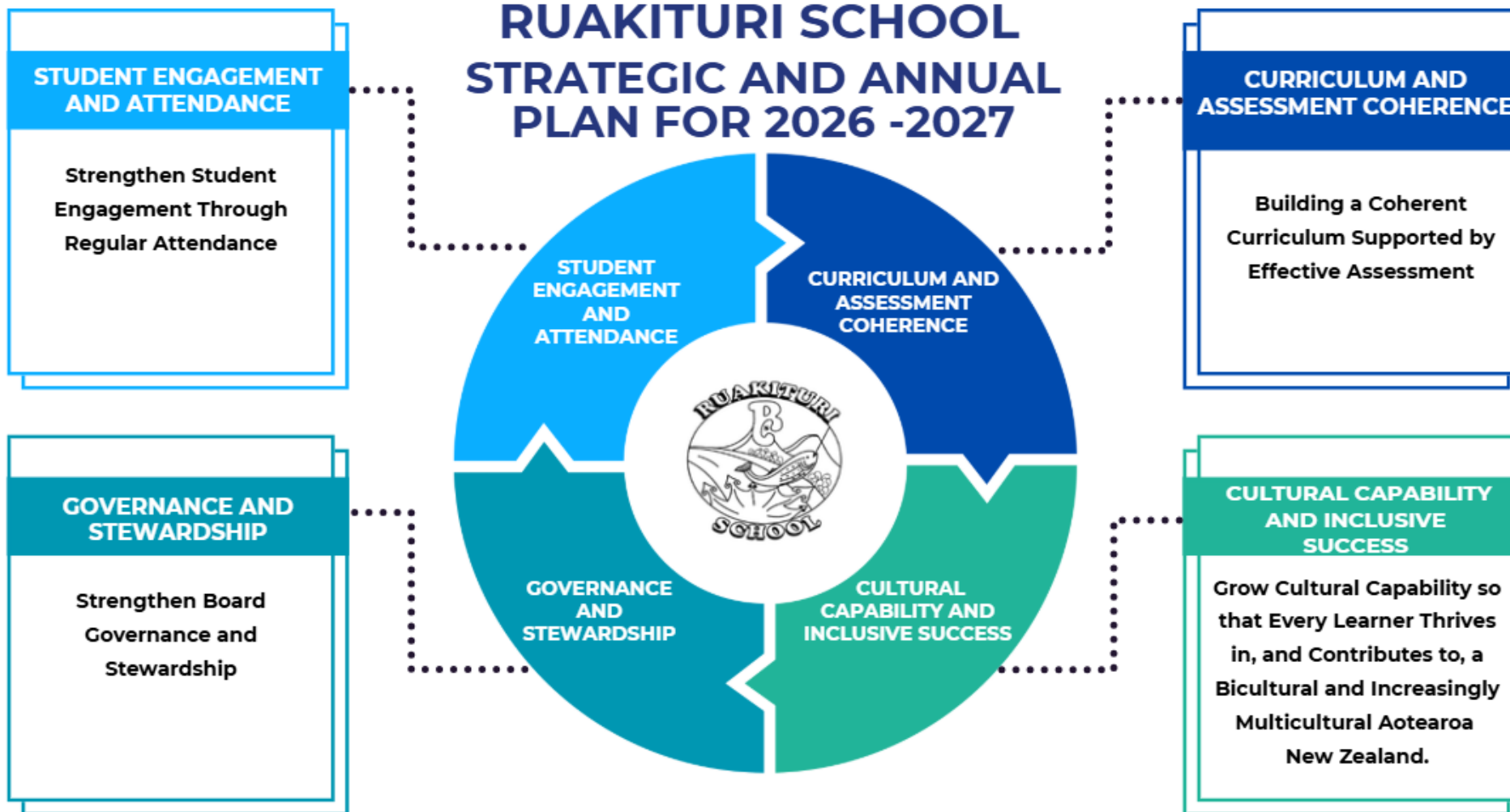


Strategic Plan Title Page

RUAKITURI SCHOOL STRATEGIC AND ANNUAL PLAN FOR 2026 -2027



“SUCCESS FOR ALL”

RUAKITURI SCHOOL, 1605 RUAKITURI ROAD, RD 5 WAIROA

Strategic Plan Overview

Strategic Plan For Ruakituri School 2026 –2027

Strategic Plan 2026

Vision Statement - Our Vision “Success for all” To develop well rounded, confident and responsible individuals who aspire to achieve their full potential.



Summary of the Information Used to Develop This Plan

The 2026–2027 Strategic Plan has been developed following a comprehensive review of school performance and strategic progress over the 2024–2025 planning cycle. The development process was informed by multiple data sources, including end-of-year assessment reporting, the Analysis of Variance, school-wide monitoring data, and the findings and recommendations from the November 2025 ERO review. The Board of Trustees undertook consultation and review with staff, students, and whānau to ensure that the plan reflects the priorities, strengths, and aspirations of the school community.

This plan continues and refines the strategic focuses established in 2024–2025, maintaining a clear commitment to a student-centred curriculum that is rich, balanced, and grounded in success for all learners. It positions ākonga at the centre of teaching and learning, with an emphasis on empowerment, self-awareness, and clarity around future learning pathways.

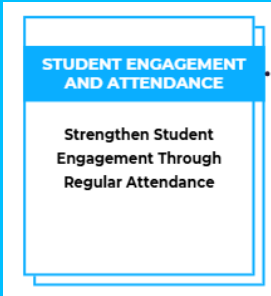
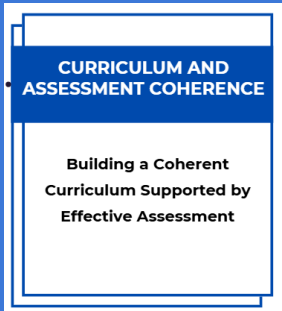
A focus on Contribution remains central to our strategic direction. The Board acknowledges the importance of nurturing well-rounded, connected, and contributing learners, supported through a responsive local context for learning that authentically reflects our community's values, culture, and identity. This ongoing development ensures that teaching and learning remain relevant, relational, and meaningful for all ākonga.

The Culture focus area highlights the school's ongoing work to deepen understanding of the unique characteristics, history, and identity of our place. The plan reflects a deliberate intention to utilise local resources and community expertise to provide rich, authentic learning contexts. This approach enhances learning opportunities grounded in our local context and ensures alignment with our school values and the key competencies of the New Zealand Curriculum, fostering capable, agentic learners across all learning areas.

In developing this plan, the Board also considered current Government priorities for education, including the implementation of curriculum, assessment, and aromatawai changes, as well as national objectives to lift student achievement, improve attendance, and reduce absence. Strategic goals have been prioritised to ensure alignment with these national directions while continuing to respond to the needs and aspirations of our community.

