Marton Junction School - Annual Strategic Plan 2026-2028

Ka Tu, Ka Tae, Ka Manawanui - Engage, overcome and be of good spirit

School Mission

Ka Tu, Ka Tae, Ka Manawanui - Engage, overcome and be of good spirit.
We are committed to holistic education grounded in Te Tiriti o Waitangi principles and Te Whare Tapa Whā, ensuring every learner's wellbeing, identity, resilience, and belonging are nurtured so they can thrive academically, culturally, and personally - Mauri ora.

Strategic Commitment to Te Tiriti o Waitangi

We honour Te Tiriti o Waitangi by embedding its guiding principles of partnership, protection, and participation into all aspects of our school's strategic plan. This means working in genuine partnership with whānau and iwi, protecting Māori language, culture, and identity, and ensuring equitable participation and success for all learners. Through this commitment, we strengthen our school community and uphold our responsibility to foster an inclusive, culturally sustaining environment.

Our process		
Te Tiriti o Waitangi	**Education Review Office: School Improvement Framework**	**Education and Training Act 2020**
We have woven the following guiding documents into our Strategic Plan 2026: *Te Tiriti o Waitangi*, the ERO School Improvement Framework, and the Education and Training Act 2020. Alongside these, we have gathered community voice—including iwi, hapū, whānau, and kaiwhakaako—to shape future aspirations and inform our next steps.		

Te Tiriti o Waitangi

Article 1	**Kāwanatanga**	Good Governance
Kāwanatanga: Good governance, Partnerships- Obligations, responsibilities and engagement of Māori expertise, relationships.		
Article 2	**Tino Rangatiratanga**	Māori, iwi, hapū, whānau authority Self determination
Tino Rangatiratanga: Māori authority, autonomy, self-determination. Taonga: Active protection, development- Māori knowledge, values, processes, physical treasures.		
Article 3	**Ngā tikanga katoa rite tahi (All the rights)**	Equality, Equity, Equal outcomes, Options participation
Ngā tikanga katoa rite tahi: Access, participation, options, equality, equity,- equal outcomes.		
Article 4	**Nga whakapono katoa, Te ritenga Māori**	Honouring Māori spiritual lore, practices
Te ritenga Māori: Māori spiritual lore and practices -tapu, mana, kawa and tikanga.		

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National Education and Learning Priorities in Schools and and Kura (NELPS)

NELP links	Well being is prioritised and Health and Physical Education lessons explicitly teach attitudes and values and Hauora through Te Whare Tapa Whā.
NELP links	Health and Physical Education explicitly teach inclusivity and this is modelled by teachers. Play, sport and physical activity is accessible to all tamariki.

National Education and Learning Priorities in Schools and Kura (NELPS)
The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)
Te Tauākī o Ngā Kaupapa Matua ā-Motu mō te Mātauranga me te Ako (NELP) me te Rautaki Mātauranga Matua (TES)

NELP :	NELP :	NELP :
Objective 1 LEARNERS AT THE CENTRE with their whānau are at the centre of education	Objective 2 BARRIER-FREE ACCESS Great education opportunities and outcomes are within reach for every learner Objective 3 QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	Objective 3 QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau Objective 4 FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives
Create a positive and supportive school culture that celebrates identity, empowers learning, values Hauora and promotes a sense of belonging.	Design learning that promotes curiosity, inspires innovation, develops agency, responds to the needs of the learners and ensures educational success for all tamariki.	Foster learning focussed partnerships with our catholic community, whānau, Iwi, local and global community.
Actions:	**Actions:**	**Actions:**
Develop systems to promote wellbeing and ongoing pastoral care for learners, staff and whānau through appropriate transition, induction, whānau class model, active service, grief response, Zones of Regulation, wellbeing check-ins and Healthy Active Learning	Signature practices – Active learning: Promote healthy minds and bodies through regular physical activity, sporting opportunities and wellbeing awareness that integrates with the wider curriculum with support from the Healthy Active Learning initiative.	Engage with sector experts and specialists to support programs that reflect our signature learning practices, including Healthy Active Learning, Sport Bay of Plenty.

