



# Rangitoto School Annual Plan 2026

**Plan Background and Summary:**

Rangitoto School received overall good feedback in our Education Review Office report just released this term. The report states that our '*Learners benefit from high quality teaching practice that improves progress and achievement in reading, writing and mathematics*'. We show strengths in supporting learners to gain foundational skills in the core subjects, supporting learners with complex needs, improving the quality of education, promoting learner engagement/wellbeing and inclusion, reporting accurately to parents and that success for all learners is increasing. However we now have a new teaching staff including a beginning teacher plus refreshed curriculum areas to engage with in our multi-level classrooms so this coming year will be a big ask to ensure staff are up to speed and supporting all students effectively to make sustained and in some cases accelerated progress.

ERO noted a gap between boys and girls literacy so the appointment of a Learning Support Coordinator staffing component will be of benefit as it will enable students who need it the most to receive targeted support most days from an experienced teacher in addition to ongoing class learning. We plan to focus on writing in 2026 although staff PD will also be happening for maths and i-Deal structured literacy. Leadership will be centred on using data more effectively to identify learning gaps for students, monitoring of progress for all students and tracking trends to enable us to know where to focus staffing and resources. Attendance for most students is very good but with such a small school data can be significantly affected with just one or two students away through unjustified absences. We will continue to educate our parents on the importance of attendance at school and will use a bespoke Rangitoto School Attendance Plan to support us with this. Our final goal is around improving communication both within the school and with our school community as this was identified in our school community survey as an area for us to improve in and it will be important to work on this with new staff in place to keep our school functioning smoothly.

*Regulation 9(1)(e)*

**How will our targets and actions give effect to Te Tiriti o Waitangi:**

Rangitoto School follows the three 'Ps' when planning how to give effect to Te Tiriti o Waitangi – the principles of partnership, participation and protection in evidencing our country's bicultural foundations. These principles are evident in our school policies and school culture. Students have been doing a range of activities during the year under each of these principles to understand what they look like/sound like/feel like in a school setting. For our policies, aligning with partnership for example, staff are looking forward to strengthening our ties with our local marae and have been working as a Maori Achievement Collaborative (MAC) school this year to create a Te Reo/Te Ao Maori teaching/learning plan to suit our students and local area. For participation we intend to review and improve our existing programmes so that students are engaged with learning about Te Reo/Te Ao Maori in a more integrated manner as well as more explicit teaching/learning opportunities. We utilise local external agencies to support our students to learn about the history, stories, waiata etc of our area. We also hold an annual sleepover at the school for Matariki which focuses on activities and learning of Te Ao Maori. Our learning as an Enviroschool contributes to the principle of protection. We hope that students' growing knowledge of the local and wider areas around them, and the history and themes around sustainability will encourage them to become kaitiaki (guardians) of our land. As an Enviroschool we follow the quote of David Sobel : "If we want children to flourish, to become truly empowered, let us allow them to love the earth before we ask them to save it."

*Regulation 9(1)(g)*

**Information on teaching and learning strategies:**

We use education practices centred around the science of learning and are now working through implementing changes to the literacy and numeracy curriculums in our school teaching programmes. We use iDeaL structured literacy throughout the school and we hope to now see good progress from students who have been doing this programme for the last couple of years. Teachers are either already trained in iDeaL or undergoing training in 2026. With additional capability through the addition of a Learning Support Coordinator and literacy funding allocation, we are looking forward to providing targeted support for those students who need extra help in literacy. Numeracy teaching is also directed by science of learning principles whereby students follow a sequenced teaching programme with tasks that move from guided, to independent to extension as required. For those who need acceleration, additional support is provided so that they can experience and be familiar with the contexts and learning for their level even if still working towards solving tasks independently.

*Regulation 9(1)(f)*



**Strategic Goal:**

Localised Curriculum – the rural school that provides a safe and supportive learning environment

*Regulation 9(1)(a)*

**Annual Target 2:**

**Extended in-depth analysis of student academic data to formulate targeted teaching planning**

*Regulation 9(1)(a)*

**What do we expect to see by the end of the year?**

Increased detail in reporting to the BoT in principal reports for mid year and end of year and in annual report plus the start of comparison over time to report progress, learning acceleration and to observe trends with a focus on literacy and numeracy.

