



Rangiuru School Strategic Plan

2024 - 2026



Our Vision:

For all students to develop the values of kaitiakitanga, whanaungatanga, manaakitanga and ako.

Our Mission:

Empowering all tamariki to be connected, confident and caring life long learners.

Our Curriculum


At Rangiuru School we believe in knowing our learners, their needs and their next learning steps. We aim to ensure our curriculum is highly responsive to the learning needs of our akonga while making it fun, localised and engaging with a strong environmental focus. Our values underpin all that we do and all that we believe in. We celebrate the individual progress of our akonga.

Cultural Responsiveness

Rangiuru School values all heritage and culture. We believe in providing an environment where our Maori learners can confidently achieve success as Maori. We will aim to do this by strengthening the dimensions of Whanaungatanga, Manaakitanga, Tangata Whenuatanga, Aki and Wananga.

	Curriculum	Cultural Responsiveness to support Hauora/Wellbeing
Strategic Goals	1. For all learners to make <u>progress</u> through high quality teaching and assessment practices	2. To develop culturally responsive practices to foster the wellbeing of students
Links to NELPs	<i>Obj 1: Learners at the centre, Obj 2: Barrier Free Access, Obj 3: Quality Teaching and Leadership Obj 4: Future of Learning and Work</i>	<i>Obj 1: Learners at the centre, Obj 2: Barrier Free Access, Obj 3: Quality Teaching and Leadership Obj 4: Future of Learning and Work</i>
Success Statement	Staff are competent and confident and have a strong understanding of the NZC and develop programmes best suited to the needs of their learners. Learners are actively involved in their learning outcomes and next learning steps leading to personal success.	Create a nurturing environment where every member of our kura feels valued. Creating culturally responsive practices and pedagogies so everyone will feel supported, included, connected and a sense of belonging.
Strategic Initiatives	1.1: To develop consistent high quality approaches to teaching and learning across the school (pedagogy) 1.2: Review and strengthen the use of assessment to respond most effectively to learner needs 1.3: To develop learner agency (children talking about their learning) 1.4: To implement a Structured Literacy approach schoolwide	3.1: For all tamariki to have a sense of belonging and to feel safe and happy at school 3.2: Develop culturally responsive practices schoolwide (Rangiuru School Kahui Ako Action Plan) 3.3: To continue to grow PB4L practices schoolwide 3.4: Implement Pause, Breath, Smile to foster well being 3.5: Healthy active learning supporting with movement and hauora

Strategic Plan

	2024 (Learn)	2025 (Embed)	2026 (Sustainable Practice)
<p><u>Curriculum</u> 1. For all learners to make progress through high quality teaching and assessment practices</p>	<ul style="list-style-type: none"> -Set expectations and consistency for teaching and assessment school wide -Grow and develop teacher knowledge and practice - Literacy with a focus on Structured Literacy and spelling programmes using PLD from Liz Kane Literacy -Increase student agency school wide -Assessment for learning to begin to inform teaching practice - led through PLD from Liz Kane Literacy 	<ul style="list-style-type: none"> - Continue with consistent approach to teaching and assessment across the school -Continued School wide PLD in Structured Literacy, spelling (The CODE) and assessment - Continue with school wide writing moderation (make connections with other schools for moderation) -Continue work with MAC (Maori Achievement Collaborative) - create action plan 	<ul style="list-style-type: none"> - Continue with strong robust assessment practices across the school and revise as needed - External PLD to continue to help us improve teaching, learning and outcomes for all learners - Structured Literacy approach implemented schoolwide -Moderation practices to continue -MAC action plan to be revised and implemented
<p><u>Cultural Responsiveness to support Hauora/Wellbeing</u> 2.To develop culturally responsive practices to foster the wellbeing of students</p>	<ul style="list-style-type: none"> - PB4L-SW: Tier 1 -School values underpin everything - Kahui Ako action plan created - Rongohia Te hau survey to drive action plan - Continue to grow and develop teachers culturally responsive practice with -Connections made with MOWS - PLD for kaiako in 'Pause Breathe Smile' and for the programme to be taught across the school to enhance wellbeing -Healthy Active learning with Sport BOP 	<ul style="list-style-type: none"> - PB4L-SW Tier 2: growing our knowledge and capability - Continue with Kahui Ako action plan - revise as needed - Changes made to action plan from data collected in survey (continue to meet the challenging needs of the tamariki) - Adopt and embed our school values into everything we do -Continue to build relationship and work with MOWS 	<ul style="list-style-type: none"> - Full implementation of PB4L across the school, making adjustments as identified and needed - Kahui Ako to continue and strengthen practices in an ongoing way - School values to be a part of who we are, what we do and value at Rangioru School -MOWS work reinforces our values and links to the wider community and environment



