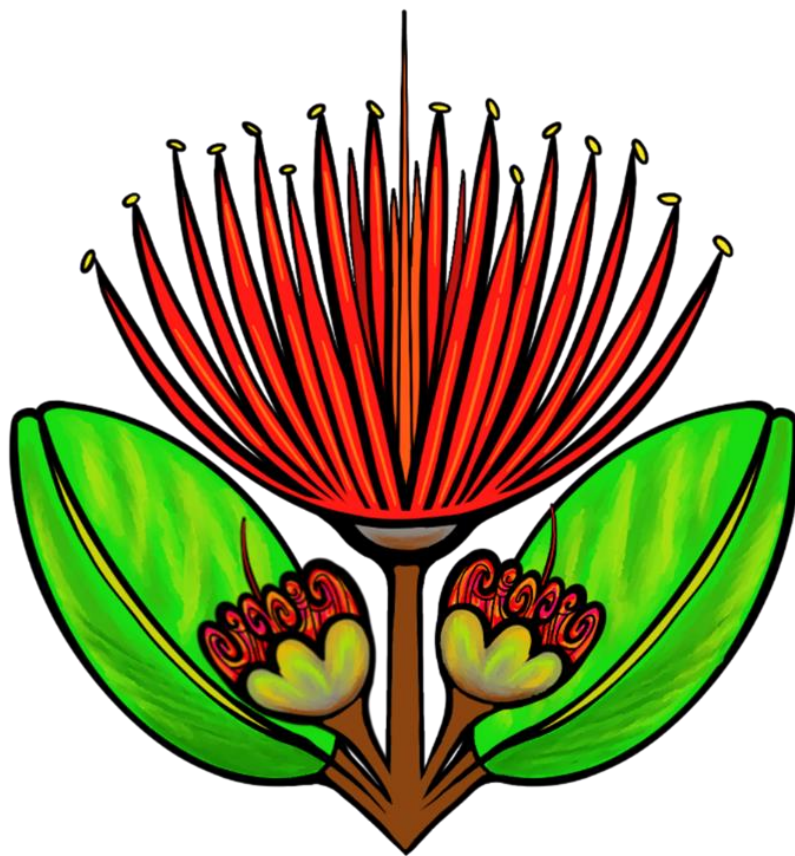


Rātā Street School Strategic Plan/Annual Plan 2026

Learning together to achieve excellence



Rātā Street School Vision

Learning together to achieve excellence.

We want every student, and our staff, to be the best they can be, in every area. We believe that learning together, with and from each other, is a critical part of becoming our best selves.

Our Core Values

Pakari - Resilient
Whakaute - Respect
Whakauru - Inclusive
Aroha - Heart
Mahi tahi - Teamwork

These core values represent our school culture and how we aspire to act in the world. Each value has richness and depth that will be explored in the classroom and beyond.

Direction Statement

Rātā Street School Board of Trustees and staff are committed to:

- **High Expectations**
Upholding high expectations for all and a focus on excellence in all areas
- **Effective Pedagogy**
Promoting effective pedagogy with particular emphasis on the professional growth cycle and differentiated learning for students
- **Accelerated Learning**
Prioritising accelerated learning according to need so that all students achieve
- **Belonging and Diversity**
Fostering a sense of belonging that affirms the diversity of all students
- **Hauora**
Supporting social, cultural, physical, spiritual, mental and emotional well-being of students and staff, along with care for others and the environment
- **Broad Learning**
Providing a range of experiences and opportunities for students to learn and thrive

Our Commitment to the Success of Māori and Pacific

As a school with a significant majority of Māori and Pacific students, we recognise that success for Māori and Pacific is success for all.

We are committed to actively monitoring the progress of students to ensure the provision of tautoko where required, to accelerate achievement and promote success.

We recognise the value of identity, language, and culture as a key part of teaching and learning.

Te Tiriti O Waitangi

We acknowledge Māori as tangata whenua. We promote the value of te reo, tikanga (Māori culture) and te ao Māori (the Māori worldview).