Annual Implementation Plan

Annual and Strategic Implementation Plan for 2026-2027

STUDENT ENGAGEMENT AND ATTENDANCE 	Annual Aim For 2026 Increase and sustain the proportion of students attending regularly (90%+ attendance) and reduce the number of students in irregular, moderate, and chronic absence categories.	Proposed Annual Aim For 2027 (Data Dependent) Strengthen and embed school-wide systems, partnerships, and student support practices that sustain high levels of attendance and engagement, with a particular focus on re-engaging learners identified through 2026 data as having persistent or moderate absenteeism.	End of Strategic Vision by December 2027 By the end of 2027, regular attendance (90%+) will be sustained for at least 85% of students, with significant increases in active participation, sense of belonging, and whānau engagement in learning. Targeted students will show improved connection to school through consistent attendance, participation in learning opportunities, and positive wellbeing indicators, as evidenced by attendance analytics, student voice surveys, and whānau feedback.
CURRICULUM AND ASSESSMENT COHERENCE 	Annual Aim for 2026 Build and embed a coherent, school-wide curriculum that reflects our community's context, aligns with Te Mātaiaho The Refreshed New Zealand Curriculum, and is strengthened through effective and purposeful assessment practices.	Proposed Annual Aim For 2027 (Data Dependent) Strengthen and sustain curriculum and assessment coherence through effective evaluation, collaboration, and refinement, ensuring consistent implementation, culturally responsive practice, and measurable improvement in student learning outcomes across all learning areas.	End of Strategic Vision by December 2027 By the end of 2027, the school will sustain strong, well-aligned curriculum and assessment practices connected to <i>Te Mātaiaho</i> and informed by our unique community contexts. Collaborative inquiry and evidence-based evaluation will drive improvement. Teaching will demonstrate greater consistency, stronger integration of local identities and experiences, and measurable gains in student progress and engagement. Continuous reflection and robust systems will ensure equitable outcomes for all learners.

CULTURAL CAPABILITY AND MAORI SUCCESS  CULTURAL CAPABILITY AND INCLUSIVE SUCCESS Grow Cultural Capability so that Every Learner Thrives in, and Contributes to, a Bicultural and Increasingly Multicultural Aotearoa New Zealand.	Annual Aim for 2026 Strengthen staff capability and confidence to authentically integrate te reo Māori, mātauranga Māori, and te ao Māori in ways that also affirm the diverse cultural identities of all learners.	Proposed Annual Aim for 2027 (Data Dependent) Deepen and embed culturally responsive practices schoolwide by strengthening partnerships with Māori whānau, iwi, and community, enhancing Māori learner success, and sustaining te ao Māori as a living, visible part of our curriculum, culture, and decision-making.” This makes the partnership/action/sustainability flow explicit and naturally builds from 2026.	End of Strategic Vision by December 2027 Māori success is visible, celebrated, and integral across school life. Relationships with Māori whānau and iwi are genuine, reciprocal, and central to our teaching and decision-making. Staff use te reo Māori, mātauranga Māori, and te ao Māori with confidence and authenticity. Our culture upholds <i>mana ōrite</i> — equal status for Māori and non-Māori knowledge — showing a living commitment to Te Tiriti o Waitangi in action.”
GOVERNANCE AND STEWARDSHIP  GOVERNANCE AND STEWARDSHIP Strengthen Board Governance and Stewardship	Annual Aim For 2026 Grow the board's governance capability through targeted training and a systematic self review cycle, ensuring that planning, policy and resourcing align with strategic priorities.	Proposed Annual Aim for 2027 (Data Dependent) Deepen the Board's governance maturity by embedding evaluative practices into ongoing operations, fostering strategic partnerships, and strengthening stewardship through transparent communication, data-informed decision-making, and continuous improvement aligned with long-term strategic goals.	End of Strategic Vision by December 2027 By the end of 2027, the Board operates as a highly effective governance team with well-established evaluative and reflective practices. Strategic decision-making processes are consistently informed by robust data and stakeholder input, demonstrating sustained improvement in governance capability, transparency, and accountability. The Board's stewardship ensures that school planning, resource allocation, and community engagement are cohesive, forward-looking, and clearly aligned with enduring strategic outcomes.

Strategic Goal One

Strategic Goal One - Student Engagement and Attendance. Strengthen student engagement through regular attendance
"Fostering consistent engagement and belonging through improved attendance."

Which board objective does this strategic goal work towards meeting? *These are set out in Section 127 of the Education and Training Act 2020*

Strategic Goal One supports Section 127(1)(e) by prioritizing student attendance as essential to achievement and wellbeing. It also aligns with Section 127(1)(a) through promoting consistent participation in a coherent curriculum, and Section 127(1)(c) by fostering equitable outcomes via engagement strategies that reduce attendance barriers. Recent amendments further reinforce board responsibility for attendance management planning by early 2026.

Links to education requirements

New Zealand's national attendance action plan targets 80% of students attending more than 90% of the term by 2030, emphasizing school attendance management plans required by early 2026. This aligns with government initiatives like the Stepped Attendance Response (STAR), board accountability, and multi-agency support to address barriers, mirroring the goal's focus on engagement strategies for equitable outcomes.

Annual Aim (2026): Increase and sustain the proportion of students attending regularly (90%+ attendance) and reduce the number of students in irregular, moderate, and chronic absence categories.

Expected Outcome:

By the end of 2026, at least 80% of students will be attending school regularly (90%+ of the term), with a year-on-year reduction in the proportion of students in irregular, moderate, and chronic absence categories, as evidenced by termly attendance data and board reports.

How will we achieve or make progress towards the strategic goal?

- Develop and implement a whole-school attendance plan that clearly defines expectations, roles, processes, and communication with whānau.
- Use attendance data termly to identify patterns, priority groups, and to evaluate the impact of interventions; report regularly to the Board.
- Strengthen partnerships with parents, whānau, and external agencies to address barriers to attendance and support student engagement.

How will success be measured?

Success of our 2026 attendance goal will be measured through clear, data-driven indicators aligned with the annual aim of 80%+ regular attenders (90%+ attendance) and reductions in irregular, moderate, and chronic absence categories. Termly tracking and multi-stakeholder evaluation will ensure ongoing learning about effective strategies.

Strategic Goal Two

Strategic Goal Two Curriculum and Assessment Coherence.
 Building a Coherent Curriculum Supported by Effective Assessment
“Embedding the refreshed curriculum to strengthen learning and progress”

Which board objective does this strategic goal work towards meeting? *These are set out in Section 127 of the Education and Training Act 2020*
 Strategic Goal Two supports Section 127(1)(a) by ensuring a high-quality local curriculum aligned with national expectations and effectively teaching core learning areas. It also addresses Section 127(1)(b) through strong assessment, monitoring, and reporting practices that promote coherence, timely progress reporting, and equitable outcomes for all students.

Links to education requirements

The goal connects to the refreshed NZC, which promotes coherent pathways through "capabilities" weaving key competencies, values, and learning area objectives for consistent progression. Ministry of Education guidance, including the Local Curriculum Leader (LCL) tools, supports developing these pathways to ensure curriculum coherence, equity, and responsiveness to diverse needs, with a focus on assessment for learning.