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Strategic Priorities

Strategic Priority 1	Goal	Our Targets	Our Actions	Our Successes	Links with Te Tiriti and Education and Training Act 2020 Section 127, Regulation 7
School Attendance	**Increase regular student attendance to ensure equitable access to learning.**	Lift regular attendance by 5% annually, aiming for 80% by 2030.	Strengthen whānau partnerships through hui and attendance support plans. Implement attendance monitoring dashboards and early intervention systems. Celebrate and incentivise regular attendance through culturally sustaining initiatives.	Improved regular attendance rates: More students consistently present, reducing inequities in access to learning. Early intervention systems working: Attendance issues are identified quickly, with whānau engaged in solutions. Stronger whānau-school partnerships: Families feel supported and involved in attendance strategies. Positive school culture: Attendance is celebrated, creating a sense of belonging and pride.	*Te Tiriti o Waitangi: Partnership with whānau to co-design attendance strategies.* *Education and Training Act 2020, Section 125 Regulation 7: Ensures student rights to education are upheld through equitable access.*

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Strategic Priority 2	Goal	Our Targets	Our Actions	Our Successes	Links with Te Tiriti and Education and Training Act 2020 Section 127, Regulation 7
Curriculum Implementation	**Embed the refreshed New Zealand Curriculum and Te Marautanga o Aotearoa, localised to reflect Māori knowledge and community aspirations.**	100% of staff trained in refreshed curriculum by 2026; annual development of localised units.	Co-design curriculum units with iwi and community partners. Integrate whakataukī, Whare Tapa Whā, and scientific inquiry into teaching practice. Provide ongoing professional development cycles for staff. Apply Governet resource guidelines concerning Hihira Weteoro and Rangaranga Reo ā Tā in your plans.”	Staff confidence and capability: Teachers are trained and confident in delivering the refreshed curriculum. Localised curriculum units: Authentic integration of iwi knowledge, whakataukī, and scientific inquiry. Student engagement and identity: Learners see themselves reflected in the curriculum, boosting motivation. Future-focused learning: Curriculum prepares students for both local responsibilities and global opportunities.	*Te Tiriti o Waitangi: Ensures Māori learners enjoy success as Māori, with curriculum reflecting identity, language, and culture.* *Education and Training Act 2020, Section 125 Regulation 7: Responds to national education priorities while embedding localised content.*

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Strategic Priority 3	Goal	Our Targets	Our Actions	Our Successes	Links with Te Tiriti and Education and Training Act 2020 Section 127, Regulation 7
Assessment for Equity and Wellbeing	**Develop culturally sustaining assessment practices that track progress in achievement, wellbeing, and identity.**	By 2028, all students will have progress tracked across Whare Tapa Whā dimensions alongside academic achievement.	Implement dual assessment systems: quantitative achievement data and qualitative student/whānau voice. Train staff in culturally responsive assessment practices. Report annually on both well-being and achievement outcomes. Incorporate government guidelines through the Aromatawai SMART assessment tool and the upcoming 'reporting to parents' framework within your plans.	Holistic tracking of progress: Achievement measured alongside wellbeing, identity, and belonging. Culturally sustaining assessment practices: Fair and responsive methods that value Māori perspectives. Student and whānau voice in reporting: Assessment outcomes co-owned, strengthening trust and transparency. Evidence-based improvement: Data informs teaching practice, resource allocation, and policy decisions.	***Te Tiriti o Waitangi:*** *Recognises holistic success measures for Māori learners.* ***Education and Training Act 2020, Section 125 Regulation 7:*** *Ensures fair, transparent, and equitable assessment practices.*

