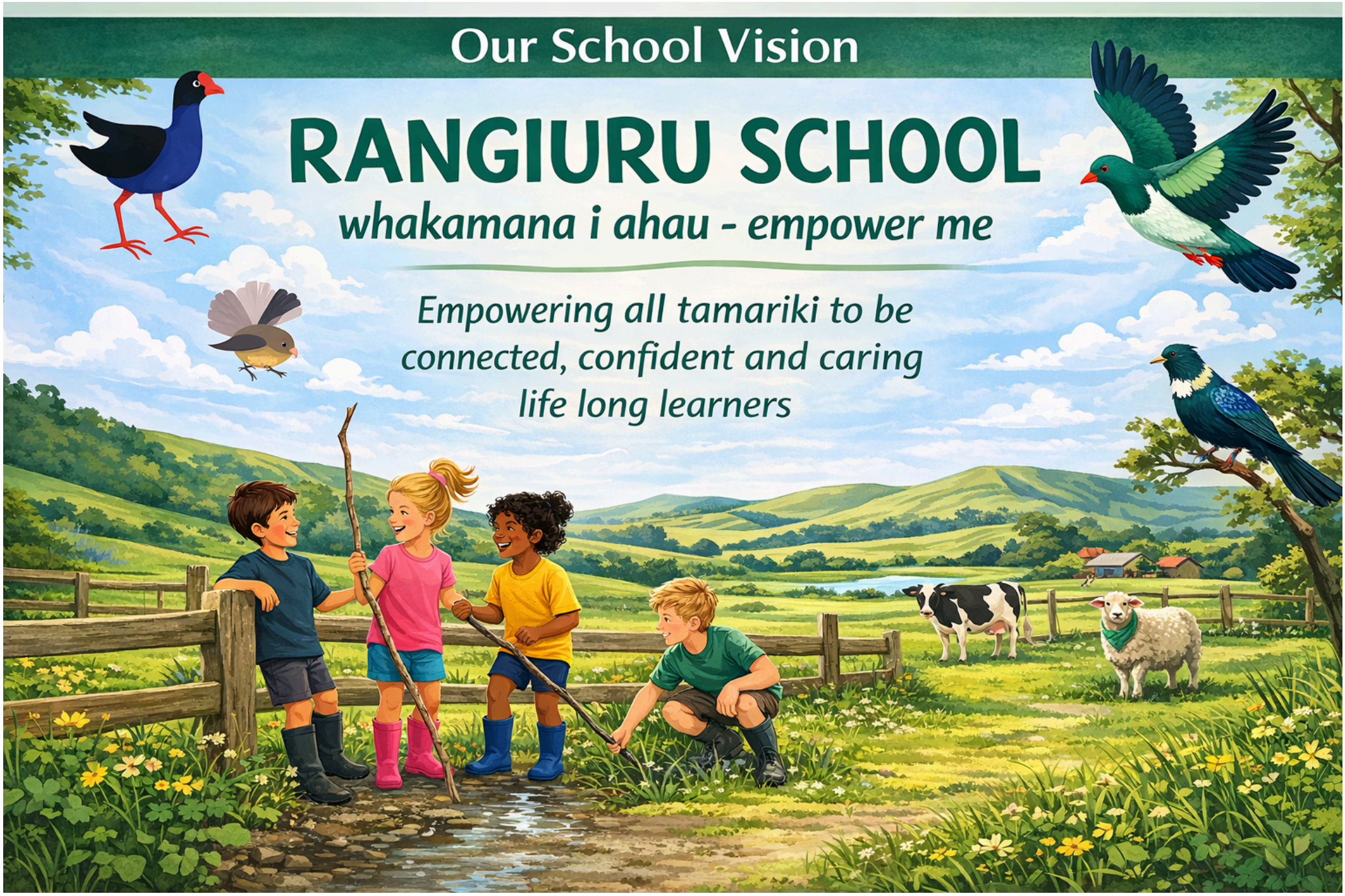
Our School Vision
RANGIURU SCHOOL
whakamana i ahau - empower me
Empowering all tamariki to be
connected, confident and caring
life long learners

Current Position

Rangiuru School continues to work toward the goals outlined in our 2025–2027 Strategic Plan, with a focus on strengthening curriculum implementation, improving student achievement, increasing attendance, and supporting the wellbeing of all learners.

