

Riverview School

Te Kura o Te Awakitea

“Growing, discovering, learning for life”

Strategic Plan

2026 - 2027

TE WHĀINGA TĀHUHU

VISION

“Growing, Discovering, Learning for Life”

TE KAUPAPA MĀTĀMUA

MISSION

Riverview School grows confident, successful individuals who are:

- Hooked on HEARTWISE values
- Co-operative and community-minded
- Creative thinkers and problem solvers
- Motivated, lifelong learners
- Passionate eco-warriors
- Proud to celebrate achievements
- Competent in literacy and numeracy
- Discoverers of personal talents

NGĀ WHANONGA PONO

VALUES

In all we do, we show:



Te Horopaki

Context

Riverview School is a U5 school with starting roll of 385 learners, covering Years 1 to 6. In 2026 we estimate that our roll will grow to approximately 460 children.

Riverview School has a stable, professional and experienced team. We continue to review the educational success, direction, identity and culture of the school. Our Vision, Mission and Values have are aimed at ensuring quality Teaching and Learning programmes are delivered, whilst promoting inclusive education, change, and growth for each individual.

Riverview School is committed to giving effect to Te Tiriti o Waitangi and are on a journey to better reflect local tikanga Māori, mātauranga Māori and te ao Māori in our plans, policies and curriculum. We have will always seek to ensure that our tamariki Māori experience educational success alongside all other students. We work closely with Ngāti Rēhia, our local hapu to develop a culturally inclusive and incorporating our local history into our learning programmes; through the Te Pūherenga cluster.

There is strong community support, and our School Board and PTA remain a strong feature of our school. We work in a collaborative manner to enhance and support teaching and learning. Our community maintain high expectations and aspirations for their children and assist the achievement of these by actively supporting the school in our endeavours. The students are a very special group; friendly, confident, competitive and strongly motivated to learn and be HEARTWISE.

Riverview School is very proud of its rural heritage as well as its reputation for producing well educated, confident individuals with strong values; and who know how to laugh and enjoy life. Our children are truly **HEARTWISE Heroes**.

All we do at our kura reinforces the HEARTWISE Values and core goals of Connections, Culture and Curriculum, for educational and personal success. This is the culture where we recognise and celebrate success of all. Three core components within the HEARTWISE culture revolve on Curriculum, Culture and Connections. Each of these promote, teach and reinforce our core values.

We look at our tamariki, their uniqueness and behaviours as stepping stones in learning. We aim to support all children, their educational, social and emotional well-being.

Te Tiriti o Waitangi / Te Ao Māori

We are guided by the following Principles:

1. Increased participation and success by Māori through the advancement of Māori education initiatives, including in Te Reo Māori consistent with the principles of the Treaty of Waitangi and Ka Hikitia – Accelerating Success 2013 – 2017
2. Respect for the diverse ethnic and cultural heritage of NZ people, with acknowledgement of the unique place of Māori, and New Zealand's role in the Pacific, and as a member of the international community of nations

Cultural Diversity

- All cultures within the school will be valued, accepted, and celebrated through active encouragement of an inclusive school culture and values.
- Staff members will ensure that students from all cultures are treated with respect and dignity, and will actively work towards high standards of achievement from all children, irrespective of cultural background.

Riverview School kete of Bi-cultural success

	MANAAKITANGA - Caring Safe Learning Kura / Relationships with akonga / Powhiri / Waiata to show respect. Strong relationships with students / Whānau / Team and Community
	Ako - Learning / Pedagogy Up-skilling through Ka Hikitia and Tataiako, Inquiry based Professional Growth Cycles on Teaching and Learning, Staff encouraged to use Te reo
	Whānaunatanga - Relationships: Regular Hui / Korero, knowing students backgrounds, Strong learning community, High/Clear/Caring expectations.
	Kotahitanga - Ethic of Bonding Engagement through inclusive and differentiated learning. Shared success and celebration of personal and educational success.

