Riverton/Aparima te Kura Tuatahi
Tiaki - Hapori/Aroha/Aumangea/Hiwa
CARE - Community/Aroha/Resilience/Engagement

Aparima/Riverton Primary School

Ko Aparima te awa
Ko te Ara a Kiwa te moana
Ko Takitimu te waka
Ko Aparima te whenua
Ko Takutai o te Tītī te marae
Ko Waitaha, Kāti Mamoe me Kāi Tahu kā iwi
Ko Riverton te kura tuatahi

Hapori/Community - We value community because we work together to make things great. A community involves everyone and provides us with opportunities.
Aroha - We value Aroha because it allows us to work together and learn with positive relationships. It makes everyone around you feel valued.
Aumangea/Resilience - We value resilience because it makes us strong-minded to fight above our weaknesses to be greater. It helps us to challenge ourselves and learn.
Hiwa/Engagement - We value engagement because it allows us to give everything a go and have fun. It helps us to show our strengths and make new friends.

Strategic Plan 2026 - 2028

<u>School Vision</u>
We Open Our Door with Aroha

We nurture resilient, confident, and curious learners who think critically, feel a genuine sense of belonging, and are motivated to engage meaningfully in our community.

Background Information
Goals are developed as a result of the following …
- Data collection- monitoring and analysis of data - BoT, Staff, Student, and Whānau voice - Meeting with specific targeted groups (Gifted and learning needs) - Meetings with runaka representatives - Meeting with outside agencies - Review Process
The school goals are based on our school vision, parental survey results, and annual review. The same processes will be used to measure progress in 2027 and 2028.

Strategic Goal Alignment
Education and Training Act 2020

Objectives of boards in governing schools	**Outcome of Vision**
Every student at the school can attain their highest possible standard of educational achievement	
The school: ● is a physically and emotionally safe place for all students and staff ● gives effect to relevant student rights ● takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school	
The school is inclusive of and caters to students with differing needs	
The school gives effect to Te Tiriti o Waitangi, including by: ● working to ensure 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.	

Strategic Goal Alignment

National Education Learning Priorities

1	**LEARNERS AT THE CENTRE** - Learners with their whānau are at the centre of education
1	Ensure places of learning are safe, inclusive, and free from racism, discrimination, and bullying.
2	Have high aspirations for every learner/ākonga, 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	**BARRIER-FREE ACCESS** - Great education opportunities and outcomes are within reach for every learner
3	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga, and those with learning support needs.
4	Ensure every learner/ ākonga gains sound foundation skills, including verbal & visual language, literacy, and numeracy.
3	**QUALITY TEACHING AND LEADERSHIP** - Quality teaching and leadership make the difference for learners and their whānau
5	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.
6	Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce.
4	**FUTURE OF LEARNING AND WORK** - Learning that is relevant to the lives of New Zealanders today and throughout their lives
7	Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge, and pathways to succeed in work.

STRATEGIC GOAL 1: **We will consolidate our implementation of Te Mātaiaho to promote curious, confident learners who know what they are learning, feel proud of their progress, and can talk about their next steps.**		***Te Tiriti o Waitangi***		
		Art 1	Art 2	Art 3
2026	• Embed an understanding of Te Mataiaho (NZC Curriculum) • Continue to build staff competency with Maths and Literacy PLD for all staff • Collaborative planning based on the environment and knowing our learners		✓ ✓ ✓	✓ ✓ ✓

	• Student agency promoted - Student voice • Ongoing consultation with BoT	✓	✓	✓
2027	Implement inclusive strategies…			
2028	Demonstrate confidence /proficiency			

Te Tiriti o Waitangi

Article 1 Kāwanatanga/Governance - Article 2 Rangatiratanga/ Agency - Article 3 Ōritetanga/ Equity

STRATEGIC GOAL 2: **We will strengthen inclusive practice so that all learners experience a strong sense of belonging and feel supported to succeed.**		***Te Tiriti o Waitangi***		
		Art 1	Art 2	Art 3
2026	• Build staff capability and collaborative practice with PLD • Engage in neurodiverse PLD • Engage in culturally responsive PLD • Ongoing consultation with BoT • Student agency promoted - Student voice	✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓
2027	Implement inclusive strategies…			
2028	Demonstrate confidence/proficiency			

Te Tiriti o Waitangi

Article 1 Kāwanatanga/Governance - Article 2 Rangatiratanga/ Agency - Article 3 Ōritetanga/

Equity

Annual Plan 2026

STRATEGIC GOAL 1: We will consolidate our implementation of Te Mātaiaho to promote curious, confident learners who know what they are learning, feel proud of their progress, and can talk about their next steps.

