



SELWYNRIDGE

2026 Annual Plan

Kia Hokahoka Kahurangi



Our School Vision



Current position

Selwyn Ridge School's vision, "Kia hokahoka kahurangi - Kids on the Ridge Soaring High," reflects our commitment to achieving the best outcomes for every child. We continue to explore and strengthen powerful learning across the kura, ensuring it is embedded in classroom practice.

Feedback from our 2025 whānau consultation was overwhelmingly positive, with 100% agreeing that Selwyn Ridge supports their children to succeed. Whānau highlighted the importance of a well-rounded education that develops personal, academic, cultural, and community skills, and expressed a desire for continued growth in bicultural partnership and cultural diversity. Ākonga surveys showed students value the wide range of opportunities, including technology challenges, choir, kapa haka, hands-on learning, and sports, while expressing interest in exploring cultural learning, science and technology, and the arts in 2026.

Culturally Empowered Ākonga

Our curriculum continues to strengthen cultural knowledge and respect. In 2023, Te Mātaiaho was integrated to emphasise Te Hononga, connection, and belonging, alongside professional learning for teachers. In 2024, we embedded te reo Māori, celebrated Diwali, Chuseok, Pasifika Language Weeks, and Matariki, and extended staff understanding of Tapasā. In 2025, we further deepened whānau partnerships through hui and culturally affirming events, implemented Stage 2 Tapasā PLD, and celebrated Matariki, Pasifika cultures, Chuseok, and Diwali, fostering inclusion and belonging.

Pedagogically Enriched Kaiako

Across 2023-2025, kaiako capability has been enhanced through structured professional learning. BSLA was introduced in the junior team in 2023 and implemented schoolwide in 2025, with all staff completing micro-credentials and senior teachers receiving additional writing PLD. Mathematics teaching was strengthened through professional learning with Charlotte Wilkinson, integration of Numicon supported by Anita Asumadu, and leadership from Kim Abbot via the Mathematics Leadership Cluster. Assessment practices using e-asTTle and a focus on evidence-based pedagogy have supported more targeted teaching and improved learner outcomes.

Our 2026 Annual Plan

Our 2026 Annual Development Plan builds on the 2024-2026 Strategic Plan and is informed by insights from our 2025 annual report and consultation with whānau, ākonga, kaiako, and school leadership. Our two overarching areas of focus for 2026 are:

- Culturally Empowered Ākonga - all ākonga will continue to deepen their knowledge of, and respect for, their own and others' cultures.
- Pedagogically Enriched Kaiako: Literacy and Mathematics - strengthening teaching practices to improve learning outcomes for all ākonga.

The plan also includes the national focus on attendance and a review of Education Outside the Classroom processes and practices.



Growing mind, heart and toolbox: whakāro, manawa, kete

Areas of strategic focus - 2023 to 2026

Learning Priority	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>
<u>Quality Teaching and Leadership</u> Quality teaching and leadership make the difference for learners and their whānau	<u>Healthy active learning</u> Year 2 <u>Better Start Literacy</u> Year 1-2 <u>Mathematics</u> Year 3 - 6	<u>Pedagogically enriched kaiako</u> <u>Learning principles to practice - Literacy</u> Better Start Literacy Year 1-3 Continuing Literacy Year 4-6	<u>Pedagogically enriched kaiako</u> <u>Learning principles to practice</u> Te Mataiaho - Mathematics Literacy - BSLA	<u>Pedagogically enriched kaiako</u> Te Mataiaho: Literacy : Writing - Writers Toolbox BSLA consolidation Mathematics
	<u>Implementation of Te Mātaiaho - The Refreshed New Zealand Curriculum</u>			
	<u>Culturally Empowered Ākonga</u> All ākonga are increasingly knowledgeable and respectful towards their own and others' cultures. <u>Te ao Māori</u> Enhancing te reo Māori and tikanga Māori into the every day life of Selwyn Ridge. <u>Pasifika</u> Pasifika students are engaged in their learning and are achieving with pride in their unique identity, language and culture.			
	<u>Inclusion</u> Learners with special education needs are supported to engage in all school activities; accessing, making progress and achieving in alignment with the New Zealand Curriculum.			