Statement of Governance

School Board

- The School Board's core focus is student progress and achievement.
- The School Board will work closely with the community and school, to review the vision for the school, adopt clear strategic priorities, and support the Principal in implementing the Annual Plan.
- The School Board will align its agenda to the goals set in the Strategic Plan. The School Board will review its policies and locate them on School Docs; referring to policies in its discussions and decisions. Governance policies will include delegations to the Principal to enable effective, professional management and decision-making in support of strategic priorities.
- The Principal's Reports form an essential part of the partnership between the Board and the Principal.

Management Statement:

- The Board delegates to the Principal the day-to-day management of the school.
- The Principal ensures that operational procedures align with the Board's policies and the law of New Zealand.

Strategic Plan 2026 -2028

The Strategic Plan is the mechanism through which we make sense of the Education and Training Act 2020, Board Primary Objectives and the National Education and Learning Priorities (NELPs) in the context of Riverview School. The strategic plan reflects this legislative framework as well as the priorities for Riverview School. During 2025, Riverview School are undertaking research and review to further develop the 2026 - 2028 Strategic Plan.

NGĀ RAUTAKI

STRATEGIC PRIORITIES - Our Core Three C's support and reinforce the National Education and Learning Priorities

Connections	Culture	Curriculum
<p>Mahi Tahi—Working Together Riverview School will have effective communication and community engagement. Positive home/school relationships will enable all parents and whānau to actively support learning. Student voice will be encouraged and valued.</p>	<p>We aim to develop clear expectations and programmes to support all children based on our HEARTWISE Values.</p> <p>The school culture around Te Ao Māori and Hauora will be reinforced and linked with the HEARTWISE Values</p> <p>At Riverview School Tikanga, Te Reo & Te Āo Māori will be valued and interwoven in the bi-cultural / multi-cultural, inclusive life of the school. We encourage all members of our school community to celebrate and share their culture at Riverview.</p>	<p>Akoranga - Learning The Riverview Learner will progress, accelerate and achieve to their highest possible educational potential through use of reliable achievement data, targeted planning and quality teaching and learning. Teachers will have PLD opportunities to ensure they are able to deliver the NZC, adapt the NZC for diverse learners and share learning with whānau. Equity and Excellence for all will be at the forefront of all curriculum decisions.</p>

Strategies which will support our Targets

1) Raising Student Achievement

3) Equitable Outcomes for all learners

2) Strengthening Cultural Understanding and partnerships with parents and community

4) Enhancing student competencies through localised curriculum design.

Assessment Data and the effective use to inform teaching and learning

Health and Well-being for teachers and learners

1. Connections—Mahi tahi / working together

GOAL 1.

To foster collaboration within and between the staff and community towards Physical, Social, Emotional and Educational Wellbeing for all to ensure equitable outcomes for all.

What success looks like in 2028

- Learning focused partnerships and community networks that benefit students well-being, learning and safety.
- Every child is developing educationally, socially and emotionally towards their own individual potential.
- Every child is valued and supported in their personal learning trajectory by students, staff and Whānau.
- We have equitable learning outcomes across student demographics (Māori Learners / Gender) **(Priority Groups)**
- Every child is enthusiastic towards their learning.
- Attendance rates have increased which positively impact learning outcomes.

How will we know we are successful

- Year-on-year progression in children with additional needs towards meeting the educational, social or emotional goals.
- Positive and proactive whānau engagement in Child Protection, Learning and well-being.
- Evaluation and communication cycle indicates improved outcomes for all learners, which is clearly reported to Whānau.
- Common understandings among students, their whānau, and teachers about learning progressions.
- Full enactment of the school values, vision and curriculum supporting trends toward equity and excellence.

GOAL 1. Connections—Mahi tahi / Working together 2026:

