REACH
for Success

STRATEGIC PLAN

2024 - 2026

REACH

RAPAURA
SCHOOL

Respect **E**xcellence **A**daptable **C**ollaboration **H**auora

REACH for Success

Whāia te iti kahurangi, ki te tuohu koe, me he maunga teitei
Seek the treasures you value and if you bow your head, let it be to a lofty mountain.

We want our ākonga to be resilient, engaged, confident learners who have a strong sense of identity, belonging and connection. Through whānau consultation, teacher inquiry, analysis of student data, voice and wellbeing the following goals have been set.

Hauora/Wellbeing

Goal: Develop and promote positive wellbeing for our school community

Actions

- Develop a schoolwide Positive Behaviour for Learning plan.
- Create learning environments that are inclusive and improve overall wellbeing.
- Empower students to identify aspects that impact their hauora positively and reflect these in our actions and systems.

Success

A positive school culture where everyone feels valued and ākonga feel safe to be themselves and can achieve success.

Akoranga / Learning

Goal: Equitable access, and opportunities to succeed in a responsive curriculum

Actions

- Identify ākonga learning needs, and be urgent in actions to increase & monitor student progress.
- Continue to develop a rigorous & engaging curriculum that provides unique opportunities.
- Use Essential Pedagogies effectively to meet all ākonga needs and behaviours.

Success

A highly-skilled, collaborative teaching team who provides unique opportunities to spark and sustain ākonga engagement in learning.

Mahi Tahi / Working Together

Goal: Student success and belonging through positive partnerships

Actions

- Build governance capability and work cohesively with school staff, parents & community to create a school that reflects the vision, values & aspirations of all.
- Refresh our curriculum with our whānau, community & iwi to ensure it reflects what high aspirations & success look like to them.
- Support ākonga to feel empowered to lead their own learning, celebrate their identify and connect to their kura.

Success

The Board, staff and whānau feel a strong sense of belonging to our kura and support the learning and development of all ākonga.

Respect Excellence Adaptable Collaboration Hauora

Strategic Goals and Links to the NELPS

NELPS	Hauora/Wellbeing — Develop and promote positive wellbeing for our school community	Akoranga — Equitable access, and opportunities to succeed in a responsive curriculum	Working Together — Student success and belonging through positive partnerships
Objective One: Learners at the Centre — Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.	1.1 Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours. 1.2 PB4L staff PLD, schoolwide planning incorporate and is responsive to student/whānau voice.	1.3 Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, feel like they belong.	1.4 Promptly address and resolve any complaints or concerns about racism, discrimination and bullying through existing processes. 1.5 Build a positive workplace culture where individuals feel valued and respected with the support of InterLead
Priority 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.	2.1 Identify and respond to ākonga strengths, progress and needs, and ākonga and whānau aspirations. 2.2 Implement Whānau Hui at the beginning of the year to understand what the passions and needs of ākonga and aspirations of the whānau are.	2.3 Help staff to build their awareness of bias and low expectations, and of how these impact ākonga, staff and whānau. 2.4 Teacher's Growth Cycle and the analysis of observation to Shadow Coaching addresses the notion of high expectations, well managed learning environment, knowing, caring, and ejecting deficit theorising.	2.5 Partner with family and whānau to equip every ākonga to build and realise their aspirations. 2.6 Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga. 2.7 Create relationships that are inclusive and authentic and offer opportunities for connections - Whānau hui, Kapa Haka festival, camps, EOTC activities etc.
Objective Two: Barrier Free Access — Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.	3.1 Work with whānau to identify and understand barriers that may prevent ākonga from developing positive hauora, accessing, participating or remaining engaged in learning.	3.2 Where possible, reduce non-fee costs, including costs associated with BYOD policies, and provide resources in the case of financial barriers for whānau. Seek grants and subsidies to support ākonga where there is a need.	3.4 Ensure disabled ākonga and staff, those with learning support needs, gifted ākonga, and neurodiverse ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective.
Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.	4.1 Ensure all ākonga have ongoing opportunities to develop positive hauora, key capabilities, including communication, problem solving, critical thinking and interpersonal skills.	4.2 Identify ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists.	4.3 Value heritage languages and provide opportunities to explore and use them. 4.4 Incorporate an inquiry approach that involves the community and whānau throughout the year.
Objective Three: Quality Teaching & Leadership — Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.	5.1 Talk with ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement. 5.2 Develop learner confidence and positive participation in te reo and tikanga Māori into our learning and the development of our PB4L plan.	5.2 Develop teacher/kaiako confidence and competence to teach diverse ākonga with varying needs, and to appropriately modify teaching approaches. 5.3 Expect and support teachers/ kaiako to build their understanding of ākonga contexts, to provide culturally responsive teaching. 5.4 Implement a Rapaura Reo Teaching Plan.	5.5 Incorporate te reo Māori me te tikanga in our community communication, events and curriculum documentation. 5.6 Set and enact the ritual/taumata of karakia, mihi and waiata everyday and at our events.
Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.	6.1 PB4L leadership team attend training and lead implementation in the school. 6.2 The whole staff is involved in learning about PB4L and a schoolwide plan is developed and followed by everyone, everywhere, everyday. 6.3 Ākonga take part in the SET and the development of PB4L schoolwide. 6.4 PB4L impact is monitored and data gathered.	6.5 All curriculum planning is purposeful and intentional, responding to ākonga specific needs, interests and culture. 6.6 All staff members show interest, are attuned to Ākonga emotions, actively listen, and communicate respectfully in order to enhance the mana of all learners. 6.7 All staff learn, understand and implement the PB4L schoolwide plan.	6.7 The PB4L schoolwide plan and our curriculum is evident in our school curriculum, marketing, community promotion and communication, including a revised website, parent information and materials. 6.8 Our rangatira iwi, whānau are involved in consultation, curriculum and policy development so that the aspirations that they have for their tamariki are reflected in our curriculum.
Objective Four: Future of Work — Priority 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.	7.1 Support ākonga to see the connection between what they are learning and the world of work. 7.2 Breakdown ethnic, gender and socioeconomic stereotypes around education and career pathways by exploring these with ākonga.	7.3 Use the Dream and Discover resource to teach Y7/8 and incorporate careers in planning. 7.4 Year 8 teaching includes students creating a plan for secondary school and beyond. 7.5 Use the Inspiring the Future resources	7.6 Employment, career pathways and opportunities are discussed when teaching about careers. 7.7 Whānau and community members support work and careers education by taking part in sharing knowledge about their work, industry or business.