During 2025, kaiako began engaging with Te Mātaiaho, the refreshed New Zealand Curriculum, alongside the introduction of the Maths No Problem programme to complement and strengthen the delivery of the mathematics curriculum across the school. Professional learning focused on building kaiako capability in mathematics through this programme. At the same time, the school continued to embed its established structured literacy approach, with LLARS and The Code already well embedded in classroom practice to support the explicit teaching of reading and writing. This work sat alongside the ongoing development of the Rangiuru School local curriculum.

Achievement information from 2025 indicates steady improvement across reading, writing and mathematics, reflecting the impact of strengthened teaching practice and targeted interventions. Writing remains an area of relative strength, reading shows consistent progress, and mathematics continues to be the key area requiring further development. Cohort and schoolwide analysis identify priority learners who require accelerated support to strengthen outcomes in mathematics and deepen progress for lower performing literacy groups.

Feedback from the school's community consultation highlighted that whānau strongly value the supportive and inclusive environment at Rangiuru School. Families identified the importance of strong relationships between students and kaiakos, opportunities for outdoor and hands-on learning, and a curriculum that supports both academic progress and the development of confident, kind and resilient learners.

Attendance remains an important priority for the school. At the end of 2025, 69% of students were attending school regularly (90% or more of the time). While many students attend regularly and engage positively in learning, some students experience barriers to consistent attendance.

Supporting student wellbeing also remains an important priority. Rangiuru School continues to provide a supportive learning environment where strong relationships and a sense of belonging are central to student engagement and success.

Our approach continues to be guided by the school values of kaitiakitanga, whanaungatanga, manaakitanga and ako, which underpin learning, relationships, and decision making across the school.

Annual Plan 2026

Annual Implementation Plan builds on the progress made in 2025 and focuses on the following key priorities:

Implement a connected and meaningful school curriculum

Continue embedding Te Mātaiaho, the refreshed New Zealand Curriculum, within the Rangiuru School local curriculum through collaborative planning, professional learning, and the development of high quality localised learning programmes. This work deepens kaiako understanding of the refreshed curriculum, strengthening teacher capability and supporting more effective and consistent teaching practices across the school. Kaiako engage in inquiry, collaborative problem solving and professional learning to enhance their practice and support progress and achievement for all ākonga.

Grow academic achievement and progress for all learners

Strengthening literacy and mathematics achievement through targeted teaching, structured literacy approaches, and intervention programmes for identified learners. Ongoing use of assessment information will support kaiako to monitor progress and accelerate learning outcomes for students who require additional support.

Build resilience, confidence and wellbeing/hauora in our learners

Improving attendance, engagement, and student wellbeing through strong relationships, positive learning environments, and meaningful learning opportunities. The school will continue working closely with whānau to strengthen attendance, while supporting student wellbeing through programmes that promote belonging, participation, and positive behaviour.









Giving Effect to Te Tiriti o Waitangi

Rangiuru School is located within the rohe of Tapuika, with connections to the wider Te Arawa waka. Honouring Te Tiriti o Waitangi is an important part of our kura and reflects our commitment to recognising Aotearoa New Zealand's bicultural heritage.

Our approach is guided by the principles of partnership, participation and protection, which shape how we build relationships with whānau, develop our curriculum, and support the success and wellbeing of all learners.

Our curriculum reflects the histories, stories, and cultural heritage of our local area. Learning experiences incorporate local contexts so that tamariki develop a strong sense of identity, belonging, and connection to the whenua and community around them.

Te reo Māori me ōna tikanga are uplifted through everyday school life, including classroom practice, karakia, waiata, school events, and localised curriculum learning such as Matariki and environmental learning. These approaches support all learners to develop an understanding of Aotearoa New Zealand's bicultural foundations and help ensure that Māori learners see their language, culture and identity reflected and valued within our kura. In doing so we continue to uphold the values of manaakitanga and whanaungatanga, fostering a strong sense of belonging and respect for the diverse identities within our school community.

Rangiuru School values respectful and reciprocal relationships with Tapuika and seeks opportunities to strengthen connections with mana whenua while continuing to grow staff capability in culturally responsive and relational practice.

While national policy settings may evolve over time, our commitment to honouring Te Tiriti o Waitangi remains grounded in our belief that culturally responsive education strengthens learning, supports belonging, and enriches the experiences of all tamariki at Rangiuru School.