2026 Areas of strategic focus

Learning Priority	<p><u>Pedagogically enriched kaiako</u></p> <p>Literacy : Writing - Writers Toolbox BSLA consolidation Mathematics</p>
<p><u>Quality Teaching and Leadership</u></p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p><u>Implementation of Te Mātaiaho - The Refreshed New Zealand Curriculum</u></p> <p>2025 Update of English and Mathematics and Statistics</p>
	<p><u>Culturally Empowered Ākonga</u></p> <p>All ākonga are increasingly knowledgeable and respectful towards their own and others' cultures.</p> <p><u>Te ao Māori</u> Enhancing te reo Māori and tikanga Māori into the every day life of Selwyn Ridge.</p> <p><u>Pasifika</u> Pasifika students are engaged in their learning and are achieving with pride in their unique identity, language and culture.</p>
	<p><u>Inclusion</u> Learners with special education needs are supported to engage in all school activities; accessing, making progress and achieving in alignment with the New Zealand Curriculum.</p>
Attendance	<p>Ensure regular, consistent attendance for all ākonga, aligned with the Education and Training Act 2020 and the Selwyn Ridge Stepped Attendance Response (STAR) framework.</p>
Education Outside the Classroom processes and practices.	<p>Strengthen Education Outside the Classroom policies, procedures, teacher capability, and safe practice to ensure high-quality, culturally responsive, and safety aligned EOTC experiences for all ākonga at Selwyn Ridge</p>

2026 Annual Plan Summary

1. Culturally Empowered Ākonga - All ākonga are increasingly knowledgeable about and respectful of their own and others' cultures.

All ākonga will progressively deepen their knowledge of their own cultural identity and grow their respect for the diverse cultures within our community, fostering inclusive, empowered learning environments.

We will continue to strengthen the everyday use of te reo Māori across the kura by supporting kaiako with resources and strategies and creating opportunities for ākonga to lead initiatives, including a whole-school Matariki celebration. Tapasā practice will be embedded across classrooms to ensure culturally responsive pedagogy remains a core focus.

Cultural empowerment will continue to be integrated into the curriculum, recognising and celebrating the diverse identities of all learners. We will grow meaningful cultural partnerships through events and learning experiences that build on our current successes and strengthen whānau voice, ensuring feedback from Māori, Pasifika, and other cultural communities informs school planning and decision-making.

Opportunities for student cultural leadership will also be further developed, giving ākonga meaningful roles in leading cultural events, language initiatives, and schoolwide activities, strengthening their sense of identity, agency, and belonging.

2. Pedagogically Enriched Kaiako: Literacy and Mathematics

Kaiako use inquiry, collaborative problem solving, and professional learning to enhance professional capability and accelerate learning for all ākonga.

2.A 2026 whole school focus area : Writing Practice

In 2026, we will implement Writers Toolbox professional learning to strengthen kaiako capability, foster a consistent school-wide approach to teaching writing, and enhance students' skills and confidence, supported by internal champions, collaborative practice, and targeted leadership development.

2.B. Accelerated Literacy Support

In 2026, we will strengthen literacy support practices, including the Better Start Literacy Approach (BSLA), through differentiated programs and targeted interventions for students at risk of underachievement. Specialist teacher assistance and mentoring will be provided, supported by additional resourcing and leadership from our Learning Support Co-ordinator, to accelerate student progress and build teacher capability across the kura.

2.C. Mathematics

In 2026, we will strengthen kaiako capability in teaching mathematics by deepening understanding of the Te Mātaiaho Mathematics and Statistics curriculum and enhancing content and pedagogical knowledge through collaborative professional learning. Assessment for learning will be strengthened using platforms such as HERO, e-asTTle, and SMART, while NZ Maths and Numicon resources will be integrated to support teaching. Accelerated Tier 2 programmes, led by a specialist teacher and the Learning Support Co-ordinator, will target learners requiring additional mathematics support.