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Goal 1: Leadership

Our Goals:	Our Initiatives	Our Actions	Our Successes	Links with Te Tiriti and Education and Training Act 2020, Section 127, Regulation 7
Evidence-based planning and teaching for improvement and evaluation	Use evidence to plan and monitor aspects of the school's strategic improvement cycle, and are increasingly evaluating the effectiveness of strategies designed to improve learner outcomes.	Design and operation of a planning and evidence-based strategy to evaluate learner outcomes.	Learner understanding of Te Tiriti: Students articulate the significance of Te Tiriti in their learning and community. Cultural identity affirmed: Māori learners experience success as Māori, with their identity, language, and culture valued. Whānau partnership strengthened: Whānau voice is central in planning, monitoring, and evaluating outcomes. Curriculum integration: Te Tiriti principles are embedded across curriculum design and classroom practice. Equity and belonging: School culture reflects partnership, protection, and participation, ensuring fairness and inclusion.	***Te Tiriti o Waitangi**: Establishes the principles of partnership, protection, and participation, which underpin obligations to Māori learners and whānau.* ***Education and Training Act 2020 Section 125 Reg 7**: Requires boards to govern schools in line with national education priorities, ensuring policies and strategies uphold student rights and government expectations.*
Networks and relationships to support transitions & success	Build educationally-focused relationships with other education providers and community groups to support learner transitions and increase opportunities for learning and success	Engage with ECE to develop transition pathways into school, classroom and exit transition.	Smooth transitions: Learners move confidently from ECE into school and onwards to secondary. Whānau confidence: Families feel supported and included in transition pathways. Strong partnerships: Effective collaboration with ECE, kura, schools, and community groups. Expanded opportunities: Learners access wider cultural, vocational, and community learning pathways. Localised curriculum: Teaching reflects iwi knowledge, local contexts, and learner identity.	***Te Tiriti o Waitangi**: Partnership with iwi and whānau, protection of culture, participation in planning.* ***Education and Training Act 2020, Section 125 Reg 7**: Boards must set goals that reflect national priorities, ensure equitable access, and monitor effectiveness.*

			Equity upheld: learners experience success as Māori with fair, culturally sustaining pathways.	
Feedback and performance management for PLD	Use multiple sources of feedback, some performance management processes that are aligned with the school's strategic goals and are beginning to identify teachers' professional learning and development needs.	Professional growth cycle to be reviewed. Feedback and feed-forward system to be created to support performance management.	Multiple feedback sources: Teachers receive input from students, peers, whānau, and leaders to inform growth. Aligned performance management: Appraisal processes connect directly to school strategic priorities. Professional learning identified: Clear pathways for teacher PLD needs are recognised and acted upon. Improved teaching practice: Evidence-based feedback leads to stronger pedagogy and learner outcomes. Culture of reflection: Staff engage in ongoing self-review and collaborative improvement.	***Te Tiriti o Waitangi**: Partnership: Whānau and iwi voices shape feedback.* *Protection: PLD supports culturally sustaining pedagogy.* *Participation: Māori learners benefit from identity-affirming teaching.* ***Education and Training Act 2020, Section 125 Reg 7:*** *Strategic alignment: Performance management reflects national priorities.* *Equity & accountability: PLD ensures fair, effective teaching.* *Monitoring: Evaluation shows impact on learner outcomes.*

Goal 2: Curriculum

Our Goals:	Our Initiatives	Our Actions	Our Successes	Links with Te Tiriti and Education and Training Act 2020, Section 127, Regulation 7
Rich learning opportunities, confident delivery & foundational Skills	Learn across the breadth and depth of the NZC/TMoA. A focus on supporting learners to gain sound foundation skills, including literacy and mathematics. Build teacher capability to deliver the refreshed curriculum and strengthen foundational skills in literacy and numeracy.	Structured Literacy Structured Mathematics Provide professional learning and development for all staff. Curriculum leaders guide and mentor teachers.	All staff are trained and confident in curriculum delivery. Learners experience rich opportunities that build strong foundational skills. Teaching practice reflects modern, evidence-based approaches.	***Te Tiriti o Waitangi*:** Partnership with whānau in shaping learning priorities; protection of Māori knowledge in teaching. ***Education and Training Act 2020, Section 125*:** Strategic alignment of teacher capability with national curriculum priorities.

