

PORT AHURIRI SCHOOL STRATEGIC PLAN 2026 - 2029



To Tatou Tirohanga: Our Vision: **Empowered Learners in a Stimulating Inclusive Environment**

To Tatou Uara Values		Be Kind Kia Ngākāu Mahaki	Be Respectful Kia Ngākāu Whakaute	Be a Learner Kia Whai Kaha Ki Te Ako
To Tatou Whāinga Strategic Goals	Board Primary Objectives	Ngati Kahungunu Strategic Initiatives (Refresh)	A Tatou Kaupapa Rautaki Strategic Initiatives	To Tatou Angitu Success Statement
A Vibrant Curriculum That Inspires Students To Higher Learning	Every student is able to attain their highest possible standard. The school is inclusive of and caters for students with differing needs.	Priority 1: Te Tiriti o Waitangi Learners are grounded in their knowledge and understanding of Te Tiriti o Waitangi, past, present and future and are strong advocates and protectors of te tino rangatiratanga o Ngāti Kahungunu. Priority 4: Te Whanaungatanga. Learners are grounded in their knowledge of whānau, hapū and iwi – Ngāti Kahungunu and their roles and responsibilities to foster a strong sense of self to serve Ngāti Kahungunu. Priority 6: Tipuria te Aroha Success in learning comes from the confidence to be an active participant, accept and fulfil educational challenges and advance as a risk-taker.	Embed NZC refresh areas following Ministry of Education timeframes Children's needs are met through careful analysis of data, progress in values and competencies. Ensure the school curriculum reflects to tātou tirohanga (Vision) and tātou uara (Values).	PAS curriculum reflects NZC refresh in both learning areas and assessment High levels of attendance and achievement. Representations of culture our cultural toolkit and learning evident across the school. Increase sustainable environmental practice in teaching/learning programmes and learning spaces.
Strengthening Teachers Knowledge, Skills and Capacity to Deliver an Engaging Curriculum	The school is a physically and emotionally safe place for all staff and students. The school takes all reasonable steps to eliminate racism, stigma, bullying and other forms of discrimination within the school.	Priority 3: Te Mātauranga Learners are grounded in their sense of self and their unique identity as Ngāti Kahungunu. Priority 2: Te Reo Māori Communication in te reo Māori affirms learner identity as Māori and gives entry to te ao Māori. For non-Māori, te reo Māori creates a sense of nationhood, Aotearotanga.	Increase staff learning and development in Te Maiaho refresh, through building shared understanding and capability. Build knowledge and use of Te Reo me ōna tikanga Māori.	Enhanced learning programmes and assessment practices with a cultural lens.
Positive Relationships through Whanau Involvement.	The school gives effect to Te Tiriti o Waitangi by: <ul style="list-style-type: none">working to ensure plans, policies and curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māoritaking reasonable steps to make instruction available in tikanga Māori and te reo Māoriachieving equitable outcomes for Māori students.	Priority 5: Te Rangatiratanga Whānau, hapū, iwi and Māori are participating in and making decisions about the education of Māori learners.	Enhance whānau/community as partners in the learning process. Enhance student attendance in working as partners in the attendance process.	Together develop knowledge and understanding in: <ul style="list-style-type: none">expected values and tikanga of the school,specific curriculum learning areas. Meeting the stepped attendance response milestones in the school Attendance Management Plan.