Strategy - To consolidate and embed planning, teaching, and assessment practices aligned with Te Mātaiaho.	
Kaiako actions:	**Expected Outcomes:**
● Actively engage with PLD - Maths - Maths No Problem ● Actively engage with PLD - Maths Curriculum ● Actively engage with PLD - MoE Smart tools Assessment & Reporting ● Update assessment rubrics ● Update Literacy and Maths Curriculum folders	• Curriculum planning and instructional practices will be evident across all classes. • Syndicates will collaboratively assess and moderate to ensure coherent implementation of Te Mātaiaho. • Assessment and reporting practices will align with Ministry of Education expectations and Te Mātaiaho standards. SMART tool. • Student achievement data will be used to monitor and forward plan. • Curriculum documentation and resources are consistently accessible to all staff, including new staff.

Strategy - To promote curious, confident learners who know what they are learning, feel proud of their progress, and can talk about their next steps.	
Kaiako actions:	**Expected Outcomes:**
• Plan and deliver well-structured lessons with clear learning intentions and success criteria, so students understand what they are learning and why. • Differentiate teaching to ensure all students' needs are appropriately met. • Encourage pupil voice through interviews.	• Lessons are structured to engage curiosity, build confidence, and promote a love of learning. • Students collaborate with peers, sharing ideas and learning strategies, and develop confidence in explaining their thinking. • Students receive constructive feedback that helps them understand the purpose of tasks and supports their learning progress. • Students participate in discussions about their learning and progress with teachers and families at interviews.

• Affirm and respond positively to students' thinking with appropriate feedback.	• PB4L • Positive feedback on all areas of learning • Create positive relationships with children • Using and modelling the CARE values

STRATEGIC GOAL 2: We will strengthen inclusive practice so that all learners experience a strong sense of belonging and feel supported to succeed.

Strategy - To strengthen and embed inclusive practices across the school.	
Kaiako actions:	**Expected Outcomes:**
• Implement and actively contribute to the school-wide PB4L framework • Differentiate teaching through flexible grouping and varied opportunities for students to demonstrate learning. • Te Poha - PLD • Collaborate with SENCO, teacher aides, and external specialists to design and deliver appropriate support. • Monitor and review the progress of target students each term	• Positive behaviour is consistently modelled and reinforced, contributing to a safe, respectful, and inclusive school environment where all learners know they belong. • All learners are appropriately challenged and supported, with equitable access to learning. • Students can demonstrate their learning in meaningful ways. • All staff become more confident in their ability to teach Te Reo and know the correct tikanga. All teachers are made accountable. • Students are able to learn with the support they require. • All target pupils will be able to show progress during the year.

Strategy - all learners experience a strong sense of belonging and feel supported to succeed.	
Kaiako actions:	**Expected Outcomes:**
• CARE Values • House System • Whole school events - Sport/Cultural • Integrate te reo Māori, tikanga Māori, into daily teaching. Build strong partnerships with whānau through meaningful and culturally responsive conversations.	• Student-led fortnightly House Meetings. • Termly house events • House points integrate into the CARE PB4L programme • Students see their culture, language, and identity reflected and valued in daily learning experiences. • Māori learners experience success as Māori.

Timelines - all actions will run all year
Resourcing - Budget, staffing allocation prioritised to meet actions above

Priority given to learners whose needs have not yet been met within the actions and resourcing above.

Annual Targets 2026

Strategic Goal 1	We will consolidate our implementation of Te Mātaiaho to promote curious, confident learners who know what they are learning, feel proud of their progress, and can talk about their next steps.