		Embed refreshed curriculum approaches consistently across classrooms.		
Localised Curriculum Design & Identity	The curriculum is to reflect local contexts, and/or builds on learners' experiences, knowledge and understanding.	Work alongside iwi to support the creation of an iwi Educational Strategic plan for implementation at kura.	Curriculum reflects local contexts and Māori knowledge. Learners see their identity, language, and culture embedded in learning. Engagement and achievement increase through relevant, authentic learning.	***Te Tiriti o Waitangi*:** Partnership and participation in curriculum design; protection of Māori language and culture. ***Education and Training Act 2020, Section 125*:** Curriculum goals reflect national priorities and uphold equity.
Evidence-Based Monitoring & Evaluation	Use school-wide assessment and evidence systems to track progress, engagement, and wellbeing, refining curriculum delivery.	Implement consistent assessment practices across the school. Collect both quantitative data and qualitative learner/whānau voice. Report outcomes transparently to Board and community.	Evidence informs teaching and professional learning. Learner progress and well-being are tracked holistically. Continuous improvement cycle embedded in practice.	***Te Tiriti o Waitangi:*** *Participation of whānau and iwi in evaluation; protection of Māori perspectives in assessment.* ***Education and Training Act 2020, Section 125:*** *Monitoring effectiveness of strategies to demonstrate impact on learner outcomes.*

Goal 3: Teaching and Learning

Our Goals:	Our Initiatives	Our Actions	Our Successes	Links with Te Tiriti and Education and Training Act 2020, Section 127, Regulation 7

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Evidence-Based and Differentiated Pedagogies	Evidence-based and differentiated teaching strategies to provide purposeful and well-paced learning opportunities. Ensure teaching practice is grounded in evidence and tailored to meet diverse learner needs.	Learning circles of evidence and differentiated pedagogies through staff hui. Use research-informed strategies across all classrooms. Differentiate teaching to support varied abilities, identities, and learning styles. Embed culturally sustaining pedagogy that affirms Māori learners.	Learners experience teaching that is responsive, equitable, and effective. Achievement improves across diverse groups, with reduced disparities. Teachers confidently apply evidence-based and differentiated approaches.	***Te Tiriti o Waitangi*: Protection of Māori knowledge and identity;** participation of Māori learners in shaping pedagogy. ***Education and Training Act 2020, Section 125*:** Boards ensure teaching aligns with national priorities and equity goals.
Supporting Parents and Whānau to Engage in Learning	Provide relevant and useful support and resources to parents and whānau so they can work in partnership in their child's learning, progress and pathways.	Provide accessible communication and learning workshops for whānau. Co-design strategies with iwi and community partners. Actively include whānau voice in teaching and learning decisions.	Parents and whānau feel confident and included in supporting learning. Stronger home-school partnerships improve learner engagement and achievement. Whānau voice shapes curriculum and teaching practice.	***Te Tiriti o Waitangi*: Partnership with whānau/iwi:** participation in decision-making; protection of Māori perspectives. ***Education and Training Act 2020, Section 125*:** Strategic goals reflect national priorities and community engagement.
Effective Additional Supports	Provide targeted supports to ensure all learners can access and succeed in learning. Learners needing additional support are identified and provided with relevant, individualised and effective support to learn and progress at an appropriate pace. Those who are succeeding continue to be challenged and extended.	Review Mauri ora plans Identification of needs system created through Hero Acceleration through learning opportunities Identify learners needing additional support through data and teacher observation. Deliver tailored interventions (academic, cultural, well-being).	Learners receive timely, effective support that meets their needs. Equity gaps reduce as all learners access opportunities for success. School systems ensure accountability and continuous improvement in support provision.	***Te Tiriti o Waitangi*:** Protection of Māori learners' rights to succeed as Māori; partnership with whānau in support planning. ***Education and Training Act 2020, Section 125*:** Boards monitor the effectiveness of strategies to demonstrate impact on learner outcomes.

