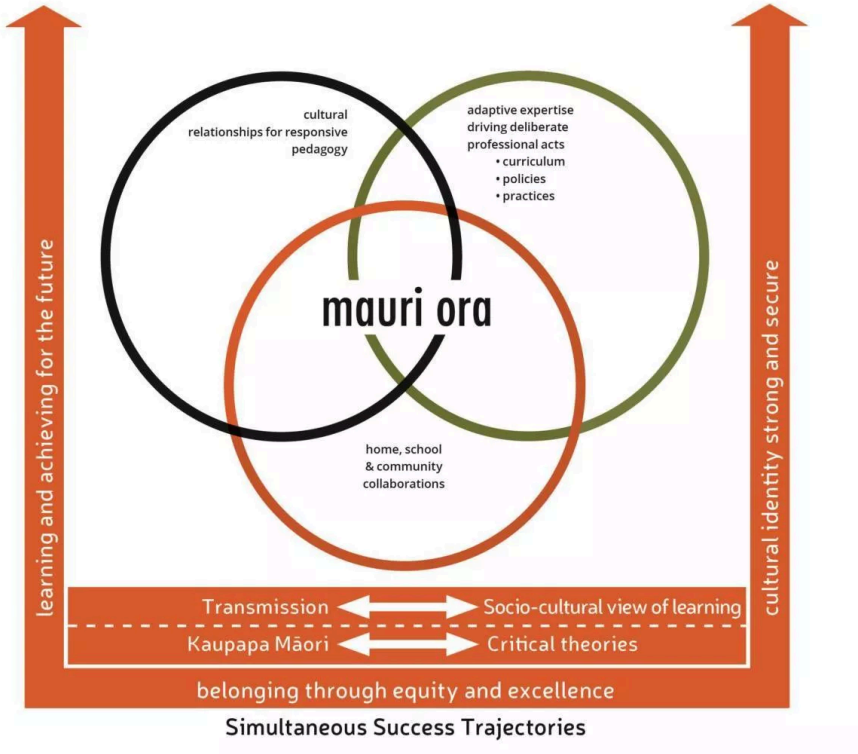
Marton Junction School 2396
Strategic Plan 2023-2025 This is a iterative plan that is constantly being reviewed and will develop accordingly



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 authroity, autonomy, self- determination. Taonga: Active protection, development- Māori knowledges, 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.		

Kahui Ako Achievement Challenges

Achievement Challenge 1: Building Teacher and Learner Efficacy
Achievement Challenge 2: Developing and strengthening cultural revitalisation.
Achievement Challenge 3: Developing our localised curriculum through place based learning.

2023- 2025

2023 Annual Improvement Plan	Actions	Review
Critical Contexts for Change Ako: Critical contexts for change - three critical contexts for change: cultural relationships for responsive pedagogy adaptive expertise driving deliberate professional acts, and	**Critical Contexts for Change** Ensure kaiako have the opportunity to explore their awareness of bias and low expectations, and how these impact learners/ākonga, staff and whānau. -Adaptive expertise driving deliberate professional	Pedagogical Growth Tool - Poutama Pounamu (PLD) to support courageous conversations. Everyone collected whānau voice around