Success Metrics					
	2026	Evidence	2027	Evidence	Impact
A Vibrant Curriculum That Inspires Students To Higher Learning	<p>Learning programmes reflect embedding of NZC refresh in English and Mathematics.</p> <p>Alignment of PAS curriculum with NZC refresh in Science, Social Sciences and Health and PE.</p> <p>Hub learner profiles.</p> <p>Develop an emphasis in environmental practices/food and nutrition in curriculum delivery</p>	<ul style="list-style-type: none"> Students' achievement across refreshed assessments through Hub reports to Board. Refresh of PAS curriculum in relevant areas Students can discuss 'next steps' of learning across literacy and mathematics in conferences with teachers. Implement Eatucation schoolwide. 	<p>Classroom Englis/maths programmes reflect NZC refresh Implement Social Sciences/Science and Health and PE refresh</p> <p>Children able to (age appropriately) set goals for leanring</p> <p>Alignment of PAS curriculum with Technology, The Arts and Learning Languages.</p>	<ul style="list-style-type: none"> Students' achievement across refreshed assessments through Hub reports to Board. Children able to explain what they are working on, why and what they want to be able to do next. Refresh of PAS curriculum in relevant areas Review of Eatucation 	Children are inspired to continue their learning journey
Strengthening Teachers Knowledge, Skills and Capacity to Deliver an Engaging Curriculum	<p>Participate in, in-school PLD in English, Mathematics, Science, Social Sciences and Health and PE refresh</p> <p>Participate in assessment practices professional development</p> <p>Continue on Te Reo me ōna tikanga Māori individual journeys.</p> <p>Collaboratively develop Growth and Performance plans reflecting refreshed teacher standards and ERO teacher observation schedule.</p>	<ul style="list-style-type: none"> School curriculum review acknowledges PAS vision and values in literacy, mathematics, assessment, Science, Social Sciences and Health and PE. Staff meeting schedule reflects in-school curriculum PLD School assessments reflect consistency and a cultural lens as appropriate. Provide resources to support Te Reo practice and implementation. Growth and Performance plans reflect standards and teachers' observation assessments 	<p>Participate in school professional learning in The Arts, Technology and Learning Languages</p> <p>Continue on Te Reo me ōna tikanga Māori journeys.</p> <p>Refine the framework of what coherent and consistent assessment looks like schoolwide.</p>	<ul style="list-style-type: none"> School curriculum review acknowledges PAS vision and values in The Arts, Technology and Learning Languages Growth and Performance plans reflect Te Reo increases in practice. Schoolwide statement on assessments, types and use. 	Staff have the skills and knowledge to deliver a creative, explicit, quality teaching and learning programme.
Positive Relationships Through Whānau Involvement.	<p>Whānau hui forums based on</p> <ul style="list-style-type: none"> Literacy, Mathematics <p>Continue to improve communication strategies in Hero. Develop school reporting templates to reflect refreshed requirments in Hero</p> <p>Implement school Stepped Attendance Plan</p>	<p>Events:</p> <ul style="list-style-type: none"> Meet and Greet Production Kapa Haka – local performances/competition Amazing Race: Mathematics Open morning and evenings based on: Literacy. <p>Develop school reporting templates to reflect refreshed requirments in Hero by Term Two.</p> <p>Increase attendance rates by 3% points over Term Two/2025 data by Term Two/2026, to 81%</p>	<p>Consultation:</p> <p>Whānau hui - Waharoa</p> <p>Open mornings</p> <p>Marae</p> <p>Matariki Term Two</p> <p>Visual Art exhibition Term Three – consider Wearable Arts programme.</p> <p>Health and PE Community Consultation</p> <p>Implement school Stepped Attendance Plan</p>	<p>Events held each term:</p> <ul style="list-style-type: none"> Meet and Greet Term One Marae Kapa Haka – local performances/competition <p>Review and audit communication systems to identify areas to refine or target.</p> <p>Increase attendance rates by 3% points over Term Two/2026 data, to 8%</p>	Community retain connectivity and pride in the school. School is a significant part of the culture of Ahuriri.

2026 Implementation Plan

Summary of the plan

Plan review occurred by staff and Board in November 2025 to reflect the changes at both school and national levels.

Whānau responses were sought in December 2025 in conjunction with the bi-annual Health and Physical education consultation. from 2025.

Students

Parents are very happy with the education provision – particularly the strong focus on Mātauranga Māori, the strong literacy and mathematics focus was praised, however they suggested more:

- continuing work on emotional development, healthy relationships and positive mindsets and values education
- learning around environmental issues
- continuing to manage bullying in the environment
- programmes for the enhancement of the environment, particularly around Food and Nutrition
- strengthening the sports provision in school

Staff

Whānau are very happy with teaching staff. Staff were noted as being committed and listening.

The main focus point here was for the school to continue maintaining a broad curriculum that also emphasizes soft skills such as emotional regulation, resilience, values, safety and confidence.

Whānau

- Satisfaction was expressed with school/home communication.
- The community was recognised as an inclusive and caring environment, and keen to help when available. This included a range of non-traditional activities, in-class support and lunchtime activities.
- Whānau would like to see a continuation of the range of parent evenings and community involvement.

