# Marton Junction School - Annual Strategic Plan 2024

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

## School Mission

***Ka Tu, Ka Tae, Ka Manawanui. Our aspiration for our tamariki, whānau and community is to collectively tautoko, awhi and create moments of Mauri ora. Our kura values and implements Te Whare Tapa whā/Well being philosophy which supports whanau aspirations, kura values and cultural pedagogy. Mauri ora.***

## Our process

We have interweaved the following guiding documents into our Strategic Plan 2024, Kāhui Ako Achievement Challenges, Te Tiriti o Waitangi, Nation Education Learning Priorities, alongside Poutama Pounamu, Rongohia te Hau, gathered community voice (iwi, hapū, whānau, and kaiwhakaako) to inform future aspirations and next steps.

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## Kahui Ako Achievement Challenges- 2021 SRCoL Strategic Plan

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| **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. |

## Te Tiriti o Waitangi

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|---|---|---|
| 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<br>Self determination |
| Tino Rangatiratanga: Māori authority, autonomy, self- determination.<br>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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# Marton Junction School - Annual Strategic Plan 2024

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

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| 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.<br>Play, sport and physical activity is accessible to all tamariki. |

## National Education and Learning Priorities in Schools and 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 : Objective 1 LEARNERS AT THE CENTRE with their whānau are at the centre of education | NELP : 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 | NELP : 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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## Goal 1: All akonga will reach their full potential in their learning.

| Objective | Action | Responsibility | What will be different | Links with Te Tiriti, NELPS and Kahui Ako Achievement Challenges | Result |
|---|---|---|---|---|---|
| Development of the localised curriculum through our work with Nga Wairiki, Ngati Apa, whānau and community. | Focus on Aotearoa Histories curriculum<br>Shared decision making with whānau, hapū and iwi.<br>Opportunities of learning iwi and hapū history for staff through PLD | Principal, Teaching Staff, Kāhui Ako | Explicit teaching of the history of Nga Wairiki Ngati Apa and relevance to Aotearoa History. | Te Tiriti- article 1 Kāwanatanga, article 2 Tino Rangatiratanga<br>NELP- Priorities 2,3,5,7<br>Kāhui ako achievement challenge 1,2,3 | Beginning draft of Localised curriculum<br>Shared decision making and strong partnerships between akonga, kaiako, whānau, hapū and iwi.<br>Teachers confident in local history (PLD) |
| Reflection 1 | As a staff we undertook PLD training with Mike Paki from Nga Wairiki Ngati Apa. | Principal, Teaching Staff, Kāhui Ako | Kāhui ako PD- Purakau for kura implementation. | Kāhui Achievement Objective 2: Developing and strengthening cultural revitalisation. | In progress. PD provided by Kāhui ako leadership and Nga Wairiki Ngati Apa - Purakau. |
| Assessment methods will be reviewed, adapted, strengthened and refined across the school. | In conjunction with staff all assessments will be looked at and why we do them. Creating opportunities to moderate assessment tools and their relevance to akonga. | Principal and Staff | Generating an assessment schedule for Maori and English mediums. | Te Tiriti- article 3 Ngā tikanga katoa rite tahi (All the rights)<br>NELP- Priorities 2,3,4,6<br>Kāhui ako achievement challenge 1, and 3 | Implemented assessment schedule that reflects akonga . Learning relevance in Maori and English medium.<br>Moderation across the Kahui Ako for consistency in generating teacher judgements.<br>Hero Reporting Plan<br>Hero Plan 2024 |
| Reflection 2 | Term 1 decision was made to use PACT for term 2 and also look at implementing eAstle for English Medium. | Next steps: Moderating internally and externally with other schools. | Generating an assessment schedule for Maori- will be our next steps to support Beryl. Currently using English maths assessments for maths. | NELP- Priorities 2,3,5,7 | Have completed onboarding for the Hero SMS system. Staff are already finding the change to be beneficial. |

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| Development of a co-inquiring process which responds to the needs, strengths, aspirations and identity of akonga. | Teachers work alongside akonga and whānau to create an inquiry process which is relevant and authentic to individualised Mauri Ora Plans.<br><br>Explore Niho Taniwha Rongohia te hau feedback implementation. | Principal, Staff, whānau and students | Curriculum coverage and children being challenged in inquiry thinking. Children taking more ownership for their learning. | Te Tiriti- article 3 Ngā tikanga katoa rite tahi (All the rights)<br>NELP- Priorities 2,3,4,6<br>Kāhui ako achievement challenge 1, and 3 | A co constructed inquiry process and model that is reflective, relevant and authentic to akonga and kaiako.<br>We will have created a draft whole school enquiry model using Te Whare Tapa Wha, Niho Taniwha and Mauri Ora concepts/ |
| Reflection 3 | Mauri ora plans have been developed across each class and these will be used as part of our parent/ student/teacher conferences. | Principal, Staff, whānau and students | Deeper understanding and growth and understanding by akonga and whānau. Clear expectations and communication. | Te Tiriti- article 1 Kāwanatanga, article 2 Tino Rangatiratanga NELP- Priorities 1,2,3,5,7 | Clear expectations, roles and responsibilities and pathways for akonga, whānanu and kaiako. |
| All students' individual learning needs are identified and supported. | Teachers work with students on their learning and prioritising next steps and needs using our Mauri Ora Plans as a foundation.<br><br>Rongohia te Hau feedback reflection. | Senco, Teaching Staff and Principal | All children understand and know what their learning is about and what their next steps are.<br><br>Whānau will understand their child/children's learning needs and next steps with deeper meaning. | Te Tiriti- article 1 Kāwanatanga, article 2 Tino Rangatiratanga, article 3 Ngā tikanga katoa rite tahi (All the rights), article 4 Ngā whakapono katoa, Te ritenga Māori<br>NELP- Priorities 1,2,3,4,7<br>Kāhui ako achievement challenge 1 and 2. | Individualised Mauri Ora Plans updated<br><br>Whanau engagement and in depth understanding.<br><br>Whānau learning events.<br><br>Children have explicit skills and strategies to identify, unpack and understand their learning requirements and next steps. |