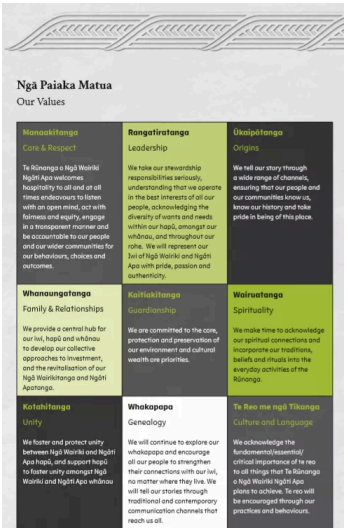
home, school and community collaborations. Collect evidence through using 'Rongohia te Hau' tool in term 1. Use data collected to develop an action plan and implement. Poutama Pounamu tool. Barrier free access to learning.	acts: Revise the schools SMILE values and re-align with the Mauri Ora pathways and Te Whare Tapa Whā. Use student, kaiako, whānau and mana whenua voice to guide the redesign. -----Courageous conversations from the data that we will obtain using Rongohia te hau. (internal self review and evaluation.) -Using the Aotearoa Histories to unpack internal bias. Board to provide stationery for each student to support greater equity.	aspirations for their tamariki at the mid year conferences. Classes used the Te Whare Tapa Wha framework and Mauri Ora plans as a foundation. All classes implement their Mauri Ora plans in different ways but all gather similar information and have a good understanding of their learners. Stationery lists were given to all students
Te Tiriti Link: **Kahui Ako Achievement Challenge Link:** **NELPS:**	**Articles:** 1- Good Governance, 3- Ngā Tikanga katoa rite tahi (All the rights) **Achievement Challenge 1:** Building Teacher and Learner Efficacy **Achievement Challenge 2:** Developing and strengthening cultural revitalisation. **Objective: Learner at the Centre 1** Priorities 1 and 2 **Objective: Barrier Free Access 2**- Priority 3	
Mauri Ora Pathways Further develop our Mauri Ora Pathways with our learners and whanau to ensure high aspirations for all tamariki. The Mauri Ora Pathway will respond to their needs and ensure cultural identity is strong and secure.	**Mauri Ora Pathways** Hui with whanau and students and talk to them about their aspirations and these will be included in their Mauri Ora Pathways Plans. Within their Mauri Ora pathways plan we cater for their needs within Te Whare Tapa Wha and their personal academic progress. Work with whānau and Pacific families and families with additional learning needs to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work with them to address these. Interweave this feedback to the strategic level, what we need to identify our theory of change.	Mauri ora Plan Cultural practice, kapahaka, siva and kapahaka
Te Tiriti Link: **Kahui Ako Achievement Challenge Link:** **NELPS:**	**Articles:** 1- Good Governance, 3- Ngā Tikanga katoa rite tahi (All the rights) **Achievement Challenge 1:** Building Teacher and Learner Efficacy **Achievement Challenge 2:** Developing and strengthening cultural revitalisation. **Objective: Learner at the Centre 1**- Priorities 1 and 2 **Objective: Barrier Free Access 2**- Priority 3	
Ensure every learner/ akonga gains sound foundation skills, including literacy and numeracy.	Structured Literacy and Te Reo Matatini Ensure cultural identity is strong and secure - tamariki to identify themselves within the text.	Te Reo Matatini- TWK are following the scope and sequence. Search for PLD to continue our kaiako on their

	Strength the communication, problem siolving, critical thinking and interpersonal skills. What do whanau want for our Māori want in learning English? Generating a balance- culturally secure.	journey. All of our students are confident in who they are and from whom they descend. Pepeha/ mihimihi. As Māori in TWK they want a pathway from year 9 onwards in Te Reo/ Te Ao Māori
Te Tiriti Link: **Kahui Ako Achievement Challenge Link:** **NELPS:**	**Articles:** 3- Ngā Tikanga katoa rite tahi (All the rights) **Achievement Challenge 1:** Building Teacher and Learner Efficacy **Objectives: Barrier Free Access 2**- Priority 4	
Understanding the Learning Progressions as a school community- whanau, staff and students.	Learning progressions- how do we know what we want if we don't know what it could be? Hui with a few whanau to unpack the Learning progressions and how we can best support whanau in understanding these. How can learning experiences be identified to support aspirations for our tamariki. What is sufficient progress? What are we expecting to see in a term etc.	What does sufficient progress look like in Literacy? Working within the expected curriculum levels for year levels. Mathematics: Numeracy levels. Covering the strands.
Te Tiriti Link: **Kahui Ako Achievement Challenge Link:** **NELPS:**	**Articles:** 3- Ngā Tikanga katoa rite tahi (All the rights) **Achievement Challenge 1:** Building Teacher and Learner Efficacy **Objectives: Barrier Free Access 2**- Priority 4	
Rongohia te hau -cultural relationships which inform responsive pedagogy -development of an implementation plan This will inform our puna rangahau kaiako best evidence practice for all of our learners.	Use Rongohia te Hau to collate the results. Use this information to create an implemenbtation plan. Identify area of need within this survey to support our teaching practice.	Due to lack of funding we are unale to continue working with Poutama Pounamu to implement Rongohia Te Hau. This tool gives us great feedback and feed forward so we will explore other avenues to get funding to implement this.
Te Tiriti Link: **Kahui Ako Achievement Challenge Link:** **NELPS:**	**Articles:** 1- Governance, 2- 2- Tino Rangatiratanga (Independence and Protection) Taonga **Achievement Challenge 1:** Building Teacher and Learner Efficacy **Achievement Challenge 2:** Developing and strengthening cultural revitalisation. **Achievement Challenge 1:** Developing our localised curriculum through placed based learning. **Objectives: Quality Teaching and Leadership 3-** Priority 5	
Work with School Docs to include NELPS in policies.	Collaborate with School Docs to ensure Marton Junction School's policies allign with NELP Priority	As a board, staff and community, during the review process ensure that our policies align with the