Suggestions from the survey were:

- Increase environmental education in varying forms
- Consider mental health and well-being within curriculum areas
- Increase sports coaching opportunities

Continue:

- The focus on high academic achievement and developing happy and resilient children
- The continuing work in Mātauranga Māori
- Enabling children to be happy and confident and continue to be who we are.

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

- Teachers are encouraged to engage in professional development to enhance their understanding of TToW – strengthening their cultural competency.
- Enhance the creation of an inclusive and culturally responsive environment.
- Continue the establishment of strong partnerships/collaboration with local/Māori community – seeking guidance on the interpretation of a Māori perspective.
- Collaboration of Māori achievement / icons / events / tikanga / Purakau
- Incorporation of protocols / custom into daily routines, ceremonies and events – including karakia, pepeha and te reo.

2026 Annual Plan



Strategic Goal 1 A Vibrant Curriculum That Inspires Students To Higher Learning.

Annual Target

- Learning programmes reflect embedding of NZC refresh in English and Mathematics.
- Alignment of PAS curriculum with NZC refresh in Science, Social Sciences and Health and PE.
- Hub learner profiles.
- Develop an emphasis in environmental practices/food and nutrition in curriculum delivery

Actions	Who are Responsible?	Resources Required	Timeframe	How will we measure success?
<ul style="list-style-type: none"> In-house PLD led by kaitautoko in English, Mathematics, Science, Social Sciences and Health and PE. Develop Hub Learner Profiles 	Teachers Hub Leaders	Maths No Problem Numicon New Zealand Curriculum (NZC)	Year Teacher Only Day	<ul style="list-style-type: none"> Student achievement across refreshed assessments through Hub reports to Board. Refresh of PAS curriculum in relevant areas Align hub profiles with PAS and NZC. Eatucation implemented schoolwide.
Implement Eatucation programme schoolwide through external and in-house PLD.	Teachers Hub Leaders Kaitiaki	Eatucation Programme	Year	

Strategic Goal 2 Strengthening Teachers Knowledge, Skills and Capacity to Deliver an Engaging Curriculum.

Annual Target

- Participate in, in-school PLD in English, Mathematics, Science, Social Sciences and Health and PE refresh
- Participate in assessment practices professional development
- Continue on Te Reo me ōna tikanga Māori individual journeys.
- Collaboratively develop Growth and Performance plans reflecting refreshed teacher standards and ERO teacher observation schedule.

Actions	Who are Responsible?	Resources Required	Timeframe	How will we measure success?
<ul style="list-style-type: none"> In-house PLD led by kaitautoko in English, Mathematics, Science, Social Sciences and Health and PE. In-house PLD and review of PAT vs SMART assessment tools 	Teachers Hub Leaders	NZC	Year Teacher Only Day	<ul style="list-style-type: none"> School curriculum review acknowledges PAS vision and values in literacy, mathematics, assessment, Science, Social Sciences and Health and PE. Staff meeting schedule reflects in-school curriculum PLD School assessments reflect consistency and a cultural lens as appropriate.
Growth and Performance plans reflect continuing Te Reo development both personal and in-class.	Teachers Hub Leaders Principal		Year	<ul style="list-style-type: none"> Hub reflective statements Growth and Performance plans reflect standards and teachers' observation assessments
Review of PAS Growth and Performance Plan matrix to align with 2026 standards.	Principal	PAS Curriculum Matrix	Teacher Only Day	<ul style="list-style-type: none"> Updated Matrix complete

Strategic Goal 3 Positive Relationships Through Whānau Involvement.

Annual Target

Whānau hui forums based on

- Literacy,
- Mathematics
- Develop school reporting templates to reflect refreshed requirements in Hero

Actions	Who are Responsible?	Resources Required	Timeframe	How will we measure success?
Develop school reporting templates to reflect refreshed requirements in Hero	Principal/Deputy Principal	Hero Premium	Year	Parent reporting portal opened Term Two reflecting refreshed reporting requirements of Ministry.
Whānau hui forums based on	All Staff		Year	<ul style="list-style-type: none"> Community participation High participation rates recorded. (Aim Range - 60% of school families across activities)
Whānau communication on school attendance expectations.	All Staff	School Attendance Management Plan	Year	Increase attendance rates by 3% over T2/25 to 81% regular attendance