer, Communication – notices, newsletters	Continue to implement HERO – Assessment, Student need, Administration	Continue to implement HERO - website	Continue to implement HERO – fully integration
	Develop community initiatives to support learning	Identify opportunities STEAM River Guardians ECE Connect	Snowdens Bush Grow Matariki event ECE Connect Swimming ECE Connect	EPro8 Lego ECE Connect Kiwisport Dance ECE Connect	Aquabots ECE Connect Carols in the Park Gala ECE Connect
	Build relationship with new families	New parent hui – Welcome Goal Setting Conferences	Parent Hui – Curriculum Maori Whanau consultation Written Reporting	Goal Setting Conferences	Written Reporting
	Enhance transition to school processes	New parent hui – New Entrant	New entrant parent hui – Health Nurse	New entrant parent hui – Curriculum	New Entrant Parent Hui – health Nurse
		Student leadership – ECE - Develop	Student leadership – ECE	Student leadership – ECE	Student leadership – ECE

Resources:

HERO – investment and training

Community – River Guardians, Snowden's Bush, Matariki

ECEs

Donation Scheme – Swimming, Epro8, Lego, Aquabots

Senior leadership – ECE connect

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Goal 2	Strategic Initiative	Term 1	Term 2	Term 3	Term 4
Thriving Tamariki and Kaiako	Build Self-regulation strategies in students	Staff Only Day – Jan 2025 RTLB + Providers Tier 2 PB4L PD Teacher Aide PD	PB4L Data Tier 2 PB4L PD Teacher Aide PD	PB4L Data Tier 2 PB4L PD Teacher Aide PD	PB4L Data Tier 2 PB4L PD Teacher Aide PD
	Grow student leadership and whānau group systems	Student Leaders identified and Training Whānau Group activities / Values	Student Council developed Whānau Group activities / Values	Student Leader Days Whānau Group activities / Values	Student Leader Days Whānau Group activities / Values
	Improved Attendance Rates	Implement Attendance Management Plan STAR attendance initiatives as identified	Attendance Data Initiatives to support increased attendance	Attendance Data Initiatives to support increased attendance	Review Attendance Data Initiatives to support increased attendance

Resources:

RTLB – TOD support

MOE – TOD Support

Senior Leadership Team – Staff Only Days, student leaders

Healthy Active Schools – Sport Tasman – Leadership training

Attendance Service



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Goal 3	Strategic Initiative	Term 1	Term 2	Term 3	Term 4
Innovative and Responsive Curriculum	Embed refreshed curriculums	Maths School-wide plan implemented and used English Curriculum embedded Assessment Schedule	Maths PLD Day English Curriculum Pathway School wide data – gathered and reviewed	Maths PLD Day English Curriculum Pathway	English Curriculum Pathway School wide data – gathered and reviewed
	Increase target student progress	TOD – Maths / English Curriculums Maths Curriculum Plan	TOD – Maths Curriculum Maths Curriculum Plan	TOD – Maths Curriculum Maths Curriculum Plan	Maths Curriculum Plan Student Data
		Target Students identified SLA SMA	Accelerated Learning Hui Tracking systems - Target Student Data Assessment for learning	Accelerated Learning Hui Tracking systems - Target Student Data Assessment for learning	Accelerated Learning Hui Tracking systems Review Assessment for learning
	Professional Growth Cycle	Teams Developed Assessment for Learning	Team Meetings – English / Maths Observations / Walk Through	Team Meetings – English / Maths Observations / Walk Through	
	PE and health Curriculum	Ministry Release Draft Healthy Active Schools – PD / Planning	Healthy Active Schools – PD / Planning	Healthy Active Schools – PD / Planning	Healthy Active Schools – PD / Planning 2027

Resources:

Leadership Team – Curriculum implementation

MOE – Curriculum support – Maths

Structured Literacy / Structured Maths – Professional Learning