3. Attendance

In 2026 we will implement the Selwyn Ridge Stepped Attendance Response (STAR) framework to improve regular, consistent attendance for all ākonga, aligned with the Education and Training Act 2020.

Strategic Goal 1 - Culturally Empowered Ākonga

Current Position : Since 2023, our curriculum has fostered cultural knowledge and respect through Te Mātaiaho, te reo Māori, cultural events, Tapasā PLD, and strengthened whānau partnerships. In 2026, we will build on this to deepen ākonga understanding of cultures, enhance bicultural and multicultural capability, and expand student cultural leadership.

Strategic goal - All ākonga will deepen their knowledge and respect for their own and others' cultures. This includes embedding te reo Māori and tikanga Māori into daily school life and ensuring Pasifika students are engaged, achieving, and proud of their unique identity, language, and culture.

Annual Targets:

1. Kaiako will strengthen everyday use of te reo Māori and embed Tapasā practices to ensure culturally responsive, inclusive teaching across the kura.
2. The curriculum will visibly reflect and celebrate the diverse identities, languages, and cultures of all ākonga, with opportunities for meaningful cultural learning and participation.
3. Whānau voice will support school planning and events, while ākonga will have expanded opportunities to lead cultural initiatives, celebrations, and language activities.

Key Improvement Strategies

Focus area	Actions	Who is responsible	Resources	Outcomes / Measuring success
Continue to strengthen everyday use of te reo Māori	<ul style="list-style-type: none"> • Provide kaiako with resources, strategies, and professional learning through whole staff, phase and vertical learning teams • Create opportunities for ākonga to lead initiatives, including Matariki celebrations. 	Leadership Team; Kaiako; Te Ao Māori Leaders	<ul style="list-style-type: none"> • Te reo Māori PLD; Learning resources; Release time for leadership and for ākonga leadership 	<ul style="list-style-type: none"> • Increased use of te reo Māori across classrooms and school events. • Ākonga actively leading te reo Māori initiatives. • Evidence of integrated te reo Māori in learning programmes.
Embed Tapasā practice	<ul style="list-style-type: none"> • Implement Tapasā across classrooms to ensure culturally responsive pedagogy. • Monitor and support kaiako practice through observations and reflection. • Support for leadership with Pasifika and Tapasā (Pasifika Champion) 	Leadership Team; Vertical Leaders; Pasifika Champion, Kaiako	Tapasā PLD; Collaborative planning time	<ul style="list-style-type: none"> • Consistent culturally responsive teaching practices across all classrooms. • Kaiako confidence in responding to Pasifika learners' needs. • Positive feedback from Pasifika champion
Integrate cultural empowerment into curriculum	<ul style="list-style-type: none"> • Plan and deliver curriculum experiences that celebrate diverse cultural identities. • Develop cultural partnerships through events and learning experiences. 	Leadership Team; Pasifika Champion, Kaiako;	PLD; Cultural resources; Event funding	<ul style="list-style-type: none"> • Curriculum reflects diverse cultures and student identities. • Active engagement in culturally rich learning experiences. • Strengthened community partnerships.
Strengthen whānau voice	<ul style="list-style-type: none"> • Collect and use feedback from Māori, Pasifika, and other cultural communities. • Involve whānau in planning and decision-making. 	Leadership Team; Teachers; Whānau	Survey tools; Hui and consultation time	<ul style="list-style-type: none"> • Whānau feedback informs school planning. • Increased engagement of diverse communities in school initiatives.
Develop student cultural leadership	<ul style="list-style-type: none"> • Provide opportunities for ākonga to lead cultural events, language initiatives, and schoolwide activities. • Support ākonga to plan, organise, and reflect on cultural leadership experiences. 	Leadership Team; Teachers; ākonga leaders	Release time; PLD; Event support	<ul style="list-style-type: none"> • ākonga actively leading cultural initiatives. • Evidence of student-led events and activities. • Strengthened student confidence and cultural identity.