Strategic Goal 1 : Curriculum & Achievement

Current Position :

In 2025, kaiako engaged with the refreshed English and Mathematics curriculum, alongside professional learning in Maths No Problem. The curriculum was further updated in November 2025 for full implementation in 2026, requiring additional professional learning for staff.

Strategic Goal: **Implement a connected and meaningful school curriculum**

Annual Target/Goal:

Strengthen kaiako capability to confidently implement Te Mātaiaho within the Rangiuru School local curriculum, using collaborative professional learning to improve teaching practice and support strong foundations in literacy and mathematics.

1.Kaiako confidently use Te Mātaiaho to plan and deliver learning programmes aligned with the Rangiuru School local curriculum.

2.Kaiako engage in regular collaborative curriculum planning and reflective practice, strengthening teaching approaches aligned with the science of learning and teaching the basics brilliantly.

3.Teaching practice across the school demonstrates consistent approaches to literacy and mathematics instruction, including the effective use of the Maths No Problem, LLARS amd The Code.

4.Identified learners receive targeted support and accelerated learning opportunities to strengthen progress in literacy and mathematics.

Key Improvement Strategies

Focus Area	Actions	Who	Resources	Outcomes
Strengthen understanding and implementation of Te Mātaiaho	· Hold weekly curriculum planning meetings to deepen kaiako understanding of Te Mātaiaho and support planning aligned with the Rangiuru School local curriculum. · Review planning and classroom programmes to ensure alignment with the refreshed curriculum. · Work with MOE Curriculum Leads to support curriculum implementation and professional learning	Principal; Deputy Principal; Kaiako	Weekly curriculum planning meetings; MOE Curriculum Lead support; Teacher Only Days; planning time; Te Mātaiaho guidance resources	. Kaiako demonstrate increased confidence using Te Mātaiaho in planning and teaching. . Classroom programmes clearly reflect the refreshed curriculum and the Rangiuru School local curriculum.
Pedagogical practice through collaborative professional learning and coaching	· Weekly curriculum planning meetings focused on collaborative planning and professional discussion. · Review teaching practice to ensure it reflects the science of learning and the principle of teaching the basics brilliantly. · Use collaborative inquiry and reflection to strengthen teaching practice across the school.	Principal; Deputy Principal; Kaiako	Staff meeting time; curriculum planning meetings; PLD resources; MOE Curriculum Lead support;	. Kaiako regularly engage in professional discussions about teaching practice. . Planning and classroom practice reflect structured and explicit teaching approaches.

			collaborative planning time	
Strengthen literacy and mathematics teaching practices	· Continue integrating LLARS and The Code to support conceptual understanding or Structured Literacy across the school. · Continue integrating Maths No Problem to strengthen mathematics conceptual understanding across the school. · Provide opportunities for kaiako to share effective classroom practice and build consistency across classes.	Principal; Kaiako; SENCO; Teacher Aides	LLARS resources; The Code resources; Maths No Problem programme; PLD time; collaborative planning time	. Kaiako demonstrate confidence implementing Te Mātaiaho through consistent literacy and mathematics teaching practices across the school. . Ākonga demonstrate improved progress and engagement in literacy and mathematics through consistent and effective teaching practices across the school.
Strengthen assessment practices to support teaching and learning	· Participate in MOE Assessment for Learning professional learning to strengthen assessment practices aligned with Te Mātaiaho and the Rangiuru School curriculum. · Develop shared understanding and consistent use of assessment information to support teaching and learning. · Use assessment tools including the SMART tool, HERO, the Year 2 Mathematics Assessment, and the Phonics Check (20 week and 40 week) to identify learning needs and monitor progress. · Use assessment information to guide targeted teaching and support for learners requiring additional support.	Principal; Deputy Principal; SENCO; Kaiako	MOE Assessment PLD; assessment tools (SMART tool, HERO, Year 2 Maths Assessment, Phonics Checks); staff meeting and planning time	. Kaiako demonstrate increased confidence and consistency in the use of assessment to inform teaching and learning. . Assessment information is used effectively to identify learner needs, monitor progress, and support improved outcomes for ākonga.
Strengthen targeted support for identified learners	· Identify learners requiring additional support through assessment information and kaiako observations. · Deliver differentiated targeted literacy and numeracy support programmes for identified learners through 'Target Learner' support, SLA intervention, MAP intervention. · Monitor learner progress through regular data review and collaborative discussion. · Adjust teaching programmes to respond to learner needs and support accelerated progress.	Principal; Deputy Principal; SENCO; Kaiako; Teacher Aides	Assessment tools; SLA programme and PLD; MAP Programme and PLD; kaiako aide support; Universal Design for learning PLD	Identified learners demonstrate accelerated progress in literacy and mathematics. Progress is regularly monitored and adjustments are made to support learning needs. Schoolwide achievement data shows a continued upward trend in literacy and mathematics.