*Regulation 9(1)(d)*

<b>Actions</b> <i>Regulation 9(1)(b)</i>	<b>Who is Responsible ?</b> <i>Regulation 9(1)(c)</i>	<b>Resources Required</b> <i>Regulation 9(1)(c)</i>	<b>Timeframe</b>	<b>How will you measure success?</b> <i>Regulation 9(1)(d)</i>
<p>a. More in-depth summary of data for all students (not just lower achieving) provided to BoT members &amp; community.</p> <p>b. Detailed data monitoring of all students to show progress with quick identification of those failing to progress with a focus on literacy and numeracy.</p> <p>c. Regular meetings between teachers, teacher aide and principal re students of concern detailing what interventions are occurring and how well they are working.</p> <p>d.. Monitoring of PD for staff and evaluation of its effectiveness for teaching and learning.</p>	<p>Principal</p> <p>Teachers</p> <p>Teacher Aide</p>	<p>e-TAP reports</p> <p>LSC, Teacher and TA planning for target students</p> <p>Minutes of meetings re target students and key initiatives (evaluations of effectiveness)</p> <p>PD</p>	<p>All year - ongoing</p>	<p>i. Detailed records of individual students targeted for additional support recording interventions and progress.</p> <p>ii. Minutes from regular meetings between staff regarding target students.</p> <p>iii. Record of staff PD, and follow up notes to ascertain any positive effect.</p> <p>iv. Create and follow new assessment schedule using the assessment tools as required by the MoE for reporting with an evaluation of staff training, consistency /accuracy in administering, and the validity/ usefulness of data received.</p>

<p>e. New assessment schedule to align with refreshed curriculum areas.</p> <p>f. Evaluation/review of current key initiatives regarding effectiveness in supporting learning and wellbeing.</p>		<p>Updated assessment schedule</p>		<p>v. Data/reporting on key initiatives eg PB4L, Enviroschools, iDeaL Structured Literacy, etc</p>
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**Strategic Goal:**

Have a good attendance system that supports quality learning.

*Regulation 9(1)(a)*

**Annual Goal 3:**

Maintain focus on student attendance with our goal for **65%** of students to be achieving 91% or above regular attendance by the end of 2026 averaged over the year.

*Regulation 9(1)(a)*

**What do we expect to see by the end of the year?**

65% of students achieving 91% or more regular attendance at end of 2026 averaged over the year

*Regulation 9(1)(d)*

<b>Actions</b> <i>Regulation 9(1)(b)</i>	<b>Who is Responsible?</b> <i>Regulation 9(1)(c)</i>	<b>Resources Required</b> <i>Regulation 9(1)(c)</i>	<b>Timeframe</b>	<b>How will you measure success?</b> <i>Regulation 9(1)(d)</i>
<p>a. The school has created and implemented a bespoke Attendance Management Plan based on MoE guidelines including the Stepped Attendance Response (STAR).</p> <p>b. The Attendance Management Plan is reviewed yearly.</p> <p>c. Principal reports and annual reports provide the BoT with regular updates on student attendance as per the Attendance Management Plan.</p>	<p>Principal</p> <p>BoT</p>	<p>Rangitoto School Attendance Plan</p> <p>MoE Termly attendance reports</p>	<p>All year - ongoing</p>	<p>i. The created Attendance Management Plan is approved by the BoT and published online in Term 1 2026.</p> <p>ii. The agenda for the first BoT meeting for subsequent years includes a directive to review and approve the Attendance Management Plan including a possible update to the BoT set target student attendance rate.</p> <p>iii. The principal reports on attendance to the BoT each term including information from the MoE term summary.</p>

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**Strategic Goal:**

Localised Curriculum – the rural school that provides a safe and supportive learning environment

*Regulation 9(1)(a)*

**Annual Goal 4:**

Improved communication within school and with school community (Feedback from school community and staff surveys)

*Regulation 9(1)(a)*

**What do we expect to see by the end of the year?**

Information about upcoming events and other important school information through the year have been shared with staff and school community on a regular basis and in a timely manner.

*Regulation 9(1)(d)*

<b>Actions</b>	<b>Who is Responsible?</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will you measure success?</b>
<i>Regulation 9(1)(b)</i>	<i>Regulation 9(1)(c)</i>	<i>Regulation 9(1)(c)</i>		<i>Regulation 9(1)(d)</i>
<p>a. Fortnightly newsletter to continue with addition of junior and senior class pages with information of current learning but also upcoming events.</p> <p>b. All staff use the Messenger app as required to keep parents informed of changes and updates that need to be relayed with urgency.</p> <p>c. Facebook page used to post newsletters and other important information to the wider school community.</p> <p>d. Staff to use the school online 2026 calendar and/or staffroom calendar to note key dates. Specified staff members to handle organisation of different events - includes all communication with staff and school community. Dates for notices or other</p>	<p>Principal</p> <p>Teachers</p> <p>Office Manager</p>	<p>Newsletter - School calendar and class pages</p> <p>Messenger app</p> <p>Facebook page</p> <p>School calendar - events designated to specific staff</p> <p>Staffroom calendar</p> <p>Staff meeting minutes folder</p>	<p>Starting in Term 1 and then ongoing through 2026</p>	<p>i Survey of staff and school community in Term 3 shows improved information sharing.</p>

communications to be clearly decided and noted on each event 'To Do' list.

e. Regular staff meetings to be held with minutes taken and passed on to any staff not attending with records also kept in staffroom.

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