Strategic Goal 2 - Pedagogically Enriched Kaiako

Current Position : In 2025, kaiako engaged with the refreshed English and Mathematics curriculum, alongside professional learning in BSLA and mathematics. The curriculum was further updated in November 2025 for full implementation in 2026, requiring additional professional learning for staff. Based on 2025 outcomes, 79% of ākonga were advanced or proficient in reading, 71% in writing, and 78% in mathematics.

Strategic goal - Strengthen kaiako capability to implement the refreshed English and Mathematics curriculum, using targeted professional learning to improve teaching practice and accelerate ākonga progress and achievement across reading, writing, and mathematics.

Annual Targets:

1. Kaiako consistently use Te Mātaiaho to plan and deliver high-quality English, Mathematics, and Statistics learning aligned with Selwyn Ridge's Powerful Learning Principles.
2. Kaiako engage in ongoing collaborative planning and reflective practice, with evidence showing that professional learning is improving classroom teaching.
3. Ākonga show improved progress and achievement in English, Mathematics, and Statistics through assessment data, classroom observations, and learning samples.
4. Targeted programmes (e.g., Tier 2 BSLA and Tier 2 Maths) and Learning Support Co-ordinator actions are implemented effectively to strengthen teacher practice and accelerate progress for identified learners.

Key Improvement Strategies

Focus area	Actions	Who is responsible	Resources	Outcomes / Measuring success
Strengthen writing teaching through consistent, schoolwide practice	<ul style="list-style-type: none"> • Implement Writers Toolbox professional learning across all teams. • Use internal writing champions to model practice and support kaiako. • Embed shared language, routines, and expectations for writing instruction. • Provide leadership development and collaborative planning opportunities. 	Leadership Team; Writing Champions; Kaiako	<ul style="list-style-type: none"> • Writers Toolbox PLD; PLD budget; Teacher-only days; Collaborative release time • StepsWeb subscription 	<ul style="list-style-type: none"> • Increased kaiako confidence and consistency in writing instruction. • Evidence of shared practice in classrooms and planning. • Improved student progress and achievement in writing, tracked through writing samples and assessment tools. • Clear upward shift from Term 1-Term 4 in schoolwide writing data.
Strengthen literacy support through targeted interventions and BSLA practices	<ul style="list-style-type: none"> • Deliver differentiated literacy support programmes for ākonga at risk of underachievement. • Maintain high-fidelity use of BSLA across all relevant year levels. • Provide specialist teacher support, mentoring, and modelling to build kaiako capability. • Use assessment data to identify needs, monitor progress, and adjust interventions. 	Learning Support Coordinator (Lesley Wakelin); Phase Leaders; Specialist Teachers; Kaiako	BSLA resources and assessments; Staffing allocation; PLD time; Intervention tools (e.g., Studyladder) Staffing: 1.16 FTTE	<ul style="list-style-type: none"> • Accelerated progress for identified learners, evidenced through BSLA assessments and schoolwide literacy data. • Improved teacher confidence and capability in delivering structured literacy. • Clear documentation of targeted support and impact in progress reports. • Increased consistency in literacy practices across the kura.
Strengthen mathematics teaching capability and learning outcomes	<ul style="list-style-type: none"> • Deepen kaiako understanding and implementation of the Te Mātaiaho Mathematics and Statistics curriculum. • Build content knowledge and pedagogical practice through collaborative professional learning and coaching. • Strengthen assessment for learning using HERO, e-asTTle, and SMART to inform targeted teaching. • Integrate NZ Maths and Numicon resources to support conceptual understanding. • Provide accelerated Tier 2 support programmes for identified ākonga, led by a specialist teacher and Learning Support Co-ordinator. 	Leadership Team; Phase Leaders; Specialist Mathematics Teachers; Learning Support Co-ordinator	NZ Maths resources; Numicon; PLD budget; Assessment platforms (HERO, e-asTTle, SMART); Staffing for Tier 2 support	<ul style="list-style-type: none"> • Improved teacher confidence and capability in delivering the Mathematics and Statistics curriculum. • Evidence of strengthened assessment practice and targeted instruction. • Increased student engagement and progress in mathematics, measured through standardised and school-based assessments. • Accelerated progress for identified Tier 2 learners.