Annual Aim for (2026) Build and embed a coherent, school-wide curriculum that reflects our community's context, aligns with *Te Mātaiaho* | The Refreshed New Zealand Curriculum, and is strengthened through effective and purposeful assessment practices.

Expected Outcome: By the end of 2026, the school will have a coherent and well-embedded curriculum that aligns with *Te Mātaiaho* | *The Refreshed New Zealand Curriculum*, demonstrating clear and purposeful connections between teaching, learning, and assessment. Teachers will implement a consistent approach to assessment, supported by shared tools and schedules that enable effective monitoring of student progress over time. Evidence will indicate strengthened teacher capability and confidence in using assessment information to inform planning, improve learner outcomes, and report progress clearly and accurately to students, whānau, and the wider school community.

How will we achieve or make progress towards the strategic goal?

- Review and map current programmes against the refreshed NZ Curriculum/*Te Mātaiaho*, identifying gaps and next steps in each learning area.
- Confirm and implement a schoolwide assessment schedule and tool set that aligns with curriculum priorities and supports progress tracking over time.
- Build teacher capability to use assessment information to plan, differentiate, and report learning in ways that are clear to students and whānau.

How will success be measured?

Progress toward this annual aim will be evaluated through an ongoing cycle of collaborative inquiry, reflection, and evidence gathering. Termly reviews will monitor how effectively teaching and learning align with *Te Mātaiaho* and support student progress through consistent assessment practices. Teachers will analyse assessment data and moderation outcomes to identify shifts in practice and student achievement, while student voice and whānau feedback will provide insights into the clarity and impact of learning. Findings from these reviews will inform next steps for professional learning, curriculum development, and future planning, ensuring that improvements are both sustainable and responsive to the needs of all learners.

Strategic Goal Three

Strategic Goal Three: Cultural Capability and Inclusive Success.

Grow our cultural capability so that every learner thrives in, and contributes to, a bicultural and increasingly multicultural Aotearoa New Zealand. *“Building authentic partnerships through culturally responsive practice.”*

Which board objective does this strategic goal work towards meeting? *These are set out in Section 127 of the Education and Training Act 2020*

Strategic Goal Three advances Section 127(1)(d) by strengthening staff and school cultural competence to embed Māori perspectives in curriculum and practice. It supports equitable outcomes for Māori learners (127(1)(d)(iii)), aligns with the achievement focus of 127(1)(a), and promotes inclusion under 127(1)(c) by addressing cultural diversity and removing barriers to success.

Links to education requirements

The goal reflects the Māori Education Action Plan (ongoing as of 2025-2026), which prioritizes teacher capability in te reo Māori and tikanga, STEM resources for Māori-medium settings, and stronger engagement for ākonga Māori success.

Annual Aim for (2026) - Strengthen staff capability and confidence to authentically integrate te reo Māori, mātauranga Māori, and te ao Māori in ways that also affirm the diverse cultural identities of all learners.

Expected Outcome: Over the year, staff increasingly demonstrate growing confidence and competence in weaving te reo Māori, mātauranga Māori, and te ao Māori through their practice, alongside meaningful inclusion of diverse cultural identities within our school community. Classroom programmes, planning, and relationships with ākonga and whānau reflect culturally responsive, inclusive, identity-affirming approaches that honour both the bicultural foundation and multicultural reality of Aotearoa New Zealand.

How will we achieve or make progress towards the strategic goal?

- Provide a structured PLD programme focused on te reo Māori in daily practice, culturally responsive pedagogy, and Te Tiriti-informed practice.
- Develop and implement local context elements in partnership with mana whenua and Māori whānau, reflecting local histories, narratives, and contexts.
- Embed expectations for culturally responsive practice in appraisal, planning templates, and school review processes.

How will success be measured?

Throughout the year, staff will reflect on changes in their confidence, the authenticity of their integration of Māori perspectives, and the impact of PLD initiatives. Mid-year and end-of-year reviews will identify which actions and approaches made the greatest difference, providing insights into the conditions that enable sustained growth in cultural capability.

Shared reflection will be held with staff, Māori learners, and whānau to discuss what has worked well, to understand why, and to identify collective priorities for the following year. This collaborative approach ensures evaluation is not solely about compliance, but about shared

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learning and respectful accountability.

Strategic Goal Four

Strategic Goal Four Governance and Stewardship. Strengthen Board Governance and Stewardship.
“Strengthening governance through effective stewardship and review”

Which board objective does this strategic goal work towards meeting? *These are set out in Section 127 of the Education and Training Act 2020*
 Strategic Goal Four supports Section 127 by strengthening the board’s capacity to achieve its key objectives—improving student achievement (127(1)(a)) and ensuring financial responsibility (127(1)(b)(iv)). It promotes effective stewardship through self-review, compliance, and strategic oversight, reinforcing the board’s legal duty to govern competently and sustain school performance.

Links to education requirements: The goal ensures compliance with the New Zealand Curriculum (for Years 1-13) and Te Marautanga o Aotearoa, including foundation curriculum statements and national performance measures. Boards oversee teaching programs and student progress reporting tied to these statements, as required by Section 127(1)(a).

Annual Aim (2026) Grow the board’s governance capability through targeted training and a systematic self review cycle, ensuring that planning, policy, and resourcing align with strategic priorities.

Expected Outcome: The Board demonstrates strengthened governance capability through the consistent use of an annual governance workplan, participation in targeted training, and implementation of a structured self-review cycle. Board decisions and strategic planning show clear alignment with evidence from student achievement data, policy reviews, and evaluation findings, resulting in improved confidence, clarity of roles, and more effective stewardship of school priorities and resources.

How will we achieve or make progress towards the strategic goal?

- Develop and implement an annual governance workplan, including regular review of strategic priorities, policies, and student achievement information.
- Participate in targeted training in governance, finance, risk, and evaluation to strengthen stewardship and understanding of roles.
- Establish a structured self-review framework (3-year review cycle) that uses evidence to inform Board decision-making and charter/strategic plan review.

How will success be measured?

Progress towards the strategic goal of strengthening governance and stewardship will be tracked through evidence of improved board capability, confidence, and alignment between governance practice and school priorities.