		Collaborate with external agencies and specialists where needed.		

Goal 4: Professional Capability and Collective Efficacy

Our Goals:	Our Initiatives	Our Actions	Our Successes	Links with Te Tiriti and Education and Training Act 2020, Section 127, Regulation 7
Collaborative and Culturally Sustaining Practice	Teachers regularly work collectively in planned ways, such as modelling, observing and providing constructive feedback to inquire into targeted aspects of their teaching practice to support learner progress and achievement. Strengthen teaching practice through collective approaches that embed Māori values and whānau voice.	Teacher-to-teacher system with evidence of support documented Establish professional learning communities, mentoring, and observation cycles. Actively include whānau and iwi perspectives in teacher development. Embed culturally sustaining pedagogy across all classrooms. \\	Teachers improve practice through collaboration and reflection. Māori learners experience success as Māori. Whānau feel valued and included in shaping teaching practice.	***Te Tiriti o Waitangi*:** Partnership with whānau/iwi; protection of Māori knowledge; participation of Māori learners. ***Education and Training Act 2020, Section 125*:** Boards ensure performance management supports national priorities and equity.
Building Expertise, Innovation, and Wellbeing	Use relevant internal and external expertise to support capability building, improvement and innovation. Develop teacher capability to drive improvement, innovation, and sustain professional wellbeing.	Provide targeted PLD aligned with strategic priorities. Encourage innovation in curriculum design, digital learning, and sustainability. Support teacher wellbeing and resilience through holistic frameworks (e.g., Whare Tapa Whā).	Staff capability grows in both foundational skills and innovative practice. Teaching reflects evidence-based and future-focused approaches. Teachers thrive in a supportive, resilient professional culture.	***Te Tiriti o Waitangi:** Partnership with iwi/whānau in curriculum innovation; protection of Māori perspectives; participation in shaping learning.* ***Education and Training Act 2020, Section 125:** Strategic planning ensures teacher capability aligns with national education priorities.*

Evidence-Based Improvement and Accountability	Use data and evidence to monitor progress, refine practice, and ensure equity. Leaders and teachers are beginning to collect, analyse, and interpret data, including seeking Māori learners and whānau voices, to make evidence-based decisions for school improvement.	Data to be collected and added to HERO to be analysed and interpreted for a shared approach and information sharing for different audiences. Whanau voice collected for school improvements through various sources and opportunities	Evidence informs teaching and professional learning. Continuous improvement cycle embedded in practice. Equity and accountability are demonstrated through transparent reporting.	***Te Tiriti o Waitangi:*** *Participation of whānau/iwi in evaluation; protection of Māori perspectives in assessment.* ***Education and Training Act 2020, Section 125:*** *Boards monitor the effectiveness of strategies to demonstrate impact on learner outcomes.*

Goal 5: Inclusion and Wellbeing

Our Goals:	Our Initiatives	Our Actions	Our Successes	Links with Te Tiriti and Education and Training Act 2020 Section 127 Regulation 7
Learner Voice and Agency in Wellbeing	Empower learners to actively shape wellbeing programmes and policies, ensuring their voices guide school practice.	Establish student wellbeing councils or forums. Collect regular learner feedback through surveys, hui, and focus groups. Co-design wellbeing initiatives with learners, embedding their ideas into programmes.	Learners feel heard, valued, and included in wellbeing decisions. Wellbeing programmes reflect learner priorities and needs. Increased engagement and ownership of wellbeing initiatives across the school.	***Te Tiriti o Waitangi*:** Participation of Māori learners in shaping wellbeing; partnership with whānau/iwi to support learner voice. ***Education and Training Act 2020, Section 125***: Boards must ensure strategic goals reflect learner needs and monitor the effectiveness of wellbeing strategies.
Inclusive Digital and Future-Focused Access	Ensure equitable access to digital tools and future-focused learning opportunities for all learners.	Provide devices, connectivity, and digital literacy support to all learners. Integrate digital tools into teaching and wellbeing programmes. Embed future-focused learning (STEM, sustainability, global citizenship) into curriculum and wellbeing initiatives.	All learners, regardless of background, can participate fully in digital and modern learning environments. Digital inclusion reduces barriers to engagement and achievement. Learners develop skills for both local responsibilities and global opportunities.	***Te Tiriti o Waitangi*:** Partnership with iwi/whānau to ensure equitable access; protection of Māori learners' rights to succeed in digital contexts. ***Education and Training Act 2020, Section 125*:** Boards must ensure strategic goals promote equity and access to modern learning opportunities.