Strategic Goal 3 - Attendance

Current position - In 2025 we developed a Stepped Attendance Response for improving attendance. Data from 2025 saw overall percentage of ākonga attending 90% of the time or more at approximately 68%. Chronic absenteeism was approximately 3%.

Strategic goal - Successful implementation of the Selwyn Ridge Stepped Attendance Response (STAR) framework to improve regular, consistent attendance for all ākonga, aligned with the Education and Training Act 2020. Fostering mana-enhancing approaches that support engagement, wellbeing and achievement.

Annual Targets:

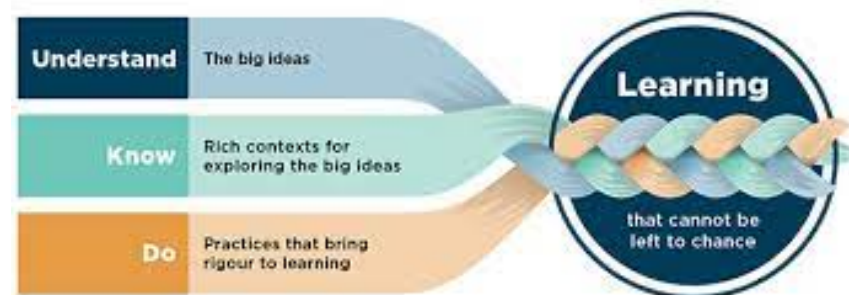
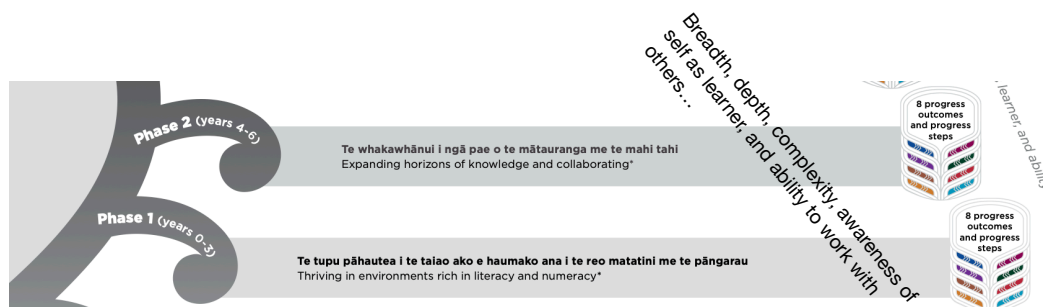
1. To move closer to the goal of having 80% of ākonga to attend 90% of the time.
2. To reduce chronic absenteeism (ākonga attending less than 80% of the time)
3. All unexplained absences followed up within 24 hours

