

2026 - 2028 Strategic Plan and Annual Plan



Rānui students will be proud of who they are in Aotearoa and have the tools to enable themselves to be respectful, happy, healthy, harmonious and high-achieving.

Whanaungatanga & Wellbeing

- Weave Te Whare Tapa Whā across school-wide systems and structures so that wellbeing is consistently supported for all learners and staff.
- Continue to create a safe, supportive environment where tamariki are happy, confident and equipped with the tools they need to thrive.
- Ensure our systems and structures reflect and honour students' cultural values, ensuring identity, language and culture are integral to learning.

Academic Achievement

- Strengthen teacher capability through consistent, targeted professional learning and development.
- Enhance staff capabilities by leveraging data to drive student progress and achievement.
- Develop effective tools for learning, assessment and reporting that align with new curricula.

Partnerships & Cultural Identity

- Continue to embed Te Ao Maori and cultural responsiveness as core operational practices and pedagogies.
- Grow strong, collaborative partnerships with whanau, iwi and the wider community to enhance learning, identity and wellbeing.

Whanaungatanga & Wellbeing				N.E.L.P 1, 2, 3, 5
Initiatives	Success Measure	Action	Responsible	Resources
Weave Te Whare Tapa rima across school-wide systems and structures so that wellbeing is consistently supported for all learners and staff.	<p>Shared staff understanding of each pou (Taha Tinana, Hinengaro, Whānau, Wairua) is evident in planning, teaching, and systems.</p> <p>A collaborative document of “What do we do well and what are our next steps?”</p>	<p>Map current systems (behaviour, attendance, Manawa Ora, Mana Ora, RM, RBL) against the four pou.</p> <p>Develop a visual wellbeing framework for Rānui using TWhTWh + HHHH.</p> <p>Staff workshops to identify gaps and strengths.</p>	<p>June</p> <p>Kalani (S.W)</p>	<p>Te Whare Tapa Whā Ministry resources</p> <p>Local iwi guidance (TKāM)</p> <p>PLD facilitator (Sport Waitākere wellbeing coach)</p> <p>Turuki Health -Renee Murupaenga (Call back day-</p>

		Student voice survey on “how safe and supported do I feel at school.”		27.1.2026)-ongoing
Continue to create a safe, supportive environment where tamariki are happy, confident and equipped with the tools they need to thrive.	<p>Reduction in Tier 2/3 behaviour incidents.</p> <p>Increase in students reporting “I feel safe, happy, respected.”</p> <p>Consistent use of Manawa Ora practices across the kura.</p>	<p>Embed Mana Ora routines schoolwide.</p> <p>Termly wellbeing snapshot for each class.</p> <p>Neurodiversity-friendly classroom guidelines.</p> <p>Establish predictable daily structures (visual timetables, calm zones, regulation tools).</p> <p>Use the values of our kura through Manawa Ora to improve student wellbeing</p> <p>Embed consistent restorative practices.</p>	<p>Allisa</p> <p>Shelley</p> <p>Kanorau and MOE</p> <p>Shelley</p> <p>Shelley and Del</p>	<p>Mana Ora kete,</p> <p>Manawa Ora resources</p> <p>Sensory tools</p> <p>PLD on trauma-informed practice and Neurodiverse tamariki</p> <p>RBL</p>
Ensure our systems and structures reflect and honour students' cultural values, ensuring identity, language and culture are integral to learning.	<p>Students see their culture reflected in learning, environment and relationships.</p> <p>Revisioning Rānui practices embedded (wall displays, language use, mihi, tikanga).</p> <p>Increased sense of belonging (student survey).</p>	<p>Embed “Rānui Identity Practices” by teachers modeling (daily karakia, phrases/kupu, waiata, pōwhiri, pepeha learning, Tuku iho, RBL).</p> <p>Revisioning Rānui - Create a Rānui Cultural Competency Matrix for kaiako.</p> <p>Establish student council/peer mediators for student voice. Student council established with tuakana-teina design.</p>	<p>Chris, Monica, All</p> <p>Teressa</p> <p>Allisa</p>	<p>Teacher Only Day Friday 20th March-Kanorau Takiwātanga-Māori lens for teaching/learning with Māori chn (.disabilities)</p>

