



Point Chevalier School | Rangimata-rau

STRATEGIC PLAN 2025 – 2026



Point Chevalier School | Rangi-mata-rau

A place where we feel culturally and socially empowered, connected to our kura - our Tūrangawaewae. Point Chevalier School | Rangi-mata-rau is our place in the world, our home, a foundation for the future

A place where...

WE LEARN | WE BELONG | WE PARTICIPATE

WE LEARN

He Tūranga Ako

We have ownership of what, why and how we learn with a clear focus on achievement and wellbeing

WE BELONG

He Tūrangawaewae

We are a community where connection and engagement thrive through our core values

WE PARTICIPATE

He Tūranga Kuhukuhu

We engage in a balanced curriculum journey that evolves with our needs and interests to prepare us for our future

OUR CORE VALUES



Resilient &
Independent



Respectful



Life-Long
Learners



Inclusive



Engaged &
Positive



Creative, Critical
& Curious





OUR ENVISIONED FUTURE

Point Chevalier School | Rangi-mata-rau is full of engaged, positive, and inspired students, teachers and staff. Respectful relationships exist at all levels. We have a strong sense of hauora (wellbeing). We are all reflective, self-regulated learners. We keep the learner at the centre of everything we do.

Teachers facilitate an environment where no one is afraid to take risks. Students know what and how they are learning, why, and how to be successful. Students take responsibility and ownership of this. They are prepared and have the skills for the next stage of their learning. They have an open mind towards new challenges that come their way.

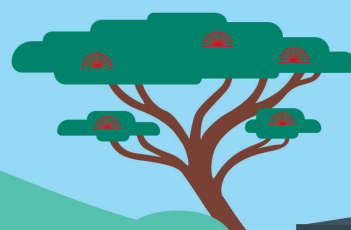
Our students demonstrate a humble confidence. Resilience is actively taught and allowed to build. Everybody has a chance to speak and is listened to; student voice is cultivated and encouraged. Teachers adapt their practice to meet needs of individual students with a flexible curriculum that bends to the child. Our students have time to follow their own interests and develop their own passions. Teachers are role models for risk-taking. Our teachers show compassion, empathy, and an understanding of a child's struggle, demonstrating a willingness to support them through it. Above all else our teachers are creative, innovative, inspiring, adaptable and flexible.

Our school provides diverse opportunities and promotes an inclusive, integrated curriculum. We provide specialist programmes and ensure a balanced curriculum.

Our students know how to think and solve problems. We value lateral and critical thinking that generate alternative, outside-the-box ideas. We have confident and articulate individuals who have a strong sense of drive and identity. Students and teachers are free to positively challenge the status quo in order to promote progress and create their own future.

The Point Chevalier School | Rangi-mata-rau community has a collective responsibility for student achievement. We have a strong home, school and community partnership with clear, positive, and open communication. Our parents and caregivers have trust in our school's approach to learning and education.

Our students leave us as creative, forward thinking, empathetic, resilient individuals. They are able to analyse information, opinions and ideas with confidence and humility. They lead us into the future.





OUR BOARD'S PRIMARY OBJECTIVES

as set out in the Education and Training Act 2020

1. Every student at our school can attain their highest possible standard in educational achievement.
2. Our school:
 - is a physically and emotionally safe place for all students and staff; and
 - gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and
 - takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within our school.
3. Our school is inclusive of, and caters for, students with differing needs.
4. Our school gives effect to Te Tiriti o Waitangi, including by:
 - working to ensure that our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - Achieving equitable outcomes for Māori students.

NATIONAL EDUCATION AND LEARNING PRIORITIES

our strategic plan links our actions to the NELPs

Objective 1: Learners at the centre

- Priority 1: Ensure places of learning are safe, inclusive, and free from racism, discrimination, and bullying.
- Priority 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.

Objective 2: Barrier-free access

- Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.
- Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy, and numeracy

Objective 3: Quality teaching and leadership

- Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.
- Priority 6: Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce.