Tahi…

Strategic Goal: 7(1b)	**Hauora/Wellbeing** **Goal: Develop and promote positive wellbeing for our school community**		

Link to the NELPs	1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 5.1, 5.2, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2,	**Link to BOT Primary objectives (71b)**	• Every student at the school can achieve their highest educational standard
			 • The school is a physically and emotionally safe place, ensures students' human rights are upheld and takes steps to eliminate racism, stigma, bullying and other forms of discrimination
			 • The school is inclusive of and caters for, students with differing needs
			 • The school gives effect to Te Tiriti o Waitangi, including by:
			    – Working to ensure that 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

Actions	**Success & Measures:** *At the end of three years* (7g)
Develop a schoolwide Positive Behaviour for Learning Plan.	• A highly-skilled, collaborative teaching team who provides unique opportunities to spark and sustain ākonga engagement in learning. • A PB4L schoolwide plan has been implemented and there is a collective understanding of the school values, teaching expectations and needs of both kaiako/teachers and ākonga.
Create learning environments that are inclusive and improve overall wellbeing.	• A positive a safe school and learning culture that promotes positive wellbeing and behaviour. • Robust PB4L systems that ensure experiences are safe, promote inclusivity, yet provide challenge, ākonga. • Our learning spaces and property are of high-quality, reflecting our PB4L values and environmental beliefs.
Empower ākonga to identify aspects that impact their hauora positively and reflect these in our actions and systems.	• All staff use PB4L systems and practices to develop ākonga knowledge and ability to use and talk about strategies to enhance and empower their wellbeing. • The PB4L schoolwide plan and our curriculum is evident in our school curriculum, marketing, community promotion and communications.

Evidence (7g): Success towards the strategic goals will be measured through annual targets, planning and reporting. Ongoing ākonga learning and progress achievement data tracking and analysis. And the collation and tracking of stakeholder feedback.

Strategies for giving effect to Te Tiriti o Waitangi (7fi,ii,iii):

• Identify the key values, tikanga and te reo Māori that can be incorporated in our Positive Behaviour for Learning Plan, ākonga profile, and curriculum planning.

Rua…

Strategic Goal: 7(1b)	**Akoranga / Learning** **Goal: Equitable access, and opportunities to succeed in a responsive curriculum**

Link to the NELP & Relevant Strategies/curriculum (7di,ii,iii)	1.3, 2.3, 2.4, 3.2, 4.2, 5.2, 5.3, 5.4, 6.5, 6.6, 6.7, 7.3, 7.4	Link to BOT Primary objectives (71b)	• Every student at the school can achieve their highest educational standard • The school is a physically and emotionally safe place, ensures students' human rights are upheld and takes steps to eliminate racism, stigma, bullying and other forms of discrimination • The school is inclusive of and caters for, students with differing needs • The school gives effect to Te Tiriti o Waitangi, including by: 　- Working to ensure that 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