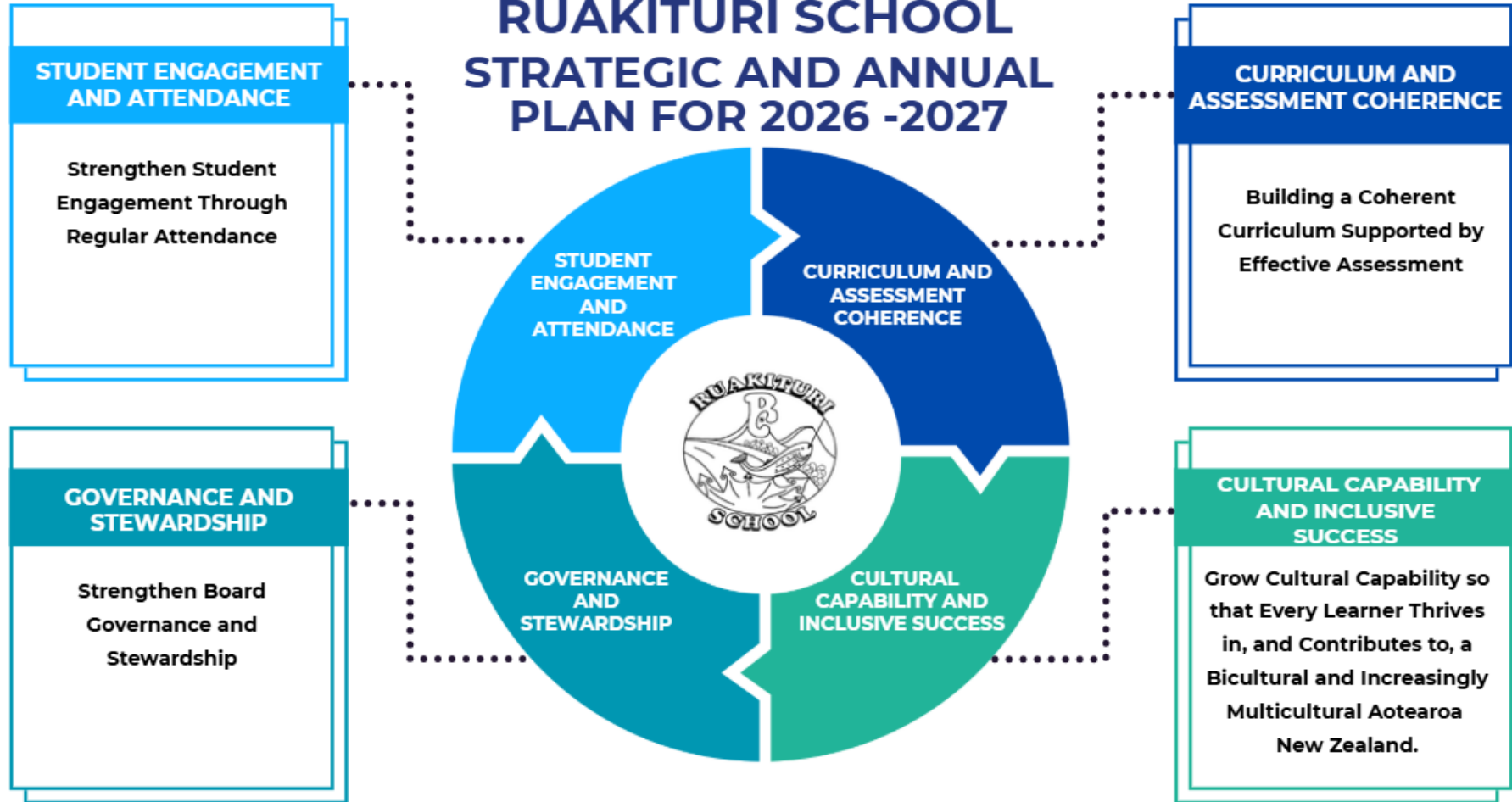
Success will be demonstrated through the consistent use of the annual governance workplan and documented evidence in meeting minutes, strategic reviews, and decision-making processes that draw on student achievement and policy data. The Board will complete termly check-ins and an annual self-review using the NZSTA Governance Self-Review Tool and the Board Workplan Tracking Matrix to monitor progress and identify next steps.

Annual reporting will summarise key learnings, highlighting improvements in the quality of governance discussions, the clarity of roles, and the alignment of

planning, policy, and resourcing with strategic priorities.

Strategic And Annual Plan 2026

RUAKITURI SCHOOL STRATEGIC AND ANNUAL PLAN FOR 2026 -2027



"SUCCESS FOR ALL"

RUAKITURI SCHOOL, 1605 RUAKITURI ROAD, RD 5 WAIROA

Annual Implementation Plan Overview

Where We Are At Currently — 2026 Strategic Plan

The 2026–2027 Strategic Plan for Ruakituri School builds on the strong foundations and progress achieved throughout the 2024–2025 planning cycle. Comprehensive analysis of achievement data, the Analysis of Variance, school-wide monitoring, and the 2025 ERO review highlight a school that is performing well across key learning areas and maintaining clear alignment with its vision — *success for all learners through a rich, balanced, and values-led curriculum*.

Significant strides have been made toward meeting the 2025 strategic vision. The school has embedded a Structured Literacy approach with measurable gains in student outcomes — 90% of students are now reading within or above their expected levels. This success was driven by deliberate professional learning, consistent use of data to inform planning, and targeted resourcing that supported equity and sustained acceleration. In mathematics, the PRIME programme has also delivered substantial improvement, with two of the three achievement targets met and the third narrowly missed. This progress reflects robust teaching practices and strong continuity between classroom instruction and assessment.

The Ruakituri RECIPE values, integrated with the Key Competencies in a localised and culturally responsive curriculum, provide a stable and authentic framework for learning. Contextual experiences such as Kapa Haka, water safety, Matariki celebrations, and community events continue to strengthen student engagement and wellbeing. These shared experiences foster capable, connected learners and highlight the strength of our home–school partnerships. Curriculum design and delivery remain relevant, relational, and inclusive through ongoing community consultation.

Environmental and place-based learning is now firmly embedded in the school's culture and physical environment. Ākonga actively participate in sustainability-focused projects that foster a sense of pride, belonging, and responsibility for the natural world. These initiatives demonstrate meaningful integration of the Enviroschools philosophy and align strongly with the Key Competencies of participation, contribution, and managing self.

Why We Achieved These Outcomes

- A consistent, values-led approach has ensured stability and coherence during national curriculum changes.
- Focused professional learning and quality teaching underpinned strong literacy and numeracy outcomes.
- Strong whānau and community partnerships created authentic contexts for learning, enhancing engagement and belonging.
- A culture of reflection and collaboration among staff supports adaptive teaching and consistent progress monitoring across the school.

Looking Ahead — 2026 Starting Point

While Ruakituri School has achieved significant success, the 2026 starting point recognises four key areas for consolidation and development, as discussed and agreed upon in the school's ERO review in November 2025.

Ruakituri School begins 2026 as a confident, reflective learning community — positioned to refine, deepen, and sustain its curriculum, teaching, and learning practices so that every ākonga continues to learn and achieve for the future.

As Identified by ERO

Areas of Strength

- Learners have a strong sense of belonging and show pride in their school. They experience positive relationships with their teachers and peers.
- Teachers know their students well and maintain warm, respectful relationships that support learning.