KEY EDUCATION PLANS, STRATEGIES & STATEMENTS

our strategic plan is guided by national plans and initiatives

- Ka Hikitia
- Action Plan for Pasifika Education
- Te Mātaiaho - The New Zealand Curriculum Refresh
- Te Ara Huarau: Schooling Improvement Framework (ERO)
- Kāhui Ako o Waitematā Foci
- Māori Achievement Collaborative capability matrices





ENGAGEMENT AND CONSULTATION

August 2023 through to December 2023

- Situation Analysis and Review
- Board Strategic Planning Hui
- Futures Workshop (representatives from Staff, Community, Professional Learning Partners)
- Multiple entry points for Community, Kaimahi and Ākonga Engagement
 - Postcard response
 - Digital survey community and kaimahi
 - Whakawhanaungatanga Hui
 - Pasifika Talanoa
 - Learning Support Whānau voice
 - Student Voice Year 1 - 3 and Year 4 - 6
 - Kāhui Kaiārahi (Student Leader) and Wellbeing Leader Hui
 - Kapa Haka Student Hui
 - Early Childhood Education Provider survey
- Senior Leadership Team and Board reflection on NELP
- Board Summary Workshop

KEY THEMES AND NOTICING

Strong Support for...

- Our existing strategic directions of He Tūrangā Ako, He Tūrangawaewae, He Tūrangā Kuhukuhu
- Our Core Values - especially strong in student voice
- Learning Support provision
- Maintaining and extending our inclusive culture
- Growing and extending Teacher capability
- A broad curriculum and many opportunities at school

More opportunities to...

- Develop whānau understanding of achievement with respect to expectation and the New Zealand Curriculum
- Celebrate and explore the rich diversity of people within our community
- Deepen our connections through home and school partnerships
- Connect whānau with each other





WE LEARN He Tūranga Ako



We have ownership of what,
why and how we learn with a clear focus on achievement
and wellbeing

FOCUS AREA

We consistently use effective strategies and practices in adaptive ways to promote equitable and excellent learner outcomes

OUTCOMES

- Ākonga experience success in learning environments that develop the necessary skills and dispositions to thrive in a diverse and ever changing world
- Ākonga have a heightened sense of well-being and resilience

2025

- Assessment for Learning Induction programme for new staff refined
- Culturally responsive approaches embedded in learning programmes
- Bi-lingual education opportunity scoped

2026

- Assessment for Learning Professional Development responds to staff need
- Staff are proactive in their responses to the needs of the learner
- Bi-lingual education provision presented

SUCCESS MEASURES

- Ākonga make progress against expectations and goals for individuals and cohorts
- Equitable outcomes for all Ākonga as they move through their learning journey

LINKS

Te Ara Huarau: Learner Progress and Achievement
NELP: P1 P2 P3 P4 P5
Board Primary Objectives (Ed Act): 1, 2, 3, 4
Ka Hikitia: all 5 outcome domains
Action Plan for Pacific Education: Key Shift 2, Key Shift 3

FOCUS AREA

We sustain collective professional capacity to continually improve and build adaptive expertise

OUTCOMES

- We have effective teachers delivering barrier free, inclusive education for all ākonga
- Kaiako and Kaimahi are engaged and committed to inquiring into their practice within a supportive collaborative environment

2025

- Extended Leadership Team sustain Collaborative Inquiry
- Learning Support provision reflects the changing nature of learner need across the school
- Collaborative Teaching Pairs embedded in Tōtara Team (Y5&6)

2026

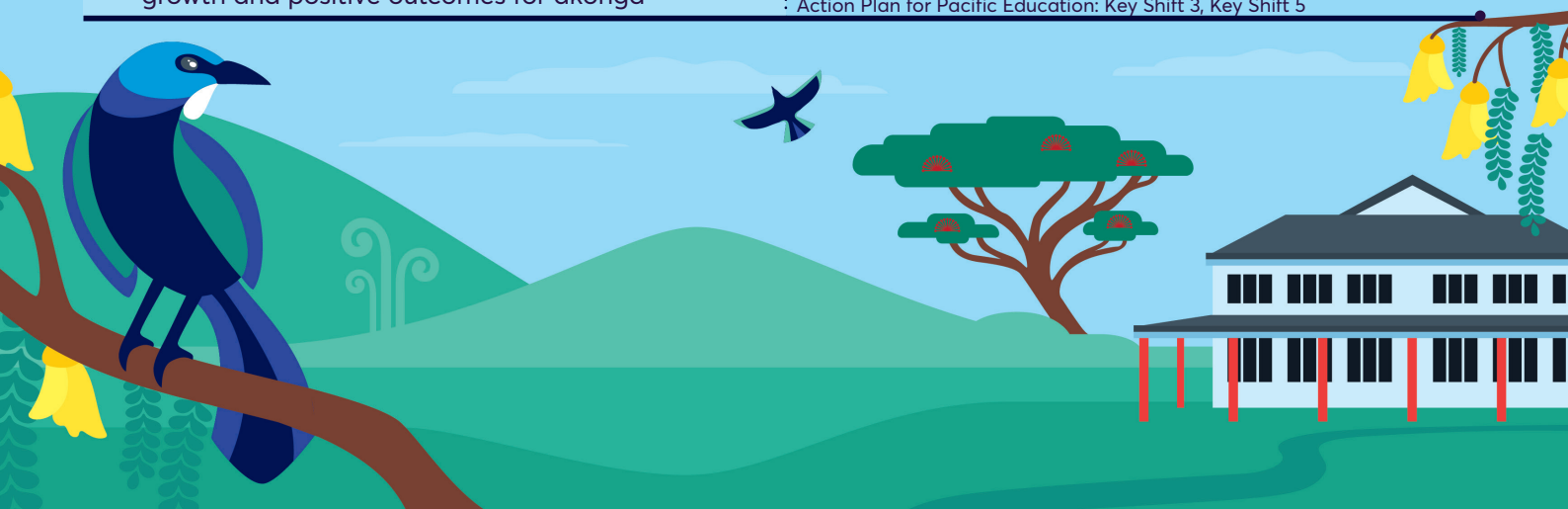
- ELT continue to lead teams in a reflective approach to develop teacher professional growth
- Learning Support provision aligns with the developing Ministry requirements and resources
- Teachers are confident and competent in delivering Tier One approaches within the classroom