Key Improvement Strategies

Focus area	Actions	Who is responsible	Resources	Outcomes / Measuring success
Strengthen a Schoolwide Culture of Attendance and Belonging	<ul style="list-style-type: none"> Clearly communicate expectations through hui, newsletters, HERO, and classroom routines. Embed daily connection routines that promote belonging and hauora. Celebrate attendance improvements regularly. 	Leadership Team; Teachers	Communication channels; HERO	<ul style="list-style-type: none"> Increased whānau understanding of expectations. Growth in regular attendance (90%+). Improved sense of belonging in ākonga surveys.
Improve Early Identification and Monitoring of Attendance Patterns	<ul style="list-style-type: none"> Implement daily attendance tracking and same-day follow-up. Use HERO dashboards to identify emerging concerns quickly. Apply STAR thresholds consistently to guide responses. 	Attendance Leadership Team (Principal, DP, AP, Office Admin); Teachers	HERO SMS; Attendance guidelines	<ul style="list-style-type: none"> All unexplained absences followed up within 24 hours. Early patterns identified and acted on. Reduction in moderate absences (5-14 days).
Strengthen Whānau Partnerships and Support Pathways	<ul style="list-style-type: none"> Hold mana-enhancing conversations with whānau to identify barriers and co-design attendance support plans. Provide practical support (uniforms, kai, counselling, transport support where possible). Build trusted, ongoing relationships through hui and check-ins. 	Leadership Team; LSC; Teachers	Support agencies; School Hauora supports	<ul style="list-style-type: none"> Increased whānau engagement in support planning. Clear understanding of barriers to attendance. Improved attendance for targeted ākonga.
Targeted Support and Intervention for At-Risk Ākonga	<ul style="list-style-type: none"> Implement STAR Levels 2-4 for learners with moderate or chronic absence. Develop individualised attendance plans with clear goals and monitoring for those with persistent or trivial absences. Engage Attendance Service for persistent or complex concerns. Connect ākonga with motivating learning, cultural, and wellbeing programmes. 	Leadership Team; LSC; Attendance Service	Attendance Service referral pathways; HERO	<ul style="list-style-type: none"> Reduction in chronic absenteeism (<80%). Positive attendance shift for ākonga in targeted groups. Fewer learners reaching 15+ days of absence.
Evaluate, Report, and Strengthen Attendance Systems	<ul style="list-style-type: none"> Report attendance patterns to Board and MOE. Use data to refine systems and guide planning for the following year. Strengthen transition processes for new entrants and learners returning from absence. 	Leadership Team; Board of Trustees	HERO reports; Annual review processes	<ul style="list-style-type: none"> Clear evidence of improvement and next steps. Attendance targets met or progress clearly demonstrated. Stronger systems for future years.

Local curriculum 2026

	Term 1	Term 2	Term 3	Term 4
Focus	Whanaungatanaga Belonging and identity	Ngā Toi The arts as expression	Auahatanga - Innovation, Technology and the future	Healthy me... healthy you...
Wakatauki	<p>E koekoe te tūi, e kūkū te kererū, e kaukau te toroa, e rere te kāhu.</p> <p>The tūi sings, the kererū coos, the toroa glides, and the kāhu soars.</p> <p>Each bird contributes in its own way. Together, they reflect the strength that comes from diversity and connection – the heart of whanaungatanga. This whakatauki reminds us that, like each bird with its own strengths, every learner and whānau brings something unique to our kura. When we value and celebrate these differences, our community thrives through whanaungatanga and collective strength.</p>	<p>Ko te toi whakairo, ka whakapā rau.</p> <p>The art of creativity touches many hearts.</p> <p>This whakatauki speaks to the power of creativity and skilled craftsmanship to influence, inspire, and connect people. Although it refers to whakairo (carving), its meaning is broader: when knowledge, expertise, or artistry is shared, it reaches and uplifts many. In a school context, it reflects how teaching, learning, and cultural expression can have a wide and lasting impact on learners, whānau, and the wider community.</p>	<p>I oreā te tuatara ka patu ki waho A problem is solved by continuing to find solutions</p> <p>This whakatauki highlights the idea that challenges help us grow, adapt, and find new pathways forward. The tuatara, a resilient and ancient creature, symbolises persistence and problem-solving. When faced with difficulties, it works its way through – and so do we. In a school context, this speaks to perseverance, innovation, and collective effort. By working together to navigate challenges, we strengthen our capability and create better outcomes for our ākonga, whānau, and community.</p>	<p>Toitū te tinana, toitū te hinengaro, toitū te wairua.</p> <p><i>Health of the body, mind, and spirit endures.</i></p> <p>This whakatauki emphasises the importance of nurturing the body, mind, and spirit – reminding us that true wellbeing comes from balance and holistic care. In a school context, it reinforces our commitment to supporting the whole child – ensuring ākonga are well physically, mentally, and spiritually so they can thrive in their learning and relationships.</p>
Curriculum lens	<p>•Te ao tangata / Social Sciences 1-identity, culture, and organisation 2- Place and environment Whare Tapa Wha, Bounce Back</p>	The Arts - Ngā toi Te reo Māori and mātaurangi Māori	Technology Science / Engineering	Health and Physical Education Healthy active learning
Celebration of learning	Turangawaewae : Here we stand. Celebrating our place.	SRP art gallery Written report	SRP Science and Technology Celebration	Extravaganza, team and class celebrations HAL Field days Written report