Māori language is a taonga - protected under the Treaty of Waitangi. It is the foundation language, and indeed an official language of this nation. In learning Māori, our students will increase their awareness of the significance of Māori language and culture in shaping this country's identity.

Rātā Street School Strategic Plan 2026

Strategic Goals

Our core focus as a school is to be a place of learning and success for all children in our community. This means:

Strategic Goal 1

In our school we are actively seeking ways to innovate and improve our teaching practices and enhance learning experiences.

Strategic Goal 2

In our school our relationships are based on the school values of Pakari - Resilient, Aroha - Heart, Whakaute - Respect, Whakauru - Inclusive, Mahi tahi - Teamwork.

Strategic Goal 3

We are growing our capacity to value Te Ao Māori and supporting Māori to succeed as Māori.

Strategic Plan 2026

Strategic Aim	Targets and Initiatives 2026	Board Primary Objectives
<p>In our school we are actively seeking ways to innovate and improve our teaching practices and enhance learning experiences.</p>	<p>Implement the English Curriculum and continue with the Structured Literacy approach across the school.</p> <p>Implement the Mathematics and Statistics Curriculum, and embed PR1ME Maths as part of the teaching and learning programme.</p> <p>Develop knowledge of the new Assessment tools in reading, writing and mathematics and implement these across the school.</p>	<p>2a, 2b, 2c (i ii iii), 2d, 2e (i ii iii), 2f (i ii iii)</p>
<p>In our school our relationships are based on the school values of Pakari - Resilient, Whakaute - Respect, Whakauru - Inclusive, Aroha - Heart, Mahi tahi - Teamwork.</p>	<p>Embed systems to increase levels of student attendance.</p> <p>Review Rātā Street School's wellbeing and restorative practices.</p> <p>Strengthen school culture by developing a taonga for each school Value, and integrate this into the well-being/award system.</p>	<p>2a, 2b, 2c (i ii iii) 2d,</p>
<p>We are growing our capacity to value Te Ao Māori and supporting Māori to succeed as Māori.</p>	<p>Create a classroom resource that explains each element in the Te Ao Māori Framework.</p> <p>Continue to provide professional development in te reo me ona tikanga Māori, based on the 2 Year Language Framework, and use this to strengthen the teaching and learning programme.</p> <p>Embed the school's relationships with Mama Mate (Nga Kahui Pakeke Awakairangi) and Te Mangungu Marae.</p>	<p>2a, 2c (i ii iii), 2d, 2e (i ii iii), 2f (i ii iii)</p>