SUCCESS MEASURES

- Iterative Inquiry cycles build teacher capacity to cater for diverse learning needs
- Collaborative Teaching Pairs support teacher growth and positive outcomes for ākonga

LINKS

Te Ara Huarau: Effective Teaching, Leadership and Capacity
NELP: P3 P4 P6
Board Primary Objectives (Ed Act): 1, 4
Ka Hikitia: Te Whānau, Te Kanorautanga
Action Plan for Pacific Education: Key Shift 3, Key Shift 5





WE BELONG He Tūrangawaewae



We are a community where connection and engagement thrive through our core values

FOCUS AREA

Strengthen our collaborative relationship with whānau to understand and engage with our core values

OUTCOMES

- Enhanced community trust, deeper whānau engagement, and shared commitment to nurturing core values in ākonga
- Our community is unified and aligned in our approach to developing well-rounded tamariki

2025

- Community events and engagement refined to be more inclusive of our diverse population
- Whānau engagement sessions refined and promote stronger relationships between home and school
- Collaborative 'Graduate Profile' grounded in our core values is built with the community

2026

- Build on the relationships from whānau kai n' korero and extend to other groups in the school
- Core Values are embedded in daily interactions with ākonga, staff and whānau

SUCCESS MEASURES

- High levels of understanding and support for core values in the home and school partnership
- Events and gatherings are inclusive and responsive to the diversity of our community

LINKS

Te Ara Huarau: Partnerships, Te Tiriti o Waitangi, NELP: P2
Board Primary Objectives (Ed Act): 2
Ka Hikitia: Te Whānau,
Action Plan for Pacific Education: Key Shift 4

FOCUS AREA

Strengthen our collaborative relationship with whānau to understand progress and achievement

OUTCOMES

- Whānau have a clear understanding of where ākonga sit in their learning journey with respect to Te Mātaiaho (NZ Curriculum)
- Whānau have multiple opportunities to engage with achievement information across a calendar year

2025

- Refreshed Learning Phases (Progressions) for year 1 - 3 and year 4 - 6 refined
- Collaborative Information pathway to ensure effective transition into, within and from school