Initiatives	Key Actions	Responsibility / Time Frame	Resourcing
Whānau partnerships are established to support students to achieve their goals.	Consult with community and develop a plan for ongoing communication with the community in regard to: Learning, attendance, EOTC, engagement and Child Protection	Principal BOT Initial community survey T1 Plan developed T2	BOT Meetings SLT Meetings
	Celebrating success for all children regularly.: Newsletter, Waka Charts, Dojo, EOY Celebrations	Principal SLT Teaching Team	SLT Meetings Staff & Syndicate Meetings
	Teachers will know learners and will actively seek out information through regular contact with whānau. This includes attendance plans, IEPs and information evenings about tier 2 interventions.	Teachers SLT Ongoing throughout year	
	Review Reporting to Whānau: • Continue curriculum review • Ensure easy to read reporting	Principal SLT Teaching Team	SLT Meetings Staff & Syndicate Meetings
Connect, engage, consult	Regular EOTC and H&PE communication	SLT Teaching Team	SLT Meetings Staff & Syndicate Meetings
	Consult and Reflect on community survey results and plan for engagement based on feedback from the community.	SLT Teaching Team	SLT Meetings Staff & Syndicate Meetings
	Plan for community/whānau events to	Principal	SLT Meetings Staff & Syndicate Meetings

GOAL 1. Connections 2026:

Areas to which may be considered within the review:

- Whānau Communications - Emergency, EOTC. Priorities.
- Whānau support for the HEARTWISE Culture
- **Student Voice**—The HEARTWISE Culture—what can the school / adults do better?

NELP Review:

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

2. Culture

GOAL 2

1. **To further develop, understand and advocate the HEARTWISE Culture and support the wellbeing of our school community**
2. **To deepen our connection with Te Reo / Te Ao Māori.**

What success looks like in 2026

- Consistency in Learning Focussed Partnerships that benefit tamariki.
- Tikanga and te reo Māori are prioritised and supported by the HEARTWISE Culture.
- Every child is developing educationally, socially and emotionally towards their own individual potential.
- Every child is valued and supported in their personal learning trajectory by students, staff and Whānau.
- We have equitable learning outcomes across student demographics (Māori Learners / Gender) **(Target Group)**
- Every child is enthusiastic towards their learning

How will we know we are successful

- The bi-cultural nature of New Zealand is evident across Riverview School.
- Increasing the number of total tamariki who have shown accelerated learning.
- Increasing the number of target learners who have accelerated learning and achieving at their expected curriculum level.
- Increased attendance for students who have irregular attendance in the past.
- Year-on-year progression in children with additional needs towards meeting the educational, social or emotional goals.
- Full enactment of the school values, vision and curriculum supporting trends toward equity and excellence.

GOAL 2. Culture 2026:

Develop a consistent and coherent language of learning across Riverview School based on The HEARTWISE Culture.

Initiatives	Key Actions	Responsibility / Time Frame	Resourcing
<p>Develop coherent, connected language of learning based on the HEARTWISE Culture and:</p> <ul style="list-style-type: none"> • Te Ao Māori • Teaching, Learning and behaviour 	<p>Review HEARTWISE Culture using a strength based approach and put in place for all staff teams and learners. Consider engagement in HEARTWISE rewards system for all year levels to ensure equity across the school.</p>	<p>Principal BOT Plan developed T1</p>	<p>BOT Meetings SLT Meetings</p>
<p>Develop the HEARTWISE and PB4L culture to ensure all students are engaged and actively striving to succeed through whole school initiatives.</p>	<p>Review Student voice to develop the HEARTWISE Culture.</p> <ul style="list-style-type: none"> - Review HEARTWISE Culture pathways throughout the school. 	<p>Principal PB4L team SLT Teaching Team Learners</p>	<p>SLT Meetings Staff & Syndicate Meetings</p>
<p>Ensure a shared language around learning that aligns with NZC, reporting and HEARTWISE values.</p>	<p>Use the RIVERVIEW SCHOOL Language of learning in all school settings.</p> <p>Use MOE language to describe learning progressions</p>	<p>Principal SLT Teaching Team</p>	<p>NIL</p>
<p>Ensure the HEARTWISE values and PB4L steps are shared with school community and used consistently.</p>	<p>Whānau engagement in the HEARTWISE Culture and links to PB4L, Child Protection , Health and Wellbeing.</p>	<p>SLT Teaching Team</p>	<p>SLT Meetings Staff & Syndicate Meetings</p>
<p>Reflect on community survey results and plan for engagement based on feedback from the community.</p>	<p>Use newsletter polls to gather feed-back on school initiatives. Plan parent evenings that inform and gather feed-back.</p>	<p>SLT Teaching Team</p>	<p>SLT Meetings Staff & Syndicate Meetings</p>
<p>Gather stakeholder voice to further develop Te Ao Māori across the school.</p>	<p>Plan for a whanau evening to gather feedback, include local iwi</p>	<p>SLT Teaching Team</p>	<p>SLT Meetings Staff & Syndicate Meetings</p>
<p>Raise awareness of all cultures within our</p>	<p>Plan and implement school wide</p>	<p>SLT</p>	<p>Planning in T 1 and implementation in T 2.</p>