Strategic Goal 2 : Well Being

Current position : In 2025, Rangiuru School continued to strengthen student wellbeing through programmes and experiences that promote resilience, connection and engagement in school life. Schoolwide initiatives such as KiwiCan, alongside targeted support programmes including Whakamana, Kaia Maia and Seasons for Growth, supported learners to develop confidence and a sense of belonging.

Strategic Goal: **Build resilience, confidence and wellbeing/hauora in our learners**

Annual Target/Goal:

1. Strengthen student engagement and sense of belonging through authentic and hands on learning opportunities, including the implementation of Fabulous Friday specialist learning experiences that connect learning to the Rangiuru School curriculum and our rural context.
2. Increase opportunities for whanaungatanga and connection through shared experiences such as school camps, sleepovers, sports, leadership opportunities and participation in local community events.
3. Strengthen culturally responsive practices across the school by embedding te reo Māori and tikanga in everyday school life, continuing kapa haka and performance opportunities, and strengthening connections to local contexts, stories and environments.
4. Strengthen student voice and leadership opportunities through the development of student leadership roles including the student council and opportunities for learners to contribute to school life and decision making.

Key Improvement Strategies

Focus Area	Actions	Who is	Resources	Outcomes
Strengthen student engagement through authentic learning opportunities	· Implement Fabulous Friday specialist learning experiences that provide hands on and authentic learning opportunities. · Provide opportunities for learners to apply classroom learning in practical contexts connected to the Rangiuru School curriculum and rural environment. · Encourage collaboration, creativity and problem solving through these learning experiences.	Principal; Deputy Principal; Teachers	Curriculum planning time; specialist resources; community connections	Students demonstrate high levels of engagement and participation in learning. Fabulous Friday experiences support positive attitudes towards school and learning.
Increase opportunities for authentic whanaungatanga and connection	· Provide opportunities for connection and shared experiences through school camps, sleepovers, sports, school performances and local events. · Encourage participation in school wide activities that strengthen relationships between students across year levels. · Celebrate participation and success through assemblies and school events.	Principal; Deputy Principal; Teachers	Camp planning; sports opportunities; community partnerships	Students demonstrate a strong sense of belonging and connection to the school community. Increased participation in school activities.

Strengthen culturally responsive practices	· Provide daily sessions led by Kaitiaki Tikanga Rangatira student leaders who visit classes to support learning of te reo Māori, waiata and tikanga Māori. · Strengthen opportunities for kapa haka, waiata and cultural expression within the school through weekly sessions. · Begin to introduce te reo Māori and tikanga within everyday school practices, events and learning programmes. · Provide opportunities for learners to connect with local stories, places and environments through the Rangiuru School curriculum.	Principal; Leadership Team; Teachers; Kaitiaki Tikanga Rangatira, Kapa Haka kaiako	Kapa haka resources; te reo Māori learning resources; cultural learning opportunities; local curriculum resources	Students demonstrate pride in their identity and culture. Te reo Māori and tikanga are visible in everyday school life. Increased student participation in kapa haka and cultural activities.
Integrate cultural empowerment into curriculum	· Plan and deliver curriculum experiences that celebrate diverse cultural identities. · Develop cultural partnerships through events and learning experiences.	Principal; Leadership Team; Kaiako; ELL Kaiako	PLD; Cultural resources; Event funding	· Curriculum reflects diverse cultures and student identities. · Active engagement in culturally rich learning experiences. · Strengthened community partnerships.
Strengthen student leadership, voice and wellbeing	· Provide opportunities for students to develop leadership skills as part of a student council ·Create opportunities for students to contribute to school decision making and lead school initiatives and events. · Encourage leadership opportunities that reflect the values, identity and culture of the Rangiuru School community.	Principal; Leadership Team; Teachers	Leadership structures; student leadership opportunities; school events	Students demonstrate increased confidence, resilience and leadership capability. Students actively contribute to school life and decision making. Learners show a strong sense of belonging, pride in their identity and culture, and develop as culturally confident and empowered ākonga.
Strengthen approaches that support positive behaviour and wellbeing	· Begin exploring the Collaborative Problem Solving (CPS) approach developed by Ross Greene to strengthen practices that support student wellbeing and behaviour. · Engage in professional learning and discussion to build staff understanding of collaborative approaches to supporting learners experiencing challenges. · Trial strategies that focus on identifying learner needs, building relationships and supporting students to develop problem solving skills	Principal; SENCo; Teachers	Professional learning resources; staff meeting time; CPS resources	Staff develop increased understanding of collaborative approaches to supporting behaviour and wellbeing. Students are supported to develop problem solving skills and positive relationships within the school environment.