- Students are engaged in their learning and confidently discuss what they are learning and their progress.
- Teaching has a strong focus on developing foundational skills in reading, writing, and mathematics. The school is well resourced to meet the needs of learners in a multi-level setting.
- Learner progress and achievement are well monitored, with robust assessment practices that guide next steps.
- Attendance data show significant improvement over the past year.
- Leadership is reflective and uses both school-wide and individual learner data to inform future planning. Effective strategic planning and ongoing evaluation of initiatives are evident.
- Strong collaboration within the staff and between the school and its community actively supports learners and their success.
- Strengthening relationships with local iwi and marae provide valuable input that positively guides school programmes.
- Close connections with a range of community groups enrich learning opportunities for students.

Key Priorities

- Improve and sustain rates of regular attendance.
- Embed the refreshed New Zealand Curriculum developments in school programmes, ensuring alignment with appropriate assessment tools.
- Strengthen staff capability in te reo Māori, mātauranga Māori, and te ao Māori to support culturally responsive teaching.
- Build the Board's governance and stewardship capacity through targeted training and the use of structured self-review systems.

How Ruakituri School has given effect to Te Tiriti o Waitangi

Ruakituri School and its Board are committed to giving effect to the principles of Te Tiriti o Waitangi through our curriculum, policies, and everyday practice. The Board and staff ensure Māori learners are supported to achieve success as Māori, and that all ākonga experience educational success within an inclusive and culturally responsive learning environment.

This commitment is reflected in our key policies — Māori Education Success and Te Tiriti o Waitangi — and through a curriculum that is authentic, inclusive, and aligned with the New Zealand Curriculum (NZC).

Partnership and Consultation

We recognise and value the cultural diversity within our school and acknowledge the special position of Māori in Aotearoa New Zealand. We work collaboratively with whānau to create the best possible conditions for student success.

We engage with our Māori whānau, hapū, local kaumātua, and iwi when developing and reviewing our school charter and strategic plan. This shared decision-making demonstrates our commitment to genuine partnership and consultation.

Protection and Self-Determination

We respect each person's cultural identity and right to express their culture. The school actively promotes and supports the revitalisation of te reo Māori and tikanga Māori by incorporating opportunities for learning and participation in both.

A practical example was in 2021, when local kaumātua shared the story of the formation of the Ruakituri and Hangaroa Rivers. This experience inspired students to create a short film for the Wairoa Schools Movie Showcase, strengthening reo, tikanga, and community connection.

Participation

Ruakituri School is committed to equitable outcomes for Māori learners and equitable opportunities across the school community. Students, parents, and whānau are actively involved in the design, implementation, and review of the curriculum. Ongoing consultation with Māori whānau, hapū, and iwi informs school policies, strategic planning, and improvement goals focused on Māori student success.

Strengthening Practice

Our strategic plan reflects genuine whānau consultation and a continuous focus on improving culturally responsive practice. We prioritise relationships that enhance learners' language, culture, and identity as key drivers of positive outcomes. Board and staff work collaboratively to integrate community knowledge and cultural resources across the curriculum, ensuring that local history, whānau expertise, and community partnerships enrich student learning and wellbeing.

Information on Teaching and Learning Strategies

Ruakituri School Strategic Plan: Supporting Student Progress and Achievement Our Vision: *Success for All*

At Ruakituri School, every learner is supported to achieve their very best. We are dedicated to maximising each student's potential through personalised attention, collaborative learning, and a flexible curriculum that meets individual needs. By fostering belonging, empowerment, and resilience, we prepare our learners to succeed in further learning and life.

Strategic Focus

Our teaching and learning approach supports accelerated progress and high engagement for all learners, with particular emphasis on:

- Literacy: Strengthening reading and writing through explicit, structured literacy instruction.
- Mathematics: Implementing the refreshed New Zealand Curriculum with a focus on reasoning, fluency, and problem-solving.
- Equity and Inclusion: Providing targeted support for students whose needs are not yet well met, while also extending and enriching learning for those working at or beyond expectation.

Key Approaches

1. Direct and Explicit Teaching
 - Teachers use evidence-based instruction incorporating clear learning intentions, success criteria, and the "I Do, We Do, You Do" model.
 - Frequent checks for understanding and deliberate modelling make learning visible and accessible for all students.
 - Language used in instruction is precise, purposeful, and age-appropriate.
2. Structured Literacy: Two-Hour Daily Literacy Block
 - Daily literacy instruction integrates writing, spelling, and reading using a structured, cumulative approach.

- Teaching includes explicit focus on phonological awareness, phonics, vocabulary, fluency, and comprehension.
 - Ruakituri School applies the IDEAL Approach to Structured Literacy and utilises StepsWeb as a digital support tool.
3. Mathematics Instruction: One-Hour Daily Programme
 - Teaching emphasises conceptual understanding, reasoning, and problem-solving, aligned with the refreshed *Aotearoa New Zealand Mathematics and Statistics Curriculum*.
 - Mathematics is taught through meaningful, real-world contexts that connect to students' experiences and environment.
 - Lessons are sequenced to build knowledge progressively and foster connected understanding.
 4. Whakapapa of Learning: Consistent, Connected Curriculum
 - Concept-based planning ensures coherence and progression across year levels.
 - Curriculum design reflects Ruakituri's local context and environment, celebrating our community, history, and landscape.
 - Inquiry learning strengthens critical and creative thinking and connects learning across disciplines.
 5. Te Tiriti o Waitangi Commitment and Culturally Responsive Practice
 - Teaching includes mātauranga Māori, local tikanga, and iwi knowledge, in partnership with local whānau and knowledge holders.
 - Te Reo Māori is integrated across the school, normalising everyday use.
 - Whānau engagement ensures that family voice and cultural perspectives are valued and visible in learning.
 6. Personalised Learning and Differentiation
 - Flexible grouping supports targeted interventions, extension opportunities, and collaborative learning.
 - High-quality, varied teaching resources cater to different learning styles, supported by digital tools for engagement and personalisation.
 - Students with additional learning needs receive targeted programmes and support guided by formative assessment information.
 7. Formative Assessment for Learning
 - Teachers use ongoing formative assessment to monitor progress, identify next steps, and inform teaching.
 - Learning intentions and success criteria are made clear and often co-constructed.
 - Feedback is timely, specific, and actionable, supporting students to take ownership of their learning.
 8. Holistic Hauora and Post-Cyclone Recovery Focus
 - Teaching and learning at Ruakituri are grounded in a commitment to the holistic Hauora of all learners.
 - Classrooms provide safe, nurturing spaces where belonging and wellbeing underpin achievement.
 - Resilience, adaptability, and community connection remain central to our practice as we continue to grow and recover together.

Measuring Success

Progress and impact will be evidenced through:

- School-wide analysis of literacy and mathematics achievement data.
- Regular moderation and progress tracking.
- Student voice and engagement feedback.
- Ongoing reporting to whānau and Board of Trustees on learning progress and wellbeing indicators.