GOAL 2. Culture 2026:

Areas to which may be considered within the review:

- A review of the teaching Te Reo Māori and local iwi history is reviewed to make it evident in planning and programmes
- Learning Progression Frameworks' reviewed with the Kahui Ako / Curriculum Leader
- Cultural Inclusiveness / Relational Pedagogy and Restorative Practice reviewed as a team.
- Are we clearly Identifying students' individual learning needs and using targeted planning to accelerate progress is a core focus
- Are we clearly Identifying students' individual behavioural, Social and emotional needs and using targeted planning to support all.
- Are students aware of and can articulate the HEARTWISE Culture?
- Are our students engaged and have student agency?
- What success do we have in Te Ao Māori, and areas we can improve / implement?
- How / what can we do to improve better use of local history / iwi understandings
- Is the Professional Growth Cycle manageable, providing reflection and supporting development towards effective teaching and learning?
- Is our School Culture Clear Around the School?
- Is there a clear understanding of:
 - The HEARTWISE Culture
 - Child Protection
 - Where / how can we improve?
 - The 3 Cs

3. Curriculum

GOAL 3.

All Riverview tamariki will receive support to learn, progress and have success to their highest possible educational, social and emotional potential, through differentiated learning, use of reliable achievement data, targeted planning and quality teaching and learning.

What success looks like in 2026

- Every child is developing educationally, socially and emotionally towards their own individual potential.
- Every child is valued and supported in their personal learning trajectory by students, staff and Whānau.
- We have equitable learning outcomes across student demographics (Māori Learners / Gender) (**Target Group**)
- Every child is enthusiastic towards their learning.
- Every learner can talk about their learning and the progress they are making.

How will we know we are successful

- Increasing the number of total tamariki who have shown accelerated learning.
- All tamariki will be able to articulate What they are learning, Their level, Why they are learning this and next their steps.
- Increasing the number of target learners who have accelerated learning and achieving at their expected curriculum level.
- Student achievement that reflects equity and excellence for all learners .
- Year-on-year progression in children with additional needs towards meeting the educational, social or emotional goals.
- Full enactment of the school values, vision and curriculum supporting trends toward equity and excellence.
- Increased teacher collective capacity to promote and strengthen the enactment of the NZ curriculum and use reliable data to inform teaching decisions.

GOAL 3. Curriculum 2026:

All Riverview tamariki will receive support to learn, progress and have success to their highest possible educational, social and emotional potential, through differentiated learning, use of reliable achievement data, targeted planning and quality teaching and learning.

Initiatives	Key Actions	Responsibility / Time Frame	Resourcing
<ul style="list-style-type: none"> Review planning & assessment to ensure these align with NZC and MOE directives 	<p>Regular staff meetings on use of NZC in long term and daily planning, PLD in use of SMART for assessment, reporting to parents using MOE guidelines. All staff familiar with all relevant documents.</p>	<p>Principal SLT—staff meeting timetable to ensure coverage Teaching Team</p>	<p>BOT Meetings SLT Meetings PLD with Evaluation Associates for 6 month contract</p>
<p>* All teachers are responsible for all learners in their class and will plan programmes that meet all needs, strengths and diverse learning styles.</p>	<p>Develop Inclusive and Differentiated programmes and supports based on needs of individual learners / groups / cohort needs.</p> <p>Identifying students' individual learning needs and using targeted planning to accelerate progress is a core focus</p>	<p>Principal SLT Teaching Team with support from SENCO Learners</p>	<p>SLT Meetings Staff & Syndicate Meetings IEP weeks set for weeks 3 of terms 1 and 3 Use of additional resourcing for tier 2 teachers</p>
<ul style="list-style-type: none"> Teacher PLD is focused on the effective use of data to inform and support better outcomes for learners through engagement and increased student agency. We will become familiar with SMART—the assessment tool developed by MOE 	<p>Professional Growth Cycle regularly discussed and reviewed to embed the importance of student 'success' and development within this.</p>	<p>Principal SLT Teaching Team</p>	<p>PLD with EA</p>
<p>* Resources meet needs to accelerate progress and specialist programmes are developed to raise student achievement.</p>	<p>Target Learners are identified, tracked and reported on.; with the goal to accelerate their learning.</p>	<p>SLT to identify at end of 2025 and allocate resourcing to meet needs. Teaching Team</p>	<p>SLT Meetings Staff & Syndicate Meetings BOT Meetings LSAs, tier 2 teachers</p>
<ul style="list-style-type: none"> Gather further student voice to develop the HEARTWISE Culture and how we can further support needs. 	<p>Gather Student Voice on the HEARTWISE Culture to assess the implementation and effectiveness of the HEARTWISE Culture culture</p>	<p>SLT Teaching Team</p>	<p>SLT Meetings Staff & Syndicate Meetings BOT Meetings</p>

