

# RAWHITIROA SCHOOL - 2228

## Strategic Plan and Annual Implementation Plan 2025



### Our Vision for our student's future:

After their years of learning at Rawhitiroa School and in its community, we want our students to be lifelong learners who shine and stand out, and show the following traits:

### Rawhitiroa Learner Qualities:

Display **Whanaungatanga** by working collaboratively and collectively, forming relationships based on high expectations and understanding their responsibilities.

Display **Aroha** by being compassionate and showing empathy for others. Supporting and uplifting those around them.

Display **Kaitiakitanga** by actively caring for and protecting their local and wider environment.

Display **Ahuatanga** by being an active participant in learning. Accepting challenges and being a risk taker.

## Strategic Plan 2025

	<p>Our vision: Preparing our students for the future – Students preparing themselves for the future.</p> <p>Our values: Whanaungatanga- Aroha – Kaitiakitanga- Ahuatanga</p>		
Goals	School Culture	Curriculum fit for purpose	Student achievement and Teacher capacity
	<p>E tū Tāngata – Stand together</p> <p>He WAKA eke noa - we are all in this together</p>		
Motivation	<p>Te ao Māori</p> <p>Te Tiriti o Waitangi</p> <p>Education and Training Act 2020 127-1d</p>	<p>Future citizens</p> <p>Curriculum purpose</p> <p>Education and Training Act 2020 127-2</p>	<p>Learners reaching potential –</p> <p>Teaching and learning Programs.</p> <p>Education and Training Act 2020 127-2</p>
Initiatives	<ul style="list-style-type: none"> <li>: Māori achievement collaborative</li> <li>: Increase our understanding of te Tiriti o Waitangi and our role in honouring this.</li> <li>: Increase understanding and use of te reo me tikanga Māori.</li> <li>: Teacher growth, knowledge, and confidence</li> </ul>	<ul style="list-style-type: none"> <li>: Using the environment.</li> <li>: Student Leadership</li> <li>: Attendance expectations. Value is placed on students attending school every day.</li> </ul>	<ul style="list-style-type: none"> <li>: Meeting the needs of students.</li> <li>: Creating learning environments that promote learning.</li> <li>: Teacher PLD curriculum refresh, moderation practices.</li> <li>: Assessment plan meets purpose and is fair for all learners.</li> <li>: New English and Maths curriculum embedded in planning and practice.</li> </ul>

<p>Measures</p>	<ul style="list-style-type: none"> <li>: The teaching of Te Reo Māori to be timetabled.</li> <li>: Māori language learning at level 4b school wide.</li> <li>: Te reo and tikanga being taught and incorporated with confidence and consistency across the school.</li> <li>: Connections built and sustained with local iwi.</li> <li>: The importance of learning Te Reo Māori will be evident in the school's local curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>: The school attendance plan supports the school and whānau in ensuring students attendance.</li> <li>: School natural environment reflects the schools' initiatives and goals.</li> <li>: Attendance levels meet the Ministry goals.</li> </ul>	<ul style="list-style-type: none"> <li>: Structured learning approaches in literacy and maths apparent in planning and teaching.</li> <li>: Assessment informs teaching and learning and aligns to the refreshed curriculum documents.</li> <li>: The data from assessment is used to inform next steps in teaching and learning.</li> <li>: 85% students achieving within, at or above curriculum expectations writing at end of 2025.</li> <li>: 85% students achieving within at, or above curriculum expectations in reading at end of 2025.</li> <li>: 85% students achieving within, at or above curriculum expectations maths at end of 2025.</li> <li>: Moderation practices between schools confirms teacher judgements in writing.</li> </ul>
<p>Core practices</p>	<p>Quality Teaching   Quality Leadership   Learners at the centre   Student achievement   Well-being</p>		