Rātā Street School Annual Plan 2026

Strategic Aim	Targets/Initiatives	Actions	Led by	Timeframe	Resourcing	Expected Outcome	Impact
<p>In our school we are actively seeking ways to innovate and improve our teaching practices and enhance learning experiences.</p>	<p>Implement the English Curriculum and continue with the Structured Literacy approach across the school.</p>	<ol style="list-style-type: none"> 1. Support teachers with professional development to explore and understand the 2025 English Curriculum. 2. Teachers to plan using the 2025 English Curriculum. 3. Develop and implement an English/Structured Literacy Professional Development Implementation Plan for 2026. 4. Develop and implement school-wide Structured Literacy expectations. 5. Implement the Syntax Project in Te Whānau Kākano to support the writing programme. 6. Continue to implement Structured Literacy approaches across the school. 7. Engage in handwriting professional development with Helen Walls. 8. Provide the Literacy Team with professional development opportunities, e.g. the Write Right Symposium to develop new knowledge. 9. Update the Rātā Street School Curriculum to reflect the school-wide Structured Literacy expectations. 10. Senior Staff to conduct observations/walk-throughs of Structured Literacy lessons to support teacher development and practice. 	<p>Principal Literacy Team Whānau Leaders Michelle Finn</p>	<p>Terms 1-4</p>	<p>Staff Meetings Whānau Meetings PD Budget</p>	<p>Increase in student reading and writing levels. Increased teacher confidence and capability in teaching using a structured literacy approach. There will be a planned approach to supporting teacher professional development. Increased teacher confidence when planning using the 2025 English Curriculum. Planning demonstrates the use of Structured Literacy resources and alignment with the 2025 English Curriculum. There will be a consistent approach (Syntax Project) to teaching writing in Te Whānau Kākano. There will be consistent, structured literacy teaching practices across the school. There will be a shared understanding of expected school-wide Structured Literacy Practices. Classroom observations/walk-throughs by Senior Staff will help to understand the consistency of teacher practice and identify next steps.</p>	
	<p>Implement the Mathematics and Statistics Curriculum, and embed PR1ME Maths as part of the teaching and learning programme.</p>	<ol style="list-style-type: none"> 1. Support teachers with professional development to explore and understand the 2025 Mathematics and Statistics Curriculum. 2. Teachers to plan using the 2025 Mathematics and Statistics Curriculum. 3. Develop and implement a Mathematics and Statistics Professional Development Implementation Plan for 2026. 4. Provide opportunities for teachers to learn about the new PR1ME Maths resources. 5. Teachers to engage in PR1ME Maths professional development facilitated by Annabeth Evans. 6. At the end of Term 1, review each teacher's understanding and knowledge of what makes a quality PR1ME Maths lesson. 7. Senior Staff to conduct observations/walk-throughs of PR1ME Maths lessons to support teacher development and practice. 8. Teachers to engage in peer observations of PR1ME Maths lessons within their Whānau in Term 3. 	<p>Principal Nicole Cooper Michelle Finn Senior Staff Maths Leader Teachers</p>	<p>Terms 1-4</p>	<p>Senior Staff Meetings Staff Meetings PD Budget</p>	<p>Increase in student mathematics levels. There will be a planned approach to supporting teacher professional development. Increased teacher confidence when planning using PR1ME Maths/2025 Mathematics and Statistics Curriculum. Planning shows evidence of PR1ME Maths resources and the use of the 2025 Mathematics and Statistics Curriculum. Increased teacher confidence and capability in teaching PR1ME Maths. At the end of Term 1, Senior Staff and teachers will have a baseline understanding of teacher practice relating to PR1ME. Next steps will be identified to support teacher development.</p>	