# Marton Junction School - Annual Strategic Plan 2024

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| Reflection 4 | Mauri ora plans established and next steps generated. Term 1 IEP completed with whanau of target students. IEP and Mauri ora plans reviewed and readdressed in term 3 or when objectives are needing to be revisited. | Senco, Teaching Staff and whanau. | Extension of whānanu led objectives or relevant evidence needing addressing. Mauri ora plans reflect individual needs and revisited when needed. | Te Tiriti- article 1 Kāwanatanga, article 2 Tino Rangatiratanga<br>NELP- Priorities 2,3,5,7<br>Kāhui ako achievement challenge 1,2,3 | Working Mauri ora documentation. Evidence collected. |

## Goal 2: To have strong engagement between home, school and the community in order to support akonga.

| Objective | Action | Responsibility | What will be different | Links with Te Tiriti, NELPS and Kahui Ako Achievement Challenges | Result |
|---|---|---|---|---|---|
| Engage with whanau early Term 1 for our target students to generate and gather aspirations for individualised Mauri Ora plans. | Teachers meet with whanau to generate a level of understanding around the needs of akonga.<br><br>Rongohia te hau feedback implementation. | Principal and Staff | Consistent updates and tracking of student progress through documentation.<br><br>Scheduled and regulated Mauri Ora hui with whanau | Te Tiriti- article 1 Kāwanatanga, article 2 Tino Rangatiratanga, article 3 Ngā tikanga katoa rite tahi (All the rights), article 4 Ngā whakapono katoa, Te ritenga Māori<br>NELP- Priorities 1,2,3,4,7<br>Kāhui ako achievement challenge 1 and 2. | Target students identified, needs, aspirations and additional support/service identified alongside whanau through Mauri Ora Plans.<br><br>Partnerships established between akonga, kaiako and whānau. |
| Reflection 1 | Having a whanau hangi night was a positive way to pull whanau into the school and allow them to feel a part of this environment. | Principal, Teaching Staff, FOTS Committee and whanau. | FOTS committee established and extended our wider kura community. Establishing relationships. | Te Tiriti- article 1 Kāwanatanga, article 2 Tino Rangatiratanga, article 3 Ngā tikanga katoa rite tahi (All the rights), article 4 Ngā whakapono katoa, Te ritenga Māori<br>NELP- Priorities 1,2,3,4,7 | Whanau are confident to be in our school environment and this is evident with their involvement in our FoTs fundraising team. |

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# Marton Junction School - Annual Strategic Plan 2024

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| | | | | Kāhui ako achievement challenge 1 and 2. | |
| To establish the use of Hero as an ongoing reporting and communication tool between home and school. | To have PLD to upskill staff on the use of Hero as an SMS system.<br><br>Implementation of app access for whānau to be connected and to be of regular use. | Board, Principal and Staff | Across the school Hero will be used to post work and comment on achievement. Parents will get regular real time progress and work displays. | Te Tiriti- article 1 Kāwanatanga, article 3 Ngā tikanga katoa rite tahi (All the rights)<br>NELP- Priorities 2,6,7<br>Kāhui ako achievement challenge 1 | Instant reporting and communication on a professional platform for akonga, kaiako and whanau.<br>Hero Plan 2024<br><br>All whanau connected/access to Hero app |
| Reflection 2 | Hine, Wendy and Vanessa did the onboarding training and then Hine lead the staff during a call back day in the holidays around the use of Hero. | Principal and Staff | Hero system implemented and software personalised to kura. | NELP- Priorities 2,6,7<br>Kāhui ako achievement challenge 1 | Term 1 will see us master these areas first.<br>Daily attendance, pastoral, daily notices, behavioural records, medical notes and introducing whanau to Hero. |
| Explicit learning opportunities for whānau to make informed, meaningful, and explicit aspirations to support, design and deliver education that responds to their needs, and sustains their identities, languages and cultures. | Whanau have opportunities to engage in the learning of our akonga. (Open classroom events, Whānau Hui)<br><br>Whanau learning/informative events on explicit and relevant learning. (Staff or Guest speaker led events)<br><br>Generate regular survey monkeys to gather whanau voice. | Principal, Staff and Whanau | Explicit opportunities for whānau to engage in PLD to strengthen learner/whānau support capability. | Te Tiriti- article 1 Kāwanatanga, article 2 Tino Rangatiratanga, article 3 Ngā tikanga katoa rite tahi (All the rights), article 4 Ngā whakapono katoa, Te ritenga Māori<br>NELP- Priorities 1,2,3,4,7<br>Kāhui ako achievement challenge 1. | Whānau are well informed. Whānau have high aspirations for akonga and are supported by partnerships.<br><br>Opportunities of regular feedback from whānau through surveys.<br><br>High expectations- Greatness is achieved by those who greatness is expected -Oscar Wilde |