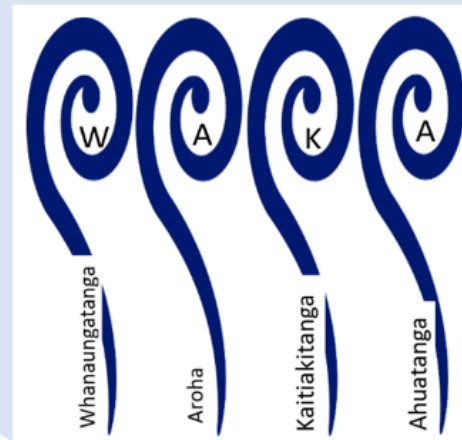
This plan was developed in conjunction with the board and community. Community consultation was undertaken by having a kōrero with parents, students, and teachers. The goals were developed out of the feedback received and based on the achievement data of the students. They are also underpinned by the statement of national education and learning priorities issued by the Minister, any other relevant national education strategies, or plans, including Ka Hikitia, the Action Plan for Pacific Education, and the Oranga Tamariki action plan and the foundation curriculum policy statements and national curriculum statements made under section 90 of the Act.

## Annual Implementation Plan 2025

<b>Summary of the plan</b>	<p>Student learning and achievement continue to be a focus in 2025. Teacher development and understanding and confidence in using the refreshed curriculum and a structured maths and literacy approach. Programs of teaching and learning will meet not only the needs of students but also their learning styles to maximise progress across the year.</p> <p>Giving effect to Te Tiriti o Waitangi continues to be an emphasis this year. Building on the steps made in 2023 -2024 and ensuring not only success for all students, a strong understanding of our nation's rich history and the embedding of Te reo and tikanga in our Kura.</p>
<b>Starting place</b>	<p>In 2024 85% of students were working within, at or above in Reading, 81% in writing and 85% in maths. 7 students were below in reading, 9 in writing and 7 in maths.</p> <p>In 2025 teachers will be focused on ensuring students have met the requirements of the refreshed curriculum and that a triangulation of assessment data confirms their judgements.</p>
<b>Giving effect to Te Tiriti o Waitangi</b>	<p>The school is committed to giving effect to Te Tiriti o Waitangi. Through involvement with Māori Achievement Collaboration a strong and informed direction will be available to the principal. The school also has local community input to assist in the direction and to help strengthen teaching and learning opportunities. In 2025 the board has appointed a board member to the role of Cultural responsiveness to liaise and work with the principal and facilitate conversations with iwi.</p>

**Whanaungatanga:** relationships (student, teachers, school-wide and community) with high expectations

**Kotahitanga:** unity, working together for a common goal



**Aroha:** acceptance, inclusion, Respect

**Manaakitanga:** integrity, trust sincerity

**Kaitiakitanga:** guardians, protectors and preservers of the land

**Tangata Whenuātanga:** place based, socio-cultural awareness, knowledge

**Ahuatanga:** high expectations, self motivated learners

**Wānanga:** communication, problem-solving, innovation

**Ako:** all have knowledge to share and practice in the classroom and beyond

NELPS		Tātaiako	Ka Hikitia a Hāpaitia	Actions: Feedback from whānau
Priority 1 Ensure places of learning are safe, inclusive, and free from racism, discrimination, and bullying	Ask learners/ākonga, whānau and staff about their experience of racism, discrimination, and bullying, and use that information to reduce these behaviours		Te Tangata Māori are free from racism, discrimination, and stigma in education.	Ensure school is a safe inclusive environment by continuing to act promptly and fairly.
Priority 2 Have high aspirations for every learner 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 culture	Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori education success as Māori.	Wānanga Participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement  Ako Taking responsibility for their own learning and that of Māori learners.	Te Tuakiritanga Identity, language, and culture matter for Māori learners.  Te Kanorautanga Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.	Iwi consultation:
Priority 3 Reduce barriers to education for all, including Māori and pacific learners, disabled learners, and those with learning support needs.	Work with whānau and pacific families and understand barriers, which may prevent learners from accessing, participating, or remaining engaged in schooling and work to address them	Whanaungatanga Actively engaging in respectful working relationships with Māori learners, parents and whānau	Te Whānau Education provision responds to learners within the context of their whānau.	Ensure regular meetings with Māori whānau and that of disabled learners to ensure that teaching, learning and the Kura environment meets the needs of all learners.