2026

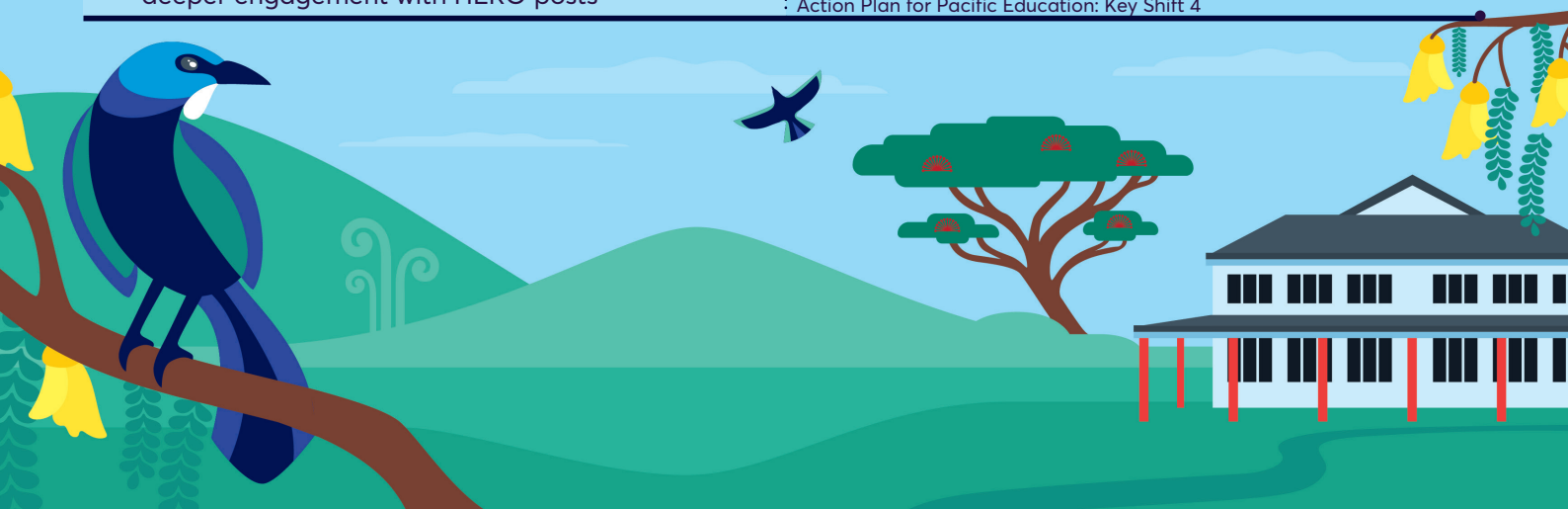
- Staff deepen their understanding of the reporting and assessment requirements
- Learning Progress is aligned to the evolving curriculum and reported through Hero

SUCCESS MEASURES

- Whānau have high levels of satisfaction with information received about learning
- Increased attendance at information events and deeper engagement with HERO posts

LINKS

Te Ara Huarau: Partnerships, Learner Progress and Achievement
NELP: P2, P6
Board Primary Objectives (Ed Act): 2
Ka Hikitia: Te Whānau, Te Rangatiratanga
Action Plan for Pacific Education: Key Shift 4





WE PARTICIPATE He Tūranga Kuhukuhu



We engage in a balanced curriculum journey that evolves with our needs and interests to prepare us for our future

FOCUS AREA

Te Mātaiaho NZ Curriculum Refresh shapes and informs our learning pathways

OUTCOMES

- Our kaiako are well equipped to deliver the Common Practice Model to meet the needs of ākonga in our context
- We have learning programmes that deliver the intent and direction of the refreshed curriculum

2025

- Consolidation of Common Practice Model in Literacy and Numeracy
- Professional Development in the next phase of Curriculum Refresh

2026

- English Curriculum Framework is refined and embedded across the school
- Mathematics Curriculum Framework is refined and embedded across the school

SUCCESS MEASURES

- Kaiako display high levels of confidence implementing Te Mātaiaho
- Aligned and coherent approach to pedagogical approaches that have impact for Ākonga

LINKS

Te Ara Huarau: Responsive Curriculum Planning, Leadership & Capability NELP: P6
Board Primary Objectives (Ed Act): 1, 4
Ka Hikitia: Te Whānau, Te Rangatiratanga, Te Tuakiritanga
Action Plan for Pacific Education: Key Shift 3, 4

FOCUS AREA

Our localised curriculum serves the needs and interests of all our learners to ensure meaningful and worthwhile experiences

OUTCOMES

- Ākonga have deep engagement in their learning programmes
- Ākonga experience a responsive, rich, broad local curriculum that continually improves and responds to their cultures, languages, and identity

2025

- Science, Technology and the Arts Curriculum refresh
- Learner pathway mapping refined and aligned with phases of learning for Year 1 - 3 and Year 4 - 6

2026

- SLT engage with the new curriculum documents as they are developed, finalised, and gazetted
- Relevant local context is a feature in the year on year curriculum landscape

SUCCESS MEASURES

- High levels of student engagement and enjoyment in our localised curriculum
- Curriculum is evolving and meeting the needs of the ākonga as they progress through the school

LINKS

Te Ara Huarau: Responsive Curriculum Planning, Te Tiriti o Waitangi, Leadership and Capability
NELP: P2, P5, P6
Ka Hikitia: all five outcome domains
Action Plan for Pacific Education: Key Shift 1, 3, 4, 5