Transitions and Pathways Support	Provide targeted support for learners during key transitions to ensure continuity of wellbeing and achievement.	Develop transition programmes for learners entering school, moving year levels, or preparing for secondary/tertiary pathways. Partner with whānau, iwi, and community organisations to support transitions. Track learner wellbeing and achievement during transitions to identify needs early.	Learners experience smooth, supported transitions with reduced anxiety and barriers. Continuity of well-being and achievement is maintained across learning stages. Pathways support ensures learners are prepared for future opportunities.	***Te Tiriti o Waitangi*:** Partnership with whānau/iwi in transition planning; protection of Māori learners' identity and continuity of success. ***Education and Training Act 2020, Section 125***: Boards must monitor the effectiveness of strategies to demonstrate impact on learner outcomes and pathways.

Goal 6: Stewardship, Governance and Evaluations for Improvement

Our Goals:	Our Initiatives	Our Actions	Our Successes	Links with Te Tiriti and Education and Training Act 2020, Section 127, Regulation 7
Board Membership and Collaboration	The Board partners with mana whenua, iwi, whānau, and the wider community to shape a shared vision and lead priorities that ensure learner wellbeing, achievement, and equity, upholding collective responsibility for success.	Retain Board members who reflect the diversity of the school community. Provide induction and ongoing training to build governance capability. Establish regular hui and consultation processes with iwi and whānau. Foster collaborative relationships between the Board, staff, and community stakeholders.	Board membership reflects the community's diversity and values. Strong partnerships with iwi and whānau inform governance decisions. Collaboration builds trust and shared responsibility for learner success.	***Te Tiriti o Waitangi:*** *Partnership with iwi and whānau in governance; protection of Māori identity and knowledge; participation of Māori communities in decision-making.* ***Education and Training Act 2020, Section 125:*** *Boards must set strategic goals that reflect national priorities and community engagement.*

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Board Performance and Accountability	Strengthen Board capability, performance, and accountability to ensure effective stewardship and alignment with national priorities.	Ensure transparent reporting to whānau, community, and the Ministry of Education. Align Board decisions with strategic priorities and equity outcomes.	The board demonstrates strong governance capability and accountability. Decisions are transparent, evidence-based, and culturally responsive. Governance supports equity, well-being, and continuous improvement.	***Te Tiriti o Waitangi*:** Partnership ensures Māori perspectives are embedded in governance performance; participation of Māori communities in accountability processes. ***Education and Training Act 2020, Section 125*:** Boards must monitor the effectiveness of strategies and demonstrate impact on learner outcomes.
Evidence-Driven School Improvement	Embed cycles of evaluation and evidence to drive continuous school improvement and organisational effectiveness.	Collect and analyse data on learner achievement, wellbeing, and engagement. Use evidence to refine policies, programmes, and governance decisions. Report outcomes transparently to the Board, whānau, and community. Align organisational conditions (resources, systems, policies) with improvement priorities.	Evidence consistently informs governance and school improvement. Continuous improvement cycle embedded in the Board and school practice. Organisational conditions support equity, wellbeing, and learner success.	***Te Tiriti o Waitangi:*** *Partnership with iwi and whānau in evaluation; protection of Māori perspectives in evidence use; participation of Māori learners and communities in improvement cycles.* ***Education and Training Act 2020, Section 125:*** *Boards must monitor the effectiveness of strategies, evaluate impact, and ensure accountability for improvement.*