Actions	Success & Measures: *At the end of three years* (7g)
Identify ākonga learning needs, and be urgent in actions to increase & monitor student progress.	• The Curriculum & Assessment Map is implemented and expectations are understood by kaiako/teachers. • Assessment data and a range of evidence is used to understand ākonga needs. • The Assessment Plan is implemented and followed to ensure data is collected, analysed and acted upon at the specified times.
Continue to develop a rigorous & engaging curriculum that provides unique opportunities.	• Successful Reading, Writing and Maths programmes incorporate the essential pedagogies, and data is monitored to identify areas for improvement. • The Rapaura Inquiry approach is evident in our curriculum and experiences reflect the interests and needs of our ākonga who are active and engaged in learning.
Use Essential Pedagogies effectively to meet all ākonga needs and behaviours.	• Essential pedagogies are used by kaiako/teachers and are identified in actions, planning and observations as part of the Professional Growth Cycle. • Our kaiako/teacher Cultural Toolkit is understood and identified in our professional Growth Cycle observations and goals. • Ākonga progress is monitored, data is analysed and kaiako/teachers can identify needs planning purposefully and intentionally to further develop understanding and skills.

Evidence (7g): Success towards the strategic goals will be measured through annual targets, planning and reporting. Ongoing ākonga learning and progress achievement data tracking and analysis. And the collation and tracking of stakeholder feedback.

Strategies for giving effect to Te Tiriti o Waitangi (7fi,ii,iii):

• Identify the key values and tikanga that are reflected in the Essential Pedagogies and develop kaiako/teacher knowledge of these through our Professional Growth Cycle and learning about culturally responsive practice.

Toru…

Strategic Goal: 7(1b)

Mahi Tahi / Working Together
Goal: Student success and belonging through positive partnerships

Link to the NELP & Relevant Strategies/curriculum (7di,ii,iii)	1.5, 2.5, 2.6, 2.7, 4.4, 6.7, 6.8, 7.6	Link to BOT Primary objectives (71b)	• Every student at the school can achieve their highest educational standard
			• The school is a physically and emotionally safe place, ensures students' human rights are upheld and takes steps to eliminate racism, stigma, bullying and other forms of discrimination
			• The school is inclusive of and caters for, students with differing needs
			• The school gives effect to Te Tiriti o Waitangi, including by:
			    - Working to ensure that 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

Actions	Success & Measures: *At the end of three years* (7g)
Build governance capability and work cohesively with school staff, parents & community to create a school that reflects the vision, values & aspirations of all.	• The Board, staff and whānau feel a strong sense of belonging to our kura and support the learning and development of all ākonga. • Board members are highly-skilled, understand their obligations and roles. • Board members, staff, students and parents understand our values, curriculum and PB4L expectations.
Refresh our curriculum with our whānau, community & iwi to ensure it reflects what high aspirations & success look like to them.	• Our revised curriculum will be implemented with purposeful and intentional planning and teaching of Reading, Writing and Maths. • Our Rangatahi Iwi, Ngāti Rārua, their histories and aspirations are known and valued by the BOT, Staff, Students and Whānau. • Our Learner Profile and Reporting documentation reflects the views of all stakeholders with regards to what aspirations and success look like for our ākonga.
Support ākonga to feel empowered to lead their own learning, celebrate their identify and connect to their kura.	• Ākonga can describe their learning and social goals, articulating strategies and next steps to make further progress. • The language and identify of all ākonga is celebrated and visible in our kura. • Ākonga can describe what they value and how they feel connected to their kura.

Evidence (7g): Success towards the strategic goals will be measured through annual targets, planning and reporting. Ongoing ākonga learning and progress achievement data tracking and analysis. And the collation and tracking of stakeholder feedback.

Strategies for giving effect to Te Tiriti o Waitangi (7fi,ii,iii):

BOT training and understanding of obligations to Te Tiriti o Waitangi. Te Tau Ihu and Ngāti Rārua aspirations are reflected in our policy, curriculum, teaching and learning and physical learning spaces.

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Seek the treasures you value and if you bow your head, let it be to a lofty mountain.

Year	2024				2025				2026			
Term	1	2	3	4	1	2	3	4	1	2	3	4
Hauora/Wellbeing Develop and promote positive wellbeing for our school community	Review of schoolwide practices and develop a PB4L culture											
		Involve parents in values development		Embed schoolwide plan, practices and develop a PB4L culture								
		Empower ākonga to identify aspects that impact their hauora positively and reflect these in our actions and systems.										
Akoranga Equitable access, and opportunities to succeed in a responsive curriculum	Review of schoolwide practices for identifying and monitoring student needs											
	Implement revised approach to learning through inquiry		Embed & improve approach to inquiry learning with NZC changes									
Working Together Student success and belonging through positive partnerships	Involve parents in values & curriculum development through consultation including with whānau Māori											
	Board undertakes ongoing professional development											
		Ākonga aspirations are included and are visible in curriculum and PB4L planning										
	Further develop relationships with Ngāti Rārua and reflect this in our school.											

Strategic Mapping