Annual Implementation Plan 2024

Curriculum

1. For all learners to make progress through high quality teaching and assessment practices

<p>Why? We believe it is important to have a consistent approach to teaching, learning and assessment across our school. We want all our learners to feel success and so will focus on the individual progress of each learner. We also want to increase teacher knowledge, capacity and capability which in turn will lead to improved learner outcomes and success for all.</p>	<p>How? * Increase teacher 'knowledge' * Consistent in our approach to teaching * Whole staff PLD * High expectations for ALL learners * Learning to learn - encouraging akonga to reflect on and talk about their learning and next steps * Robust and relevant data collection</p>	<p>Actions? * Create shared and consistent approaches * Create expectations for planning teaching and assessment * In school PLD to grow and develop teacher knowledge * Self review systems to be put in place * All staff to be part of data analysis to inform teaching impact and next steps</p>
--	---	---

1. Curriculum: For all learners to make progress through high quality teaching and assessment practices

Strategic Initiatives	Actions	Responsibility	Timeframe	Expected Outcomes
<p>1.1: To develop consistent high quality approaches to teaching and learning across the school (pedagogy)</p>	<p><u>Literacy</u> Implement "The CODE" in Yrs 3-8 Begin Structured Literacy in Yrs 0-2</p>	<p>All Staff</p>	<p>All Year</p>	<p>-PLD for Kaiako to increase teacher knowledge and pedagogy (Liz Kane Literacy) -All teachers upskilled in and teaching The CODE/Structured literacy in their classroom -Heart words taught in all classes -improved spelling achievement and knowledge of spelling rules -PLD for Kaiako to increase teacher knowledge and pedagogy</p>
<p>1.2: Review and strengthen the use of assessment to respond most effectively to learner needs</p>	<p><u>ASSESSMENT for Learning</u> Develop processes and procedures for teaching and assessment Consistent school guidelines developed for data gathering PLD in Assessment for Learning TARGET LEARNERS Target learners identified and monitored</p>	<p>Led by Bridget and Tash All Staff</p>	<p>All Year</p>	<p>-Assessment for Learning PLD with Liz Kane Literacy leading to a review of assessment used -Moderation of data collected as a whole staff to ensure consistent levelling -All teachers to have clear understanding of what data is collected, how and why -All teachers to be using same assessment tool - these tools to be reviewed with Liz Kane Literacy -Robust and reliable data collected and analysed by staff - used to identify next steps -Focus on children's ability to talk about their next learning steps leading to an increase in Student Agency -Target learners identified next steps identified - reviewed twice termly by teachers and whole staff -Target learners identified in weekly planning</p>

1.3: To develop learner agency (children talking about their learning)	Schoolwide use of Learning Portfolios	All staff	All Year	-Every child will have a Learning Portfolio that will be the vehicle for goal setting, values rubric and to capture learning that children will use to talk to at Learning Conferences -Children taught how to talk about their next learning steps leading to an increase in Student Agency, confidence and engagement
1.4: To implement a Structured Literacy approach schoolwide	Culturally Responsive Pedagogy and Practice Maori Achievement Collaboration (MAC) action plan developed	Drew Manning from MAC, Bridget, Tash	All Year	-Work with MAC to develop and implement an action plan based on identified needs at Rangiorua School to support teachers/learners/BOT and community -Kahui Ako action plan revised and implemented across the school -Daily teaching of Te Reo Maori and integration across curriculum areas and our daily programmes -Increased teacher knowledge and capability in culturally responsive practices -Learner agency increased -Kapa haka taught across the school