Goal One Annual Implementation Plan

Annual Implementation Plan For Strategic Goal One

2026 STRATEGIC AND ANNUAL GOAL ONE Strengthen Student Engagement Through Regular Attendance

STUDENT ENGAGEMENT AND ATTENDANCE

Annual Aim (2026):

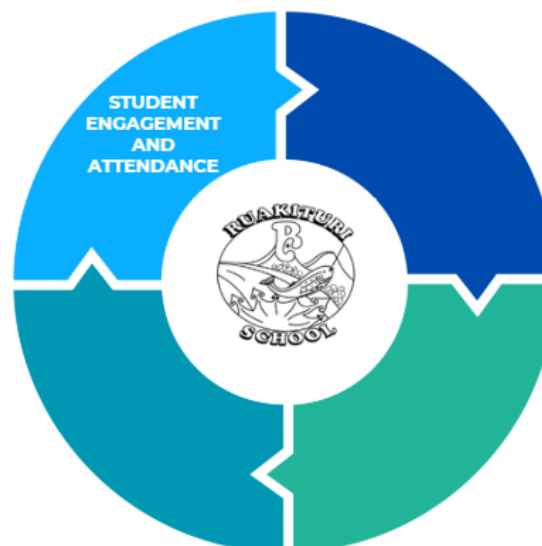
Increase and sustain the proportion of students attending regularly (90%+ attendance) and reduce the number of students in irregular, moderate, and chronic absence categories.

Key Themes:

- Engagement
- Belonging
- Consistence
- Participation
- Wellbeing

Actions

- Develop and implement a whole-school attendance plan that clearly defines expectations, roles, processes, and communication with whānau.
- Use attendance data termly to identify patterns, priority groups, and to evaluate the impact of interventions; report regularly to the Board.
- Strengthen partnerships with parents, whānau, and external agencies to address barriers to attendance and support student engagement.



Why This Matters

- Regular attendance (more than 90% of the term) is directly linked to better learning, wellbeing, and long-term achievement for all students.
- Attendance is a key national focus with ambitious targets for lifting the proportion of students who attend regularly.

Expected Outcomes

- By the end of 2026, at least 80% of students will be attending school regularly (90%+ of the term), with a year-on-year reduction in the proportion of students in irregular, moderate, and chronic absence categories, as evidenced by termly attendance data and board reports.

"Fostering consistent engagement and belonging through improved attendance."

Objective	Progress Actions	Measures	Expected Outcome
1.1 Develop and implement a whole-school attendance plan that clearly defines	Develop and Implement a whole school attendance plan that clearly defines expectations, roles,	1. Proportion of students attending regularly Measure: Percentage of students attending more than 90% of the term, reported termly.	By the end of 2026, at least 80% of students will be attending school regularly (90%+ of the term), with a

expectations, roles, processes, and communication with whānau to improve regular attendance and reduce non-attendance categories in line with national expectations.	processes and communication with whānau.	2. Reduction in irregular, moderate, and chronic absence Measure: Termly proportion of students in each category: irregular (80–90%), moderate (70–80%), chronic ($\leq 70\%$). 3. Implementation of attendance plan processes and whānau engagement Measure: All unexplained absences followed up on the day using agreed processes (e.g., text/phone by set time), 4. Recorded whānau contact and support actions for all students at STAR/concern thresholds (or equivalent tiered response), 5. Termly review of attendance data and actions by the leadership/board.	clear year-on-year reduction in the proportion of students in irregular, moderate, and chronic absence categories, as shown in termly attendance data and board reports. The whole-school attendance plan will be embedded in daily practice, with clearly understood expectations, roles, and processes, and strong, responsive communication with whānau supporting improved attendance for all learners.
1.2 Use termly attendance data analysis to drive targeted interventions, achieving and sustaining 90%+ regular attendance for at least 80% of students by end of 2026	Use attendance data termly to identify patterns, priority groups, and to evaluate the impact of interventions; report regularly to the Board.	1. Proportion of students with 90%+ attendance per term (target: 80%+ by year-end). 2. Year-on-year % reductions in irregular (85-89%), moderate (80-84%), and chronic (<80%) absence categories. 3. Number of priority groups (e.g., by year level, demographics) showing improved attendance post-intervention, tracked termly.	By end of 2026, termly data and Board reports will show at least 80% of students attending regularly (90%+ per term), with consistent year-on-year drops in irregular, moderate, and chronic absence rates—directly evidencing intervention effectiveness and progress toward the Annual Aim.
1.3 Strengthen partnerships with parents, whānau, and external agencies to identify and remove barriers to regular attendance.	Strengthen partnerships with parents, whānau, and external agencies to address barriers to attendance and support student engagement.	1. Percentage of unexplained absences followed up with whānau contact and intervention within 5 days. 2. Number of partnership meetings or workshops held with whānau and external agencies per term to address attendance barriers. 3. Proportion of chronically absent students (attending 70% or less) receiving targeted support via external agency referrals.	By the end of 2026, at least 80% of students will attend school regularly (90%+ of the term), with a year-on-year reduction in irregular, moderate, and chronic absence categories, as evidenced by termly attendance data and board reports. This aligns with the annual aim through strengthened whānau and agency partnerships that directly tackle barriers.

Evaluative Statement- Why Did We Get These Outcomes? What Are Our Next Steps?

Goal Two Annual Implementation Plan

Annual Implementation Plan For Strategic Goal Two

2026 STRATEGIC AND ANNUAL GOAL TWO Building a Coherent Curriculum Supported By Effective Assessment

Expected Outcome (2026):

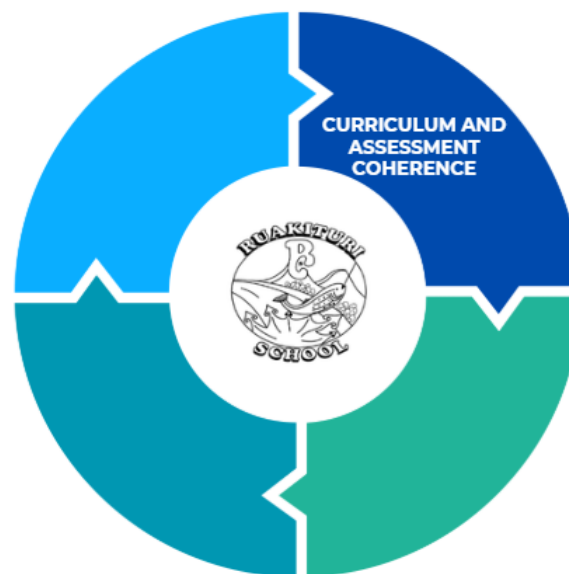
By the end of 2026, the school will have a coherent and well-embedded curriculum that aligns with *Te Mātaiaho | The Refreshed New Zealand Curriculum*, demonstrating clear and purposeful connections between teaching, learning, and assessment. Teachers will implement a consistent approach to assessment, supported by shared tools and schedules that enable effective monitoring of student progress over time. Evidence will indicate strengthened teacher capability and confidence in using assessment information to inform planning, improve learner outcomes, and report progress clearly and accurately to students, whānau, and the wider school community.

