



# Rimu School Strategic Plan 2024 - 2025

*Enriching Education with Country Values*

## Summary of the information used to develop this plan

- Achievement data collected and analysed from 2024
- Learning conversations and reflection of practice as a team and self review.
- Our focus on improving literacy teaching to ensure we meet all learners needs – introduction of a structured literacy approach in 2023, school wide approach in 2024.
- Whānau /student feedback - collated in a variety of ways
- Ongoing research into relationship based-learning, how best to meet ākonga Māori learning needs and best teaching practice. (Bishop, 2019, 2023. Riwai-Couch, 2012. Te Kura Tapa Whā, 2021).
- Developing understanding of how we acknowledge and give effect to Te Tiriti o Waitangi and Mana Whenua

## How did we create this plan

This strategic plan was developed in consultation with our teaching team, Board of Trustees and wider school community. It was informed by the information listed. From this information and achievement data gathered, we have identified areas that we want to improve on in our school. These include continuing to build on our overall literacy results, improving results for our Māori ākonga and also improving our boy's achievement in both reading and writing.

It is important to our school community that our students achieve well in both literacy and mathematics in order for them to experience success across the curriculum. We believe this is too important to leave to chance so we are now embedding a Structured Literacy approach across the school. We want to ensure that we create sustainability in this pedagogy so that it can continue to be taught across the school with efficacy to make sure there is consistency in the way it is delivered in all classrooms.

We also know that relationships are key to positive student achievement, as Hattie's meta-analysis (2009) showed, positive relationships between students and teachers has a large influence on achievement outcomes. This is another area of continued focus for us. With a combination of positive learning relationships and effective consistent teaching practice we can make a difference for our learners and make sure we provide them with the best education possible.

## Strategic Goals 2024 - 2025

<b>STRATEGIC GOAL 1:</b>		<b>Our students will reach their full potential through the continued development of positive learning relationships and the creation of a positive whānau like learning environment.</b>		
		<i>Te Tiriti o Waitangi*</i>		
		<u>Article 1</u>	<u>Article 2</u>	<u>Article 3</u>
2 0 2 4	As a team, develop our understanding of relational pedagogy that draws from culturally responsive and sustaining approaches together. (Bishop, 2019, 2023, Riwa-Couch, 2023). Review values and look into how they link directly to our learning.	✓	✓	✓
2 0 2 5	Continue to embed our use and understanding of relational pedagogy. (Bishop, 2019, 2023, Riwa-Couch, 2023). Complete our values review and how they are linked to learning.	✓	✓	✓

<b>STRATEGIC GOAL 2:</b>		<b>Create a common evidence based practice across our school to ensure our students receive high quality teaching so they develop the fundamental skills needed to become self-regulating and self-determining learners.</b>		
		<i>Te Tiriti o Waitangi*</i>		
		<u>Article 1</u>	<u>Article 2</u>	<u>Article 3</u>
2 0 2 4	Undertake work with a Learning Matters consultant to upskill in our understanding and use of a Structured Literacy approach across our Kura. To ensure consistent practice - from theory to the classroom. Te Mātaiaho - increase our understanding and knowledge. Establish a common practice across our school which aligns with our expectations and practices.	✓		✓
2 0 2 5	Unpack the new English and Mathematics curriculum. Continue to embed and deliver Structured Literacy across our school with efficacy, particularly for foundational literacy skills. Look into writing programs and delivery across the school.			✓

\*Te Tiriti o Waitangi - Article 1 Kāwanatanga/Governance - Article 2 Rangatiratanga/ Agency - Article 3 Ōritetanga/ Equity

# Annual Plan 2025

## STRATEGIC GOAL 1:

### Strategy 2025

To focus on establishing and maintaining positive responsive teacher/student learning relationships to support and improve student achievement.

Expected Outcomes	How will we achieve or make this progress?	How will we measure success?
<ul style="list-style-type: none"> <li>● Use our SMS to share student learning and progress with whānau linked directly to specific learning goals.</li> <li>● Teachers will develop positive learning relationships with their students, enabling them to meet their learners' specific needs.</li> <li>● All students will make progress with their learning and see themselves as successful learners.</li> <li>● Continue to develop our understanding of how we can best support our Māori learners to reach their potential.</li>   <li>● We will improve our understanding and use of relational pedagogy.</li>   <li>● Promotion and expectation of high levels of success for our students- through the use of explicit and effective instruction.</li> <li>● Monitor attendance closely and support students whose attendance is of concern.</li> </ul>	<ul style="list-style-type: none"> <li>● There will be regular learning posts for whānau relating to reading, writing and maths goals for students</li> <li>● Teachers will know their students as learners, will be able to reflect and share progress and next learning steps, what has to be explicitly taught for a student to develop their knowledge and understanding.</li> <li>● To explicitly teach about 'learning', discuss with students the need to practise and 'how to learn' and different forms of knowledge.</li> <li>● Unpacking 'Teaching to the North East' and 'Niho Taniwha' further as a team.</li> <li>● Implement this learning into our teaching practices.</li>   <li>● Ensuring students are successful through the use of effective instruction in our teaching practices.. (Explicit Instruction, (2011) p.5 Fig 1.3 Principles of effective instruction) Making sure all students are provided with time for both quality instruction and learning (practise) time everyday.</li> </ul>	<ul style="list-style-type: none"> <li>● Reflecting on the level of engagement whānau have with these posts.</li> <li>● This will be evident in professional discussion in team hui.</li> <li>● Students will show an understanding of and ability to use academic skills and knowledge.</li> <li>● Improved academic results for our Māori students.</li> <li>● Share examples of how this is being done and the impact it is having.</li> <li>● Teacher reflection, peer observations will show evidence of the use of these principles of explicit instruction. It will be physically evident in classrooms.</li> </ul>