GOAL 3. Curriculum 2026:

Areas to which may be considered within the review:

- A review of the teaching Te Reo Māori and local iwi history is reviewed to make it evident in planning and programmes
- Learning Progression Frameworks' reviewed with Curriculum Leader / Te Pūherenga
- Cultural Inclusiveness / Relational Pedagogy and Restorative Practice reviewed as a team.
- Local and History Curriculum is reviewed / Te Pūherenga
- Are all teachers confident users of the NZC documents and able to use these to deliver a programme that promotes equity and excellence?
- Does our assessment and reporting to parents methods align with NZC and MOE guidelines? Are all staff competent using these tools?
- Are we clearly Identifying students' individual learning needs and using targeted planning to accelerate progress is a core focus?
- Are we clearly Identifying students' individual behavioural, Social and emotional needs and using targeted planning to support all?
- Are all teachers using robust and reliable data to inform their teaching?
- Do Students take ownership of their learning and can articulate current and next learning steps?
- Are our students engaged and have student agency?
- Is Teacher PLD focused on identifying students' individual learning needs and using targeted planning to accelerate progress?
- Is the Professional Growth Cycle manageable, providing reflection and supporting development towards effective teaching and learning?

2026 Strategic Targets

Identified Priority Learners

All 'identified' learners are those who are achieved 'below' the desired Riverview / NZC Expectation at the end of 2026.

Years 1 - 6 Priority Learners

All 'Priority Group' children who were *below* the Standard in a curriculum area at the end of 2026 will have their learning accelerated i.e. Greater than one year learning progress. (PLEASE NOTE: The below numbers of Priority Learners will change due to transient nature within the Te Taitokerau Region).

Reading	Writing	Maths	Attendance
<p>19% of all students at the end of 2025 sat BELOW expectation in Reading. A large proportion of this group are in year 5 in 2026. Our goal is to have 80% or more sitting AT or ABOVE expectation at the end of 2026 with a focus on equity.</p> <p>All teams will identify target learners and monitor progress throughout the year.</p> <p>To ensure equity and excellence for all, a review of resourcing and teacher PLD will also add to the collective capacity to raise student achievement across all year levels.</p>	<p>20.1% of all students at the end of 2025 sat BELOW expectation in Writing. Our goal is to have 85% or more sitting AT or ABOVE expectation at the end of 2026.</p> <p>All teams will identify target learners and monitor progress throughout the year.</p> <p>There is an unproportional % of students sitting BELOW expectation in Years 4,5 and 6 in 2026. Identifying these students and planning class-wide tier 2 interventions to support these students will be prioritized as well as small group interventions in the area of structured literacy.</p> <p>Higher numbers of Māori learners are represented in the BELOW expectation group. These students will be prioritised.</p>	<p>20.8% of all students at the end of 2025 sat BELOW expectation in Mathematics. Our goal is to have 85% or more sitting AT or Above expectation at the end of 2026.</p> <p>All teams will identify target learners and monitor progress throughout the year.</p> <p>Tier 2 interventions will be used to support class programmes.</p> <p>19% of year 4 students were achieving ABOVE expectation at the end of 2025. These students will be monitored closely in 2026 to ensure they are extended and engaged in mathematics.</p>	<p>We form connections with whānau to understand the purpose of absenteeism rather than unexplained.</p> <p>By the end of the Year, we have an average daily of 90% attendance or greater. Our Regular attendance is 75% or greater.</p> <p>We monitor students who have had repeated Truancy in 2025.</p> <p>Year 2—9 students</p> <p>Year 3—6 students</p> <p>Year 4—7 students</p> <p>Year 5—8 students</p> <p>Year 6—4 students</p>