Key Themes

- curriculum alignment
- Progress and achievement
- Deep learning
- Assessment for Learners
- Curriculum refresh
- Quality Teaching

Actions

- Review and map current programmes against the refreshed NZ Curriculum/Te Mātaiaho, identifying gaps and next steps in each learning area.
- Confirm and implement a schoolwide assessment schedule and tool set that aligns with curriculum priorities and supports progress tracking over time.
- Build teacher capability to use assessment information to plan, differentiate, and report learning in ways that are clear to students and whānau.



CURRICULUM AND ASSESSMENT COHERENCE

Annual Aim (2026): Build and embed a coherent, school-wide curriculum that reflects our community's context, aligns with *Te Mātaiaho | The Refreshed New Zealand Curriculum*, and is strengthened through effective and purposeful assessment practices.

Why This Matters

- A well-designed curriculum that reflects the refreshed New Zealand Curriculum/Te Mātaiaho provides clear learning progressions and supports equitable outcomes.
- Alignment between teaching, assessment tools, and reporting helps teachers identify students' progress and next steps more accurately.

"Embedding the refreshed curriculum to strengthen learning and progress."

Objective	Progress Actions	Measures	Expected Outcome
2.1 Review and map current programmes to Te Mātaiaho, identifying	Review and map current programmes against the refreshed NZ	1. Termly Planning 2. Termly review reports showing gap closure (e.g., new units developed).	Delivers an integrated curriculum with Te Mātaiaho links, consistent assessments.

gaps and actions for coherent curriculum alignment.	Curriculum/Te Mātaiaho, identifying gaps and next steps in each learning area.	3. Teacher confidence in using aligned assessments	
2.2 To ensure assessment practices across the school are consistent, purposeful, and aligned with the refreshed New Zealand Curriculum/Te Mātaiaho, supporting improved understanding and use of progress data to inform teaching and learning.	Confirm and implement a coherent, schoolwide assessment schedule and tool set that aligns with curriculum priorities and supports progress tracking over time.	1.Schoolwide assessment schedule and tool set documented, agreed upon, and in use across all year levels by mid-2026. 2.Teachers demonstrate increased confidence and consistency in using assessment information to monitor student progress and plan next learning steps (evidenced through termly inquiries, moderation notes, and teacher reflection). 3. Assessment information shows clear links between curriculum progressions, teaching practices, and learner outcomes (evidenced through data analysis, learning samples, and student progress summaries).	By the end of 2026, the school will have a cohesive, schoolwide approach to assessment that directly supports its curriculum. Teachers will use a common set of assessment tools and schedules confidently and effectively to track student progress in alignment with Te Mātaiaho. Students and whānau will have a clearer understanding of learning progress and achievement, reflecting stronger coherence between curriculum design, assessment, and reporting.
2.3 Develop consistent, confident teacher practice in using assessment evidence to inform teaching, monitor progress, and communicate learning effectively, ensuring alignment with the New Zealand curriculum Te Mātaiaho.	2.3 Develop consistent, confident teacher practice in using assessment evidence to inform teaching, monitor progress, and communicate learning effectively, ensuring alignment with the New Zealand curriculum Te Mātaiaho.	1.Teacher practice and confidence: Evidence from observations, inquiry reflections, and appraisal discussions shows growing teacher confidence and consistency in analysing assessment information and adapting teaching accordingly. 2.Assessment–planning alignment: Curriculum planning and assessment records demonstrate clear links between assessment information, learning intentions, and differentiated classroom programmes. 3.Clarity and communication of progress: Student and whānau feedback indicates increased understanding of learning progress and next steps through clearer reporting and learning conversations.	By the end of 2026, teachers will confidently and consistently use assessment information to plan responsive learning programmes and report progress clearly to students and whānau. Shared assessment tools, moderation practices, and a schoolwide assessment schedule will support coherent teaching and learning pathways across the New Zealand Curriculum Te Mātaiaho.
Evaluative Statement- Why Did We Get These Outcomes? What Are Our Next Steps?			

Goal Three Annual Implementation Plan

Annual Implementation Plan For Strategic Goal Three

2026 STRATEGIC AND ANNUAL GOAL THREE

GROW CULTURAL CAPABILITY SO THAT EVERY LEARNER THRIVES IN, AND CONTRIBUTES TO, A BICULTURAL AND INCREASINGLY MULTICULTURAL AOTEAROA NEW ZEALAND.

Why This Matters

- Strengthening te reo Māori, mātauranga Māori, and te ao Māori across the school is central to honouring Te Tiriti o Waitangi and supporting Māori ākonga to experience success as Māori.
- Culturally responsive teaching and strong partnerships with iwi and Māori whānau improve engagement, belonging, and achievement for all learners.

Expected Outcome by the end of 2026

Over the year, staff increasingly demonstrate growing confidence and competence in weaving te reo Māori, mātauranga Māori, and te ao Māori through their practice, alongside meaningful inclusion of diverse cultural identities within our school community. Classroom programmes, planning, and relationships with ākonga and whānau reflect culturally responsive, inclusive, identity-affirming approaches that honour both the bicultural foundation and multicultural reality of Aotearoa New Zealand.

Actions

- Provide a structured PLD programme focused on te reo Māori in daily practice, culturally responsive pedagogy, and Te Tiriti-informed practice.
- Develop and implement New Zealand curriculum elements in partnership with mana whenua and Māori whānau, reflecting local histories, narratives, and contexts.
- Embed expectations for culturally responsive practice in appraisal, planning templates, and school review processes.

“Building authentic partnerships through culturally responsive practice.”



CULTURAL CAPABILITY AND INCLUSIVE SUCCESS

Annual Aim (2026):

Strengthen staff capability and confidence to authentically integrate te reo Māori, mātauranga Māori, and te ao Māori in ways that also affirm the diverse cultural identities of all learners.