Cultural Responsiveness to support Hauora/Wellbeing

2.To develop culturally responsive practices to foster the wellbeing of students

<p>Why? Cultural identity is an important contributor to wellbeing. It gives a sense of belonging. Ka Hikitia (Accelerating Success from the Maori Education Strategy) outlines the importance of Maori enjoying and achieving educational success as Maori. We want to create a positive and inclusive school culture so that our tamariki and kaiako feel a sense of belonging and feel safe at school. We want to have kind, connected and happy tamariki thriving in a positive learning environment where everyone is valued</p>	<p>How? * Buy in from all stakeholders * Build connections with iwi, whanau and hapu * Data collated and analysed * Student voice * PB4L-SW * Working alongside across school lead for culturally responsive and culturally sustaining practice * Develop our responsive localised curriculum * Create consistent practices and expectations for behaviour across our school * Adopt, embed and live our school values</p>	<p>Actions? * WST to lead staff in Kahui Ako strategic and action plan implementation * ANZHC implementation * Incorporate signage around the school which reflects the cultural identity of the children within (culturally responsive lens) * Classrooms programmes to be culturally responsive * Adoption and implementation of PB4L-SW * Create and embed values through lesson plans * Create school rules and school wide behaviour expectations</p>
--	---	---

2. Cultural Responsiveness to support Hauora/Wellbeing:

To develop culturally responsive practices to foster the wellbeing of students

Strategic Initiatives	Action	Responsibility	Timeframe	Expected Outcomes
3.1: For all tamariki to have a sense of belonging and to feel safe and happy at school	Strong focus on school values and school rules (kindness)	All staff	All Year	-Grow akonga sense of identity, culture and language -School Values to underpin all we do -All children to know our school rules based around kindness -Culturally sustained practices implemented across the school -School environment to reflect the culture of children within -Kapa haka weekly, Whole school marae visit

				<ul style="list-style-type: none"> -Te Reo integrated throughout programmes and alive in classrooms -Teachers increased knowledge of culturally responsive practices
3.2: Develop culturally responsive practices schoolwide (Rangiuru School Kahui Ako Action Plan)	<p>Kahui Ako Action Plan developed with staff</p> <p>Ongoing home, school and community collaboration, consultation and partnership</p> <p>Localised Curriculum developed and implemented</p> <p>ANZHC</p>	<p>Led by WST supported by All staff</p>	<p>All Year</p>	<ul style="list-style-type: none"> -Strong partnership and relationships with home, school and the community built -AG day - community welcomed -Clear lines of communication between home and school (celebrations and concerns shared regularly) -Meet the teacher evenings, Curriculum evenings, School picnic -Matariki celebrations including whanau matariki breakfast -Whanau and community well informed of what is happening at school - newsletters, facebook, whanau assemblies -Localised curriculum has been introduced -connections made with local Iwi and hapu -ANZHC PLD for staff and integrated into schoolwide planning -Grow akonga sense of identity, culture and language -Culturally sustained practices implemented across the school -School environment to reflect the culture of children within -Kapa haka weekly, Whole school marae visit -Te Reo integrated throughout programmes and alive in classrooms -Teachers increased knowledge of culturally responsive practices
3.3: To continue to grow PB4L practices schoolwide	<p>PB4L - SW</p>	<p>All staff</p>	<p>All Year</p>	<ul style="list-style-type: none"> -School Values embedded -Children able to talk about school values/rules and what it means for them -PB4L lesson plans created and taught across the school weekly driven by needs -Class treaties developed and used to support PB4L along with class rewards and consequences -All teachers using PB4L in class and playground and speaking the same language -Schoolwide reward system used, including certificates handed out at assemblies based around values
3.4: Implement Pause, Breath, Smile to foster well being	<p>Pause, Breathe, Smile used in all classes</p>	<p>All staff</p>	<p>All Year</p>	<ul style="list-style-type: none"> -Pause, breathe, smile PLD at beginning of year for all staff -Pause, breathe, smile integrated into daily classrooms programmes -Children's knowledge of feelings, emotions and how to deal with these grows

<p>3.5: Healthy active learning supporting with movement and hauora</p>	<p>Garden to Table and Bush Classroom Schoolwide</p> <p>Healthy Active Learning with Sport BOP</p>	<p>All staff</p>	<p>All Year</p>	<ul style="list-style-type: none"> -School garden developed -Weekly Garden to Table lessons taught across the school -Links made with community and whanau and use their expertise -Increased engagement of our tamariki and a love of gardening -Hands on relevant and purposeful learning experiences -PLD for teachers facilitated by Sport BOP -Healthy Active learning movement/ideas incorporated into daily classroom programmes
--	--	------------------	-----------------	--

