Raglan Area School *ANNUAL PLAN 2025*
TE KURA A ROHE O WHAINGAROA

VISION / MISSION / VALUES / TEACHING & LEARNING PRINCIPLES

Vision (Whakakitenga)   ***Mana Rangatahi** / Empowering Young People*

Mission Statement (Kaupapa Matua)   ***Whakanuia te mātauranga i te taiao kākano rua** / Celebrating Education In A Bicultural Environment*

Values (Uaratanga)

- *Poutama:*   We are resilient and aspire to excellence
- *Whānaungatanga:*   We are inclusive and connect genuinely with others
- *Manaakitanga:*   We are respectful, kind and empathetic
- *Kaitiakitanga:*   We are guardians of Te Ao Māori and our world

Teaching and Learning Principles (Nga Matapono)

1. **Mana Ahurea**   Affirming positive behaviour for life
2. **Mana Kākano**   Explicit teaching of the fundamentals
3. **Mana Māori**   Honouring Te Ao Māori
4. **Mana Tāwhaki**   Learning through exploration
5. **Mana Taiao**   Respecting and rejoicing in the natural world
6. **Mana Tangata**   Sustaining meaningful partnerships
7. **Mana Tuakiri**   Celebrating individuality
8. **Mana Wairua**   Nurturing the whole person

STRATEGIC FOCUS 2025

1. Students are connected, resilient, resourceful and curious about learning opportunities.
2. Quality and effective teaching, learning and assessment practices are embedded.
3. Māori learners achieve and celebrate success acknowledging their identity, language and culture.
4. Respectful and inclusive relationships are visible in an environment committed to staff and student wellbeing and safety.
5. School policies, procedures and practices are reviewed, digitally integrated and published.
6. Avenues to finance and resource school aspirations are actively pursued.

ANNUAL PLAN FRAMEWORK 2025
(Key areas for improvement - collated from community consultation data Terms 3 & 4 2023)

A. Students are connected, resilient, resourceful and curious about learning opportunities.

What?	How? (Links / Progress / Outcomes)	Timeframes

1. **Attendance:**
   - *Meet all MOE targets particularly students regularly attending (MOE target 70% schoolwide)*
2. **Celebrate and share Kura Tuakana successes :**
   - *Surf Academy, Outdoor Education, Alternative Education, Camps*
3. **Te Ao Māori Rumaki:**
   - *Increase hapu partnership and whanau participation*
4. **HPE:**
   - *Ensure programmes are inclusive of positive mental health strategies and practices*
	2025 Targets
	1. Create a plan to monitor and review accountability of teacher practice for student non-attendance.(SLT and teachers)
	2. Complete transition to new website and include celebrations on the landing page - link Chronicle Articles (MS, JH, LB)
	3. Re-introduce regular dates for whanau hui; (re-design content and include all key stakeholders) (GB, AM, AM, SD, QB)
	4. Invigorate the Year 10 HPE curriculum by including the Duke of Edinburgh programme. (TJ, HW)
	5. External and internal murals / signage will be created. (ABlock hallway, External walls). (GP, LB, HW, QB)
	6. Redesign music teacher JD to include involvement in Kura Teina (HW, BR).
	7. Create a plan and begin implementation to monitor and consolidate Enviroschools practices. (AP, HW, LB, QB)	

5.	**Visual Arts:**		
	- Provide opportunities to encourage and promote learner creativity		
6.	**Music:**		
	- Provide opportunities to encourage and promote singing		
7.	**Enviroschools:**		
	- Embed RAS espoused beliefs into daily practices for staff and students		

B. Quality and effective teaching, learning and assessment practices are embedded to raise and celebrate outcomes for all learners. Target Groups in 2025 include:

What?	How?	Timeframe
1. **Years 0-6:** - Embed Structured Literacy and Structured Maths pedagogy into teaching and learning programmes 2. **Years 7-10:** - Develop explicit expectations to promote best practice for teachers - Implement agreed curriculum enrichment and assessment practices across the team - Increase consistency in responding to agreed behaviour management processes 3. **Years 11-13:** - Implement mandated NCEA Change standards and units - Increase access to and knowledge of career pathways for learners - Increase consistency in responding to agreed behaviour management	**2025 Targets** 1. Develop a schoolwide curriculum mapping and implementation framework that is specific to all year levels (english and maori medium) across the school. (HW, SD, HE, SJ) 2. All year 0-8 teachers (English and Maori medium) will complete the MOE led structured literacy(Terms 1 and 2) and MOE Maths (Oct) PLD. (HW, SD, HE, SJ) 3. All years 11-13 staff will continue to embed the new NCEA 1 changes. (QB, SLT, Deans) 4. All Kura Tuakana staff support the ongoing implementation of support programmes for the Co-Requisites for Years 9-13.(QB, SLT, Deans) 5. PB4L practices will be monitored and consolidated throughout 2025 (PB4L team, SLT)	2025 ongoing 2025 ongoing 2025 ongoing 2025 and beyond

processes		

C. Māori learners achieve and celebrate success acknowledging their identity, language and culture.		
What?	**How?**	**Timeframe**