						Classroom observations/walk-throughs by Senior Staff will help to understand the consistency of teacher practice and identify next steps. Teachers will have the opportunity to observe, review and strengthen teaching practice.	
	Develop knowledge of the new Assessment tools in reading, writing and mathematics and implement these across the school.	<ol style="list-style-type: none"> 1. Confirm the assessment tools that will be used for the year, so that teachers have clarity and alignment regarding what tools are used, when and for what purpose. 2. Create an Assessment Timeline for 2026. 3. Support DP/teachers with professional development to explore and understand how to use the new assessment tools. 4. Teachers to use the new assessment tools to assess reading, writing and mathematics. 5. Implement a new report format for reading, writing and mathematics. 	Principal Nicole Cooper	Terms 1-4	Senior Staff Meetings Staff Meetings	<p>Assessment tools will be identified by the end of Term 1.</p> <p>An Assessment Timeline for 2026 will be confirmed by the end of Term 1.</p> <p>Teachers will be supported in understanding and using assessment tools.</p> <p>Teachers will be confident when using new assessment tools.</p> <p>Assessment practices will be consistent across the school.</p> <p>Assessment tools/information will be used to inform teacher practice.</p> <p>Student progress will be closely monitored.</p> <p>Teachers will use a new reporting format.</p>	
In our school our relationships are based on the school values of Pakari - Resilient, Whakaute - Respect, Whakauru - Inclusive, Aroha - Heart, Mahi tahi - Teamwork.	Embed systems to increase levels of student attendance	<ol style="list-style-type: none"> 1. Develop an Attendance Management Plan (AMP). 2. Upload the Attendance Management Plan and the Stepped Attendance Plan (STAR) to the Rātā Street School website. 3. Review the Attendance Management Plan and Stepped Attendance Plan with the staff and the community in the pānui. 4. Implement the Attendance Management Plan and the Stepped Attendance Plan. 	Principal Nicole Cooper Michelle Finn	Terms 1-4	Senior Staff Meeting Staff Meeting Website and Pānui	<p>Student attendance will increase each term compared to 2025.</p> <p>Staff and whānau will have a shared understanding of the Attendance Management Plan.</p> <p>The Attendance Management Plan and STAR will be used to manage student attendance.</p>	
	Review and refine the Rātā Street School's well-being and restorative practices.	<ol style="list-style-type: none"> 1. Senior Staff to review the Rātā Street School well-being and restorative practices. 2. Staff will be supported to understand and use the well-being and restorative practices in the classroom and playground. 3. Ensure that a consistent approach is taken across the school, when supporting children's well-being and behaviour. 	Michelle Finn Senior Staff	Terms 1-4	Senior Staff Staff Meetings	<p>A positive school culture will be maintained. This will be reflected through improved or maintained NZCER Student Well-being results.</p> <p>Existing and new staff will have a shared understanding of restorative behaviour practices at Rātā Street School.</p>	
	Strengthen school culture by developing a taonga for each school Value, and integrate this into the well-being/award system.	<ol style="list-style-type: none"> 1. Work with Ako Resources to create a taonga for each of the school's Values, as well as a rātā flower for the Year 6 leavers. 2. Update the school's Behaviour Management procedures and reward systems documentation on how the taonga can be earned as part of the school's Values Awards system. 3. Student Leaders and Culture Captains to introduce and talk/present (at assembly) about each taonga, their 	Principal Nicole Cooper Michelle Finn	Terms 1-4	Senior Staff Meeting Staff Meeting Pānui Culture/Well-being Budget	<p>A taonga for each Value will be created. These will be awarded to children during assemblies and to Year 6 Leavers.</p> <p>A positive school culture will be maintained. This will be reflected through improved or maintained NZCER Student Well-being results.</p> <p>Staff, students and whānau will understand the new award system.</p>	

We are growing our capacity to value Te Ao Māori and supporting Māori to succeed as Māori.		<p>definitions and how they can be earned.</p> <p>4. Update the community via the school's pānui on the taonga and the definition of each Value.</p>					
	Create a classroom resource that explains each element in the Te Ao Māori Framework.	<p>1. Use the teacher voice collected in 2025 to create explanations/examples of each element in the Te Ao Māori Framework.</p> <p>2. Create a child-friendly resource for each element of the Te Ao Māori Framework.</p> <p>3. The Student Leaders and Culture Captains to introduce and talk/present (at assembly) about each element of the Te Ao Māori Framework.</p> <p>3. Ensure the Te Ao Māori Framework Resource is displayed and used in each Ako.</p>	<p>Michelle Finn</p> <p>Te Ao Māori Team</p> <p>Nicole Cooper</p>	Terms 1-4	<p>Staff Meetings</p> <p>Whānau Meetings</p> <p>Assembly</p>	<p>A child-friendly resource will be created and displayed/used in each Ako.</p> <p>Events will continue to be held at school to promote Te Ao Māori.</p> <p>There will be a shared understanding of each element (and examples) of the Te Ao Māori Framework.</p>	
	Continue to participate in te reo me ona tikanga Māori professional development based on the 2 Year Language Framework and use this to strengthen the teaching and learning programme.	<p>1. Staff to participate in te reo me ona tikanga Māori professional development based on the 2 Year Language Framework.</p> <p>2. Share new learning gained from the Te Mangungu Marae visits with the staff and the students, e.g. traditional waiata (with actions) and tikanga.</p> <p>3. Continue to support staff with the delivery and use of the Framework.</p> <p>4. Whānau groups to continue to strengthen the framework by planning new lessons/units of work.</p>	<p>Caitlin Steere</p> <p>Teachers</p> <p>Michelle Finn</p> <p>Nicole Cooper</p>	Terms 1-4	<p>Staff Meetings</p> <p>Whānau Meetings</p>	<p>Teachers (and students) will be upskilled in te reo me ona tikanga Māori.</p> <p>Knowledge gained from working with Kaumatua/Mama Mate from Te Mangungu Marae will be shared and celebrated with all students and staff.</p> <p>Teachers and students will be more confident when speaking te reo Māori throughout the day.</p> <p>Teachers and students will use te reo Māori naturally as part of the learning programme.</p> <p>Teacher practice will be strengthened, and te reo Māori will be evident in observations.</p>	
	Embed the school's relationships with Mama Mate (Nga Kahui Pakeke Awakairangi) and Te Mangungu Marae.	<p>1. Re-establish the relationship with Mama Mate and Te Mangungu Marae for 2026.</p> <p>2. Work with Mama Mate to identify a learning programme that supports Nga Kahui Pakeke Awakairangi and the group of children who will visit the Marae/host the group.</p> <p>3. Continue to support the Marae and the Marae Programme and initiatives, e.g. Matariki, Open Days and community performances.</p>	<p>Principal</p> <p>Caitlin Steere</p>	Terms 1-4	Release Time	<p>Students will have Marae-based learning opportunities.</p> <p>An appropriate learning programme will be implemented.</p> <p>The relationship between the school and the Marae will be further strengthened.</p>	