## Annual Plan Continued 2025

<b>STRATEGIC GOAL 2</b>		
<u>Strategy 2025</u>		
Implement a scientific and evidence based Structured Literacy approach across our school to ensure learning to spell & read is not left to chance for our students		
<b>Expected Outcomes</b>	<b>How will we achieve or make this progress?</b>	<b>How will we measure success?</b>
<ul style="list-style-type: none"> <li>● To continue to embed our Structured Literacy approaches across the school including, the teaching of spelling and reading using decodable text.</li> <li>● Build our knowledge of the writing scope and sequence</li> <li>● Continue to develop and document our non-negotiable teaching practices across the school.</li> <li>● Develop our understanding and use of quality assessment tools such as the non-reading test, Reading skills record etc</li> <li>● We will continue to reflect and improve our explicit teaching practices to support our learners.</li> <li>● Develop our knowledge and understanding of the new English Curriculum document.</li> </ul>	<ul style="list-style-type: none"> <li>● We will continue to work termly with Ruth Blair from Learning Matters. She will model, observe and lead team development in structured literacy and effective teaching practices.</li> <li>● Schedule hui to specifically focus as a team on this new scope and sequence and how it aligns with the new curriculum document.</li> <li>● We will have clear guidelines of the non negotiable teaching practices specifically for the teaching of Literacy.</li> <li>● Implement the use of these assessment tools and undertake some moderation hui, particularly with writing assessment.</li> <li>● Observe each other teaching, video and self reflect and share successes and challenges as a team.</li> <li>● Teacher only days will be held to focus on our understanding and implementation of the new English Curriculum Document.</li> </ul>	<ul style="list-style-type: none"> <li>● Each termly visits will occur, observation and reflection will be completed and team hui held.</li> <li>● These hui will be completed and as a team we will feel more confident in our understanding and implementation of this scope and sequence.</li> <li>● There will be documented non-negotiable teaching practices at Rimu School.</li> <li>● Research based assessment tools will be being used to inform teaching and learning.</li> <li>● Observations will be taking place regularly, there will be regular opportunities to discuss teaching practice and its impacts on student progress as a team.</li> <li>● Teacher only days will be held where we can look into the new curriculum document in more depth.</li> </ul>

## Annual Targets 2025

<b><u>Strategic Goal 1.</u></b> Our students will reach their full potential through the continued development of positive learning relationships and the creation of a positive whānau like learning environment.		<b><u>Strategic Goal 2.</u></b> Create a common evidence based practice across our school to ensure our students receive high quality teaching so they develop the fundamental skills needed to become self-regulating and self-determining learners.	
<b><u>Strategy</u></b> To focus on establishing and maintaining positive, responsive teacher/student learning relationships to support and improve student achievement.		<b><u>Strategy</u></b> Implement a scientific and evidence based Structured Literacy approach across our school to consistent teacher practice across our school.	
<b><u>Outcomes expected</u></b> <ul style="list-style-type: none"> <li>All students will make equitable progress with their reading, writing and maths learning.</li> <li>Students will have a positive learning relationship with their teachers that supports their learning.</li> </ul>		<b><u>Outcomes Expected</u></b> <ul style="list-style-type: none"> <li>Our positive literacy results will continue.</li> <li>There will be consistent high quality teaching practice across the school.</li> </ul>	
<b><u>How will we measure?</u></b>	<b><u>Analysis</u></b>	<b><u>How will we measure?</u></b>	<b><u>Analysis</u></b>
<ul style="list-style-type: none"> <li>Mid and end of year assessment, using a number of assessment tools across the curriculum</li> </ul>		<ul style="list-style-type: none"> <li>Literacy assessment results, both formative and summative using a variety of assessment tools such as; reading skills records, non reading test, PAT, writing samples etc</li> </ul>	
<ul style="list-style-type: none"> <li>Through student voice and monitoring progress and achievement.</li> </ul>		<ul style="list-style-type: none"> <li>Through the sharing of practice, setting of a common approach and observations.</li> </ul>	

## Strategic Goal Alignment Education and Training Act 2020

s127 - Objectives of boards in governing schools	Goal 1	Goal 2
Every student at the school is able to attain their highest possible standard in education achievement	✓	✓
The school: <ul style="list-style-type: none"> <li>• is a physically and emotionally safe place for all students and staff</li> <li>• gives effect to relevant student rights</li> <li>• takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school</li> </ul>	✓	
The school is inclusive of and caters for students with differing needs	✓	✓
The school gives effect to Te Tiriti o Waitangi including by: <ul style="list-style-type: none"> <li>• working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori</li> <li>• taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori</li> <li>• achieving equitable outcomes for Māori students.</li> </ul>	✓	✓



## Strategic Goal Alignment

### National Education Learning Priorities

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

## References

Archer, A., & Hughes, C. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.

Bishop, R. (2019). *Teaching to the North East*. NZCER Press

Bishop, R. (2023). *Leading to the North East*. NZCER Press

Swain, N. (2025). *Harnessing the science of learning*. Routledge

Riwai-Couch, M. (2021). *Niho Taniwha: Improving teaching and learning for ākonga Māori*. Huia Publishers.