1. *Increase hapu leadership and participation*
2. *Support Kaiako professional learning to increase Reo Māori proficiency*
3. *Support learners to initiate, renew and/or improve iwi connections*
4. *Maintain inclusion and integration of Reo Māori and Tikanga Māori practices in all learning areas*
5. *Create an explicit Reo Māori and Tikanga Māori learning pathway for all learners*
6. *Let the school's "Cultural Narrative" live; signage, recordings, targeted engagements with local marae, kaumatua, kuia.*
	2025 Targets
	1. To support TRAKTR Kaiako and kaiawhina
	   - to grow in their language proficiency
	   - to increase their use of TMOA Te Marautanga o Aotearoa.
	   - To complete structured literacy maori medium. (LB, QB, HW)
	2. Re-introduce regular dates for whanau hui; (re-design content and include all key stakeholders) (GB, JA, AH, AM)
	3. Create an explicit Reo Māori and Tikanga Māori learning pathway for auraki learners.(SD, HW, QB)
	4. Create an explicit Reo Māori and Tikanga Māori learning pathway for rumaki learners (GB, JA, AH, AM)
	5. Gather the voices of Local kaumatua for a school resource to enrich our Aotearoa NZ Studies local curriculum (LB)	

D. Respectful and inclusive relationships are visible in an environment committed to staff and student wellbeing and safety.		
What?	**How?**	**Timeframe**
1. *PB4L - Embed the use of PB4L Tier 1 strategies with staff in classes.* 2. *Target inclusion of staff, student and whānau voice.* 3. *Respect and prioritise staff entitlements aligned to non-contact time during and out of school hours* 4. *Create and publish a "Road Safety Development Plan" with targets and timeframes.*	● Teachers can use, articulate and review the use of at least 10 Tier 1 Strategies to respond to negative classroom behaviours (PB4L team) ● Update the schoolwide CRT / non-contact policy and procedures to reflect collective agreement requirements. ● Establish a schoolwide swimming pool staff committee to develop policy and procedures for the safe use of the school pool. ● All teachers will complete training to enable them to use the upgraded swimming pool. ● Provide coaching for whānau to use the "EDGE School App" including tutorials. (SLT)	

| 5. Review, improve and share "School Sun Safety" practices with whānau.
6. Build reciprocal mutually beneficial relationships with community sponsors and donors
7. Launch and promote the new Website in 2025.
8. Provide coaching for whānau to use the "HELIX School App".
9. Increase opportunities for community and whānau to be involved in the school e.g. adult learning classes, drop-ins
10. Communicate and share celebrations and achievements "loud, proud" and regularly in all communication forums. | ● Create and publish a "Road Safety Development Plan" with targets and timeframes. (BOT) | |

E. School policies, procedures and practices are reviewed, digitally integrated and published.		
What?	**How?**	**Timeframe**
1. Review and update the school's 10YPP, 5YAPP and Cyclical Maintenance Plans. 2. Complete RAS 2021 - 2023 School Audit processes to meet Audit requirements. 3. Review and update RAS Asset Register. 4. Provide PLD options for targeted office staff; e,g, Accounts Manager, Property Manager, Student Manager, BoT and Principal PA. 5. Launch and promote the new website as the central information hub for the school. 6. Coach all staff to use the RAS G-Site as the school staff intranet.	● E1 LINK ● E2 LINK ● E3 LINK ● E4 LINK ● E5 LINK ● E6 LINK	

F. Finance and resource school aspirations to enable a safe, stimulating and innovative learning environment.		
What?	**How?**	**Timeframe**

1. *Prioritise the repair of the Swimming Pool.* 2. *Review and plan for improved adventure playground facilities.* 3. *Plan for the replacement of the surf academy bus.* 4. *Review and plan for Gender neutral safe bathroom facilities across the school.* 5. *Create a Cyclical Replacement and Maintenance plan for Sports and Outdoor Education equipment, resources and uniforms.* 6. *Review and plan for improved Drinking Fountains 2026*	• F1 LINK • F2 LINK • F3 LINK • F4 LINK • F5 LINK • F6 LINK	