Business as Usual Practices

Planned Actions/Practices	Led by	Timeframe	Resourcing	Business as Usual
<p>1. Gather and analyse student achievement information</p> <ul style="list-style-type: none"> - Senior Staff/Teachers identify the students needing priority support/targeted instruction to accelerate progress. - Whānau meetings and observations will be held to discuss the progress of target students. - Analysis and reflection of data to identify individual strengths and next steps, inform teaching and learning, track progress, and make changes to teaching practice where necessary. <p>2. Gather and analyse teacher practice information.</p> <ul style="list-style-type: none"> - Ensure teachers and classroom programmes reflect the elements of ERO's Observation of Teacher Practice - Ensure teaching practice has a positive impact on student outcomes. <p>3. Use the 'Professional Growth Cycle' to better meet the identified needs of target students. This is linked to individual teacher professional learning development:</p> <ul style="list-style-type: none"> - Structured Literacy, BSLA, Liz Kane (The Code and Structured Literacy) and the Syntax Project approach to teach writing. - Prioritise a structured approach to teaching handwriting <p>4. Engage parents in their children's learning through an open-door policy, Parent Information Evenings, Goal Setting and Seesaw.</p> <p>5. Resources will be purchased to support the teaching and learning programme</p>	<p>Senior Staff</p> <p>Teachers</p> <p>(and informed by students)</p>	<p>Terms 1, 2, 3, 4</p>	<p>Senior Staff Meetings</p> <p>Staff Meetings</p> <p>Whānau Meetings</p> <p>Teacher Release</p> <p>Professional Learning Development Budget</p> <p>Curriculum Budgets</p>	<p>Readiness for School</p> <p>Observations (at least twice a year)</p> <p>Teacher Aides used to support the teaching and learning programme</p> <p>Teaching of the Rātā Street School Values</p> <p>Promote the home/school partnership by using Seesaw</p> <p>Rotary Reading (Te Whānau Pihinga)</p> <p>Whānau Goal Setting</p> <p>Target Review meetings (twice a term) with a focus on identified/target students</p> <p>Year 3 Syntax Writing Group</p> <p>Year 5/6 Syntax Writing Group</p> <p>Whānau Māori engagement and Action Plans</p> <p>Pacific Fono engagement and Action Plans</p> <p>Celebration of Language Weeks</p> <p>Regular assessment (formative and summative) - see Assessment Timeline 2026</p> <p>Short Slot Meetings (twice a year)</p> <p>Planning Chats</p> <p>End of Term Evaluations</p> <p>Differentiated approaches to learning programmes</p> <p>Provide rich learning opportunities</p> <p>A focus on student and staff well-being and school culture</p> <p>Tier 2 BSLA – Te Whānau Kākano</p> <p>A well-resourced school will be maintained</p>