Key Themes

- Cultural responsiveness
- Bicultural practice
- Collaboration
- Identity, language and culture
- Te Reo Māori and Te ao Māori
- Whanaungatanga

Objective	Progress Actions	Measures	Expected Outcome
3.1 To strengthen staff capability and confidence	Provide a structured PLD programme focused on te reo Māori in daily practice,	1. Staff Self-Reflection and Survey Data: Mid-year and end-of-year reflections demonstrate increased confidence and authenticity in <i>te reo Māori</i> use and	Staff confidently and authentically integrate <i>te reo Māori</i> , <i>mātauranga</i>

to authentically embed <i>te reo Māori, mātauranga Māori</i> , and <i>te ao Māori</i> in teaching, learning, and school culture through sustained professional learning and collective reflection.	culturally responsive pedagogy, and Te Tiriti-informed practice.	cultural integration. 2.Planning, classroom observations, and student voice show culturally responsive approaches and Te Tiriti-informed decision-making in action. 3. Collaborative Reflection with Whānau: Feedback from Māori learners and whānau affirms growing respect, relevance, and partnership in teaching and school life.	<i>Māori</i> , and <i>te ao Māori</i> into daily practice, curriculum design, and interactions with learners and whānau. Culturally responsive pedagogy and Te Tiriti-informed actions are visible and valued across the school.
3.2 Strengthen authentic local curriculum design that embeds <i>te reo Māori, mātauranga Māori</i> , and <i>te ao Māori</i> through meaningful partnership with mana whenua and Māori whānau.	Develop and implement local curriculum elements in partnership with mana whenua and Māori whānau, reflecting local histories, narratives, and contexts.	1. Evidence of collaboration with mana whenua and Māori whānau in shaping local curriculum content (e.g., recorded hui, shared planning notes, or co-developed learning outcomes). 2.Classroom programmes, inquiries, and resources reflect local histories, places, and narratives identified through partnership. 3. Staff self-assessments and reflections show increased confidence and authenticity in integrating Māori perspectives in everyday teaching and planning.	Staff demonstrate growing confidence and capability to authentically integrate <i>te reo Māori, mātauranga Māori</i> , and <i>te ao Māori</i> into classroom practice and school culture. Curriculum and teaching show clear alignment with local Māori contexts and narratives, and partnerships with mana whenua and Māori whānau are visible, valued, and ongoing.
3.3 Ensure culturally responsive practice becomes an integrated and visible part of teacher appraisal, curriculum planning, and internal evaluation, supporting authentic engagement with <i>te reo Māori, mātauranga Māori</i> , and <i>te ao Māori</i> .	Embed expectations for culturally responsive practice in appraisal, planning templates, and school review processes.	1. Appraisal and planning templates explicitly include indicators and reflective prompts related to culturally responsive practice (e.g., integration of <i>te reo, mātauranga</i>, and <i>te ao Māori</i>). 2. Evidence from appraisal discussions and staff reflections shows increased confidence and capability in integrating Māori perspectives across teaching and learning. 3. School review processes (mid-year and end-of-year) include input from staff, Māori learners, and whānau, informing future priorities for cultural capability growth.	Culturally responsive practice is embedded and evident across the school — in teacher planning, professional appraisal, and review documentation. Staff demonstrate growing confidence, competence, and authenticity in weaving <i>te reo Māori, mātauranga Māori</i> , and <i>te ao Māori</i> into teaching, curriculum design, and school life. Collaborative evaluation with staff, Māori learners, and whānau continues to guide improvement and strengthen partnership.
Evaluative Statement- Why Did We Get These Outcomes? What Are Our Next Steps?			

Goal Four Annual Implementation Plan

Annual Implementation Plan For Strategic Goal Four

2026 STRATEGIC AND ANNUAL GOAL FOUR Strengthen Board Governance and Stewardship

GOVERNANCE

Annual Aim (2026):

Grow the board's governance capability through targeted training and a systematic self review cycle, ensuring that planning, policy, and resourcing align with strategic priorities.

Key Themes

- Stewardship
- Strategic Leadership
- Capability Building
- Accountability
- Continuous Improvement
- Self Review

Actions

- Develop and implement an annual governance workplan, including regular review of strategic priorities, policies, and student achievement information.
- Participate in targeted training in governance, finance, risk, and evaluation to strengthen stewardship and understanding of roles.
- Establish a structured self-review framework (3-year review cycle) that uses evidence to inform Board decision-making and charter/strategic plan review.



Why this matters:

- Effective boards provide clear strategic direction, ensure legal and policy compliance, and focus governance on student progress, achievement, and wellbeing.
- Structured self-review and ongoing training build Board capability to make informed, evidence-based decisions and sustain improvement over time.

Expected Outcome (by end of 2026):

The Board demonstrates strengthened governance capability through the consistent use of an annual governance workplan, participation in targeted training, and implementation of a structured self-review cycle. Board decisions and strategic planning show clear alignment with evidence from student achievement data, policy reviews, and evaluation findings, resulting in improved confidence, clarity of roles, and more effective stewardship of school priorities and resources.

“Strengthening governance through effective stewardship and review.”

Objective	Progress Actions	Measures	Expected Outcome
4.1 To strengthen governance capability by embedding a structured,	Develop and implement an annual governance workplan, including regular	1.Evidence of regular use and monitoring of the governance workplan, with actions and reviews completed as scheduled.	The Board operates with increased governance confidence and consistency, using the annual

evidence-informed workplan that guides the Board in strategic planning, policy review, and the evaluation of student achievement data.	review of strategic priorities, policies, and student achievement information.	2.Board meeting minutes and decisions demonstrate alignment between strategic priorities, policy updates, and student achievement information. 3. Completion of termly check-ins and an annual self-review (NZSTA Governance Self-Review Tool / Workplan Tracking Matrix) showing growth in confidence, clarity, and governance effectiveness.	workplan to ensure systematic review of strategic priorities, policies, and student outcomes. Decision-making reflects clear alignment between governance practice and school priorities, enhancing effective stewardship, planning, and resource allocation.
4.2 To build the Board's collective knowledge and confidence in key areas of governance, ensuring all members can effectively contribute to strategic decision-making and stewardship of school resources.	To participate in targeted training in governance, finance, risk, and evaluation to strengthen stewardship and understanding of roles.	1. Board members participate in governance training (finance, risk, evaluation) through NZSTA or equivalent providers. 2.Evidence of improved understanding and clarity of roles demonstrated in meeting discussions, decisions, and self-review reflections. 3. Termly monitoring using the Board Workplan and NZSTA Governance Self-Review Tool to track progress and identify next training priorities.	The Board demonstrates strengthened governance capability through informed and confident decision-making, active participation in training, and a shared understanding of responsibilities. Strategic discussions, planning, and resource allocation reflect evidence from data and evaluation, showing clear alignment with school priorities and improved stewardship.
4.3 To implement a systematic, evidence-informed self-review process that strengthens Board governance capability and ensures ongoing alignment between strategic priorities, policy, and student outcomes.	Establish a structured self-review framework (3-year review cycle) that uses evidence to inform Board decision-making and charter/strategic plan review.	1. Consistent use of the NZSTA Governance Self-Review Tool, Board Workplan Tracking Matrix, and termly check-ins to monitor progress and identify next steps. 2.Documented evidence in Board minutes and strategic review reports showing decisions and planning informed by achievement data, policy evaluations, and review findings. 3.Increased evidence of governance capability and confidence through reflective discussion, targeted training completion, and annual review outcomes.	The Board demonstrates strengthened governance capability through an embedded 3-year self-review cycle. Decision-making and planning are clearly evidence-informed, with improved alignment between governance practice, strategic priorities, and school outcomes. Board members show increased confidence, clarity of roles, and effective stewardship of resources and priorities.
Evaluative Statement- Why Did We Get These Outcomes? What Are Our Next Steps?			