2026 Strategic Targets

Literacy		Maths		Attendance		Listening	
Year 2 Goals	9 girls and 5 boys need a tier 2 intervention and 2 students need careful monitoring.	Year 2 Goals	9 girls and 5 boys need a tier 2 intervention and 8 students need careful monitoring.	Year 2 Goals	7 girls and 1 boy	Listening will be a school wide goal. The whole school goal—	
Year 3 Goals	5 girls and 5 boys need a tier 2 intervention .	Year 3 Goals	3 boys and 11 girls need a tier 2 intervention.	Year 3 Goals	2 boys and 2 girls	We will explicitly teach listening skills so that all students can access the curriculum by deliberate acts of teaching students to focus, listen (passive and active) , comprehend and retrieve information shared orally.	
Year 4 Goals	8 girls and 9 boys need a tier 2 intervention and 11 students need careful monitoring.	Year 4 Goals	10 girls and 5 boys need a tier 2 intervention and 5 students need careful monitoring.	Year 4 Goals	4 girls and 3 boys		All teams will have age appropriate goals related to the above school wide goal.
Year 5 Goals	8 boys and 6 girls need a tier 2 intervention and 7 students need careful monitoring. and	Year 5 Goals	6 girls and 3 boys need a tier 2 intervention and 6 students need careful monitoring	Year 5 Goals	7 girls and 1 boy		Assessment will be using Listening PAT for years 3-6 in June and November and comparing with end of 2025 data.
Year 6 Goals	8 girls and 5 boys need a tier 2 intervention and 6 students need careful monitoring	Year 6 Goals	5 girls and 1 boy need a tier 2 intervention and 6 need careful monitoring	Year 6 Goals	3 girls and 1 boy		

2026 Strategic Targets

Actions to achieve targets

1. All stakeholder are embracing the **3Cs**, and living the **HEARTWISE Values** to improve outcomes for all learners.
2. Review **assessment data** with staff and determine the learning needs of students. Upskill teacher capability in using MOE directed to inform teaching and next learning steps.
3. Monthly meetings to discuss progress priority students (in Teams) and **evidence of accelerated learning**. (Review **progress vs attendance / engagement**)
4. Work with parents, families and Whānau to build **connections** and a **culture** around ways to support students' learning.
5. Processes implemented for teachers to reflect on and improve practice.
6. Professional readings and quality professional development put in place to support and guide teacher's professional practice.
7. Moderation and school-wide assessment developed so that there is consistency through-out the school.
8. Utilise **attendance information** to align **achievement** and **acceleration** with **attendance**.
9. Small group sessions with identified learners..(**Targeted Learning Interventions in Literacy and Maths**)
10. Team Leaders are **tracking the progress** made at the end of each term.
11. Whole Team reflection on data / progress and acceleration in Terms 2 and 4.
12. All staff delivering a Structured Literacy programme with fidelity.
13. All staff using the PR1ME math resource to deliver the refreshed maths curriculum.

Time Frame:

- February to November although constant reflection throughout the year by teachers, syndicate leaders and Principal.
- Target learners analysed each term by teachers and synd leaders and information passed to principal.
- Data to be shared with the BoT twice yearly. (**Mid Start of Term 3 / End—End of Term 4**)

Resources for Robust Reflection and Development

Education Review Office:

- [Effective School Evaluation](#)
- [Effective Internal Evaluation](#)
- [School Statement of Intent.](#)

NELP Review:

OBJECTIVE 1: LEARNERS AT THE CENTRE

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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

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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

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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