Strategic Goal 3 : Attendance

Current position -

In 2025 we developed a Stepped Attendance Response for improving attendance. Data from 2025 saw an overall percentage of ākonga attending 90% of the time or more at approximately 69%. Chronic absenteeism was approximately 5%.Based on 2025 outcomes, 61% of ākonga were advanced or proficient in reading, 65% in writing, and 57% in mathematics.

Strategic Goal: **Grow academic achievement and progress for all learners**

Annual Target/Goal:

1. Increase the percentage of learners achieving at or above expected curriculum levels in reading to 70% , writing 70% and mathematics 65%.
2. Ensure identified target learners make accelerated progress in literacy and mathematics.
3. Strengthen kaiako use of assessment information to identify learner needs and guide targeted teaching.
4. Increase the percentage of students attending regularly (90%+) across the school to 74%
5. Reduce moderate and chronic absence through early intervention and targeted support.

Key Improvement Strategies

Focus Area	Actions	Who is Responsible?	Resources	Outcomes
Strengthen a schoolwide culture of attendance and belonging	· Clearly communicate expectations through hui, newsletters, HERO and classroom routines. · Embed daily connection routines that promote belonging and hauora. · Celebrate improvements in attendance regularly.	Leadership Team; Teachers	Communication channels; HERO	Increased whānau understanding of attendance expectations. Growth in regular attendance (90%+) to 74% by the end of 2026. Improved sense of belonging in ākonga surveys.
Strengthen early identification and monitoring of attendance	· Implement daily attendance tracking and same day follow up for unexplained absences. ·Use HERO dashboards to monitor attendance patterns and identify emerging concerns early. ·Apply STAR thresholds consistently to guide responses and support planning.	Principal; Deputy Principal; Office Administration; Teachers	HERO SMS; attendance guidelines; staff monitoring systems	All unexplained absences are followed within 24 hours. Early patterns of absence are identified and addressed. Reduction in moderate absence. (5-14 days)

Strengthen whānau partnerships and support pathways	· Clearly communicate attendance expectations through newsletters, HERO, hui and classroom routines. · Hold mana enhancing conversations with whānau to identify barriers and develop support plans. · Build positive relationships through regular communication and check ins.	Leadership Team; LSC; Teachers	Communication channels; HERO; support agencies; school wellbeing supports	Increased whānau understanding of attendance expectations. Stronger partnerships between home and school. Improved attendance for targeted learners.
Targeted support and intervention for learners with ongoing absence	· Implement STAR Levels 2–4 responses for learners with moderate or chronic absence. · Develop individualised attendance plans with clear goals and monitoring. · Engage Attendance Services and external agencies when required. · Connect ākonga with motivating learning, cultural and wellbeing programmes.	Leadership Team; LSC; Attendance Service	Attendance Service referral pathways; HERO monitoring tools	Reduction in chronic absence (<80%) Positive shift in attendance for targeted learners. Increased engagement in learning and school programmes. Fewer learners reaching 15+ days of absence.
Evaluate, report and strengthen attendance systems	· Report attendance patterns to the Board and Ministry of Education. · Use attendance data to refine systems and guide planning for the following year. · Strengthen transition processes learners returning from absence.	Leadership Team; Board of Trustees	HERO reports; annual review processes	Clear evidence of improvement and next steps. Attendance targets met or progress clearly demonstrated. Stronger attendance systems for future years.