Academic Achievement				N.E.L.P 1, 2, 3, 4, 5
Initiative	Success Measure	Action	Responsible	Resources
Strengthen teacher capability through consistent, targeted professional learning and development.	<p>Improvement in progress data across literacy, math pāngarau, te reo.</p> <p>Consistency in RBL practice across the kura.</p> <p>Induction Pack</p> <p>Use of ESOL strategies in class</p>	<p>Provide targeted PLD in literacy, te reo, pāngarau, and Mathematics</p> <p>Coach Teachers in RBL Practice.</p> <p>Ensure consistent induction of new staff into school-wide practices.</p> <p>Increase support for English Language Learners and diverse learners.</p>	<p>SLT</p> <p>Chris</p> <p>Teresa and Ernest</p> <p>Allisa</p>	<p>PLD Experts</p> <ul style="list-style-type: none"> - BSLA Resources - MOE Maths/Pangarau <p>RBL Resources</p> <ul style="list-style-type: none"> - Teaching to the N.E - Leading to the N.E
Enhance staff capabilities by leveraging data to drive student progress and achievement.	<p>Clear progress tracking each term.</p> <p>Whānau Leaders confidently leading data walls.</p> <p>Teachers setting and monitoring SMART goals.</p>	<p>Build stronger Whānau Leader capability to lead data analysis through RBL (data walls, clear goals, North East Hui).</p> <p>Build Collaborative Inquiry Through North East Hui</p> <ul style="list-style-type: none"> - Whānau Leaders run termly North East Hui to unpack assessment data. - Identify “what’s working / what’s not” and adjust teaching plans. 	<p>SLT & Chris</p> <p>Chris</p>	<p>RBL facilitation tools</p> <p>Workshops for Whānau Leaders</p>
Develop effective tools for learning, assessment and reporting that align with new curricula.	<p>New report format trialled and approved.</p> <p>Reports reflect NZC, Marautanga and Samoan Pathway</p> <p>Whānau understand progress and next steps clearly.</p>	<p>Co-design with teachers and whānau focus groups.</p> <p>Align Student Progression Matrix</p>	<p>TWK &T.A</p> <p>SLT</p>	

Partnerships & Cultural Identity				N.E.L.P 1, 2, 3, 5
Initiative	Success Measure	Action	Responsible	Resources
Continue to embed Te Ao Maori and cultural responsiveness as core operational practices and pedagogies.	<p>Te Reo/Tikanga is evident in classes daily.</p> <p>TKāM partnership actions recorded and reviewed.</p>	<p>Develop a Te Reo me te Tikanga Māori Curriculum Delivery Document for Kura Auraki.</p> <ul style="list-style-type: none"> - Provide weekly classroom prompts (kupu o te wiki, tikanga focus). - PLD for staff on mātauranga Māori and local pūrākau. <p>Continue partnership with Te Kawerau ā Maki.</p> <ul style="list-style-type: none"> - Termly hui with TKāM for guidance. - PLD for staff on mātauranga Māori and local pūrākau. 	<p>Monica</p> <p>S.L.T</p>	<p>TKāM</p> <p>Reo Māori resources</p>
Grow strong, collaborative partnerships with whanau, iwi and the wider community to enhance learning, identity and wellbeing.	<p>Increase in whānau attendance at hui and school events.</p> <p>Strong whānau voice in decision-making.</p> <p>Improved attendance and engagement.</p>	<p>Hold hui whanau across the school twice a term.</p> <p>Establish a Whānau Advisory Rōpū.</p> <ul style="list-style-type: none"> - Formalise whānau leadership and decision-making roles. - Reduce barriers to engagement (within our control). <p>Strengthen communication with consistent multi-channel platforms (e.g., school app).</p>	<p>Whānau Leaders</p> <p>Teresa</p> <p>S.L.T and Administration Staff</p>	<p>Attendance West</p> <p>Admin time</p> <p>Catering budget for hui</p> <p>Local community groups</p>

Curriculum leaders to link their action plans below

[Manawa Ora](#)
[Inquiry](#)
[The Arts](#)
[TWK](#)

[Mana Ora](#)
[Te Reo Māori \(Kura auraki\)](#)
[Sports and Physical Education](#)
[TA](#)

[RBL](#)
[LwDT](#)
[Cultural](#)