<b>Strategic Goal: School Culture</b>	
<b>Annual Goal: Students as confident unique individuals who know who they are.</b>	
A safe and positive school culture students will be secure in who they are and able to be the best that they can be.	
<b>Initiatives</b>	<b>Key actions</b>
MAC	<ul style="list-style-type: none"> <li>• MAC Kaupapa integrated in the school</li> </ul>
Cultural Capacity Leadership Hui - Te Kahui Ako o Taranaki Mohoao.	<ul style="list-style-type: none"> <li>• Increased understanding and confidence in leading school wide cultural initiatives</li> </ul>
Te reo me tikanga	<ul style="list-style-type: none"> <li>• Use of te reo I the classroom and school grounds</li> <li>• Provision of 3+ hours each week</li> <li>• Kapa Haka opportunity for all students</li> </ul>
Leadership Opportunities	<ul style="list-style-type: none"> <li>• Introduction of school leaders, head boy and girl, cultural leads, sports captains, arts captain.</li> <li>• Student led initiatives - environment, school lunches</li> </ul>
TRP data	<ul style="list-style-type: none"> <li>• Use of behaviour data to guide teaching to ensure a safe environment for all</li> </ul>
Attendance	<ul style="list-style-type: none"> <li>• Strive to meet ministry targets for attendance.</li> <li>• Work with students and whānau regarding the importance of everyday matters.</li> <li>• Develop school attendance plan and align with STAR plan</li> </ul>
School Environment	<ul style="list-style-type: none"> <li>• School environment reflects the vision and direction of the school</li> </ul>



**Strategic Goal:** Teacher capacity and student achievement

**Annual Goal:** Creating lifelong learners - Students passionate and enthusiastic about learning and seeing success. Strong teacher understanding and knowledge of refreshed curriculum and science of learning will lead to improved outcomes for students.

<b>Initiatives</b>	<b>Key actions</b>
Refreshed English and maths Curriculum taught in classes	<ul style="list-style-type: none"><li>• Evidence of the refreshed curriculum used in teachers planning.</li><li>• PLD opportunities being availed of when and where possible to ensure teacher knowledge is current.</li><li>• Teachers' knowledge of students' progress is current and reviewed regularly</li></ul>
Structured literacy and structured maths	<ul style="list-style-type: none"><li>• A structured approach to learning in these two curriculum areas is evident.</li><li>• Teaching is consistent across the school</li></ul>
Rawhitiroa Guiding Light – Localised Curriculum	<ul style="list-style-type: none"><li>• Alignment of localised curriculum with refreshed curriculum areas</li></ul>
Assessment	<ul style="list-style-type: none"><li>• Assessment plan fair for all and meets needs of all learners.</li><li>• Plan aligns with refreshed curriculum. Tools chosen are fit for purpose.</li><li>• Assessment tasks meet the demands of the refreshed curriculum.</li><li>• Teachers know and understand the curriculum at each phase and within the phases.</li><li>• Moderation opportunities to moderate between schools sought and utilised</li></ul>

**Annual Target:** Student academic success in literacy and maths

To increase the percentage of students working at or above their curriculum expectations.

**Baseline Data:** At the end of 2024:

	Underachieving	Within students	At students	Above students
Reading Dec 2024 (47)	15% (7)	21% (10)	38% (18)	26% (12)
Writing Dec 2024 (47)	19% (9)	47% (22)	25% (12)	9% (4)
Maths Dec 2024 (47)	15% (7)	45% (21)	34% (16)	6% (3)

<b>Initiatives</b>	<b>Key actions</b>
Differentiated teaching	<ul style="list-style-type: none"> <li>• Teaching and learning are differentiated to meet the needs of the students in the class.</li> <li>• Teachers' knowledge of students' progress in current and reviewed regularly</li> </ul>
Programs of teaching and learning	<ul style="list-style-type: none"> <li>• Are current and fit for purpose.</li> <li>• Follow a structured approach.</li> <li>• Teachers have a strong understanding of the science of learning</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Formative and summative assessment used.</li> <li>• Assessment data used to inform next steps in teaching and learning.</li> <li>• Assessment is timely and purposeful</li> </ul>
Target action plans/collaborative action plans for students underachieving or at risk if underachieving.	<ul style="list-style-type: none"> <li>• Targeted and learning outcomes for students.</li> <li>• Students meeting goals.</li> <li>• Goals are aimed at accelerated learning.</li> <li>• Students and whānau aware of goals and progress being made</li> </ul>