Giving effect to Te Tiriti o Waitangi

He taonga te reo, he taonga anō ngā tikanga. He taonga ngā tamariki. He taonga anō ngā pouako, inā hoki ko rātou e āwhina ana ki te poipoi i te reo hei reo e ora ana, e kaha ana, e haumako ana.

Our language and our culture are taonga. Our children are taonga. The teachers of te reo and tikanga Māori are also taonga because they are helping to secure the future of te reo and tikanga Māori as living, rich and dynamic.

At Selwyn Ridge, our commitment to honoring Te Tiriti o Waitangi is an integral part of our educational ethos. Acknowledging Aotearoa's dual cultural heritage, we embrace the Treaty principles of partnership, participation, and protection. Through a curriculum that thoughtfully incorporates Māori perspectives and values, Selwyn Ridge students gain an understanding of the rich cultural landscape of New Zealand. Te Reo Māori is taught as a language and embedded across learning areas, fostering belonging and cultural awareness.

We actively engage with our local Māori community, inviting their input and involvement in decision-making to ensure that school practices honor the spirit of the Treaty. By living these principles, Selwyn Ridge aspires to create an inclusive, harmonious learning environment that prepares students to be culturally competent and socially conscious citizens of Aotearoa.

Our policies, practices, and action plans reflect New Zealand's cultural diversity and address the needs of Māori and Pacific Island students through:

- Integration of tikanga and te reo Māori across the curriculum
- Informing parents interested in bilingual or full immersion education about local school networks that offer these options
- Providing an active kapa haka program open to all interested students
- Consulting with whānau twice yearly to ensure alignment with community values and aspirations

Principles

- Identity, language and culture count. Teachers need to know where their students come from and build on what they bring with them to school.
- Teaching and learning in Māori will provide contexts where the language, identity and culture of Māori learners and their whānau is affirmed
- By learning te reo and becoming familiar with tikanga, Māori students at Selwyn Ridge Primary can strengthen their identities and non-Māori can develop greater cultural understanding
- Teaching and learning in Māori at Selwyn Ridge will be informed and supported by respectful relationships with Māori learners, parents, whānau and the Māori community.
- As they learn about language and culture our students will grow in cognitive strength, understand more about themselves and become more understanding of others

Although the legal obligations have shifted for Boards of Trustees in 2025, our values, our kaupapa, and our commitment to Te Tiriti o Waitangi as a guiding framework for how we serve our ākonga/learners, whānau/families, and community have not. Legislation only provides minimum standards for our work as a school, it is always our ambition at SRP to soar high rather than to do the minimum. We are committed to ensuring that all our ākonga/learners are able to grow their whakaaro (minds), manawa (hearts), and kete (toolboxes), and we believe achieving this includes active engagement with the culture, heritage, and identity of our ākonga.

Ultimately, we believe strong communities are built through partnership, and this includes partnership under Te Tiriti o Waitangi as one of Aotearoa New Zealand's founding documents. While our context is always changing, the Selwyn Ridge Primary School board's commitment to Te Tiriti remains steady.