Targeted Outcomes	2026 Success Indicators	How will we know we're succeeding
• Clear, coherent learning progressions across year levels	• Follow NZC for Literacy and Maths • Use School-wide curriculum information, Long term plans etc •	• Using the SMART tool • Use of current assessment rubric • Phonics checks • Progress shown on reports during the year
• Explicit teaching	• Walkthrough data shows consistent effective practice across classrooms	• SM walkthroughs linked to Teaching & Growth Cycles
• Consistency in teacher assessment and data analysis	• OTJ variability across classes reduces • Use PATs &/or SMART tool	• Syndicate and whole-school moderation
• Students confidently explain what they are learning and how they are progressing • High levels of engagement and curiosity	• Increase in the number of student-generated questions	• 80% of students can articulate their learning and next steps
• Increased teacher confidence in curriculum implementation	• Collaborative data-focused staff discussions	• Teacher confidence surveys
• Parental support	• Student voice shows increased confidence and ownership	• 3-way conferences on learner confidence, engagement and clarity of progress
• Programmes tailored to children's learning	• Target learners demonstrate accelerated progress	• Termly trend analysis of practice

Strategic Goal 2	We will strengthen inclusive practice so that all learners experience a strong sense of belonging and feel supported to succeed.

Targeted Outcomes	**2026 Success Indicators**	**How will we know we're succeeding**
• How to prevent and notice any form of bullying	• Life Ed Bus • CARE Values • Kia Kaha • MITEY • eTap	• The children will be seen using the tools taught in the lessons • Use the values around the school in all environments • Teach this later on in the year, invite the police education officer to help out with leagl details • Used at every opportunity and at the start of the year setting the tone for the year and assessing the class dynamics • Record all behaviour on our eTap to system. Look for trends and what support may be needed
• Support for children with learning needs	• Using the TAs and outside agencies	• Update the LS register, and meetings held during the year. • IEPs set for all children needing individual learning programmes • TAs working within the classes with the children

		needing extra support and is small groups and where needed one-to-one.
• Parental involvement in their child's learning	• Provide whanau with tools to help their children learn at home. NZC Parent Portal • Meet with the families so that they can have total buy-in	• Parents are well informed about the direction of learning happening and reporting there of. • Families will receive contact twice a term, through various means.
• Students experience belonging through strong relationships between staff, students and the wider community	• Positive relationships with runaka, the high school, and community groups/businesses	• Making contact with our ECE services and setting up well communicated school visits. • Continue to work with the Runaka and build solid relationships. • Community involvement whenever needed, eg, RSA ANZAC services and school contributions. • Continue our excellent relationship with the college. Sharing in events and provide clear data for all the new pupils starting.
• Strong relationships between staff and whānau.	• Positive feedback in whānau surveys about communication and relationships.	• Use whanau feedback in our charter design and communication throughout the year.
• Cultural identities are affirmed and visible across the school.	• Te reo Māori, tikanga Māori, and diverse cultural perspectives are visible in learning environments and daily routines.	• All learners feel comfortable learning within their culture and are accepted for who they are. There are visible signs that all culturals are recognised at RPS.
• Teachers confidently differentiate learning to meet diverse needs.	• Lesson observations show differentiation strategies	• All children are learning at the best possible rate, lined up to their abilities.

• Early identification and responsive support for learners with additional needs.	• Timely referrals to learning support teams and external agencies when needed.	• Help & guidance from outside agencies • Communication home so families can support their child's learning
• Teacher Aides and support staff are effectively integrated into learning programmes.	• Teacher Aides feel valued, informed, and confident in their role.	• TAs receive sufficient PLD and are supported by the teachers while helping children in the classes. • Have well informed plans for each lesson.

Baseline Data of Target Children 2026 - Reading - **30 - 25%** Writing - **44 - 36.6%** Maths - **65 - 54%**	**Baseline Data RPS Achievements** Reading - **98 - 75%** Writing - **84 - 64.4%** Maths - **60 - 46%**