-what does safe and inclusive look like? NELP objective Priority 1:	1.	NELPs.
Te Tiriti Link: **Kahui Ako Achievement Challenge Link:** **NELPS:**	**Articles:** 1- Governance, 2- Taonga (Active protection), 3- Nga tikanga katoa rite tahi (All the rights) **Achievement Challenge 1:** Building Teacher and Learner Efficacy **Objectives: Quality Teaching and Leadership 3** Priority 5	
Align the mission statement, Mauri Ora, and the Graduate Profile is the evidence of it working. Mauri Ora plans and integrations of the Learning Progressions.	Work with whanau and tamariki to unpack our Mauri Ora plans and how they connect to our mission statement and paving a way forward by collaboratively creating our Graduate Profile.	Our Mauri Ora plans are actively implemented in all of our classrooms. Based on the Te Whare Tapa Wha model they ensure we understand our akonga and their needs and circumstances.
Te Tiriti Link: **Kahui Ako Achievement Challenge Link:**	**Articles**	
Connections with Mana Whenua Build relationships with Mana Whenua, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori Nga Wairiki Ngati Apa and our Localised Curriculum. Nga marae, nga purakau, nga waiata, nga haka. Aotearoa NZ histories. Did we uphold the Mana of Nga Wairiki Ngati Apa to become a Kura a iwi?	Work with Nga Wairiki Ngati Apa to ensure: - we are upholding Te Reo me ona Tikanga of the Mana Whenua within our Kura. -we are using nga kōrerō of Nga Wairiki Ngati Apa to develop our Aotearoa NZ histories. Further explore the idea of becoming a Kura a Iwi.	We are activedly engaged with Nga Wairiki Ngati Apa.
Te Tiriti Link: **Kahui Ako Achievement Challenge Link:** **NELPS:**	**Articles:** 1- Governance, 2- Tino Rangatiratanga (Independence and Protection) Taonga, 3- Ngā Tikanga katoa rite tahi (All the rights),4- Honouring Māori spritual laws, practices **Achievement Challenge 1:** Building Teacher and Learner Efficacy **Achievement Challenge 2:** Developing and strengthening cultural revitalisation. **Achievement Challenge 3:** Developing our localised curriculum through placed based learning. **Objectives: Quality Teaching and Leadership 3** Priority 5 **Objectives: 3** Priority 5 and 6	
Careers Pathways Develop pathways for students to explore their future career aspirations making connections with their work today and their career pathways.	-Create programmes where our students can inquire about any career aspirations they may have. - Break down ethnic and gender stereotypes around career pathways, -Collaborate with the community career professionals to come in and introduce their career	

	journey with the students.	
Te Tiriti Link: **Kahui Ako Achievement Challenge Link:** **NELPS:**	**Articles:** 1- Governance, 2- Tino Rangatiratanga (Independence and Protection) Taonga, 3- Ngā Tikanga katoa rite tahi (All the rights), **Achievement Challenge 2:** Developing and strengthening cultural revitalisation. **Achievement Challenge 3:** Developing our localised curriculum through placed based learning. **Objectives: 4 Future of Learning and Work** Priority 7	
Support staff to strengthen teaching, leadership and learner support capability across the education workforce.	Staff work collaboratively on their Profession Growth Cycles. Use Niho Taniwha model to guide inquiries. Poutama Pounamu to guide us using the Observation Tool to support our Growth Cycles. Identify. Engage with agencies for our students who need extra support with their learning.	
Te Tiriti Link: **Kahui Ako Achievement Challenge Link:** **NELPS:**	**Articles:** 1- Governance, 2- Taonga (Active protection), 3- Nga tikanga katoa rite tahi (All the rights) **Achievement Challenge 1:** Building Teacher and Learner Efficacy **Achievement Challenge 2:** Developing and strengthening cultural revitalisation. **Achievement Challenge 3:** Developing our localised curriculum through placed based learning. **Objective: Quality Teaching and Leadership 3** Priority 6	

Link to Te Tiriti Provision	**Achievement Challenges Kahui Ako**	**Nga Wairiki Ngati Apa**	**Governance Actions**

			**Review Policies around racism, discrimination and bullying** Create a safe and inclusive culture where diversity is valued and all learners and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong. -The Board development of policies and procedures are closely informed by Rongohia Te Hau, puna rangahau.
			Review Policies around Equity, Excellence and Belonging Ensure disabled learners and staff, those with learning support needs, gifted learners, and neurodiverse learners are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective. Where possible, reduce non-fee costs, including costs associated with BYOD2 policies, and take advantage of policies to reduce financial dependence on families and whānau.