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| Reflection 3 | In progress. | | | | |

## Goal 3: To recognise diversity in the school in a way that promotes learning and creates a sense of belonging for all.

| Objective | Action | Responsibility | What will be different | Links with Te Tiriti, NELPS and Kahui Ako Achievement Challenges | Result |
|---|---|---|---|---|---|
| To strengthen knowledge of Te Reo across the school | Updated Enrolment form- including pepeha. | Principal and Staff | Children and staff will be able to use Te Reo within the class / playground and become more prevalent in its use. | Te Tiriti- article 1 Kāwanatanga, article 2 Tino Rangatiratanga, article 3 Ngā tikanga katoa rite tahi (All the rights), article 4 Ngā whakapono katoa, Te ritenga Māori<br>NELP- Priorities 1,2,3,4,7<br>Kāhui ako achievement challenge 1. | Parents and whānau will feel acknowledged and pepeha upheld from the moment of enrolment.<br><br>Kaiako and tamariki will feel encouraged with the use of Te Reo Māori with its frequency in all environments. |
| To recognise and celebrate the origins of all our akonga. | To actively take an interest in where our students come from and their background.<br><br>Aotearoa Histories curriculum | Teaching staff | That all students will feel pride in their background as well as celebrate and recognise where they come from e.g Cultural day and Celebrations. | Te Tiriti- article 1 Kāwanatanga, article 2 Tino Rangatiratanga, article 3 Ngā tikanga katoa rite tahi (All the rights), article 4 Ngā whakapono katoa, Te ritenga Māori<br>NELP- Priorities 1,2,3,4,7<br>Kāhui ako achievement challenge 1 and 2. | Opportunities of integrated learning to recognise and celebrate cultural origins of learners.<br><br>Intentional planning and opportunities of cultural lead learning by akonga and whānau. |

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| To promote a safe environment for all. | To teach programmes to encourage diversity and acceptance.<br><br>Mauri ora spaces will be provided for social and emotional regulation.<br><br>Zones of Regulation to be implemented across all classrooms. | Principal and Staff | Akonga will feel cared for and safe to express identified emotions for supported regulation.<br><br>Consistent Zones of Regulation programme throughout kura. | Te Tiriti- article 2 Tino Rangatiratanga, article 3 Ngā tikanga katoa rite tahi (All the rights), article 4 Ngā whakapono katoa, Te ritenga Māori<br>NELP- Priorities 1,6<br>Kāhui ako achievement challenge 1. | Akonga will be able to identify explicit emotions and implement strategies and identify safe spaces for regulation.<br><br>School wide Emotional regulation programme.<br><br>Through Mauri Ora planning the needs are identified. The relevant outside services will be accessed by SENCO and classroom teachers. |

## Goal 4: That Marton Junction School is a sustainable and well-resourced environment that enhances learning and promotes eco consciousness.

| Objective | Action | Responsibility | What will be different | Links with Te Tiriti, NELPS and Kahui Ako Achievement Challenges | Result |
|---|---|---|---|---|---|
| Marton Junction School will engage in the principles of Para Kore. | Staff and students to engage in the wananga.<br><br>Students and staff to create a system to implement Para Kore throughout kura. | Principal, Staff, Para Kore Mentor | Staff and students will be well versed in the Te Ao Maori lens for nurturing our environment.<br><br>Systems will be developed and implemented to support Para Kore vision of zero-waste and sustainability. | Te Tiriti- article 4 Ngā whakapono katoa, Te ritenga Māori<br>NELP- Priorities 5,7<br>Kāhui ako achievement challenge 1,2,3 | Te Ao Maori lens to support Enviroschools.<br><br>Active kura, whānau and wider community awareness about long term sustainability of zero waste.<br><br>Community partnerships<br>Generational awareness and knowledge of active sustainability and traditional practices. |

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| Reducing the amount of waste that Marton Junction School sends to the landfill. | Rubbish audit.<br>Making teacher resource selection that supports long term sustainability and low waste.<br><br>Whanau PD to support reducing waste within home and kura. | Principal, Staff and Whānau | Healthier lunch choices.<br><br>Education within the home.<br><br>Community partnerships | Te Tiriti- article 3 Ngā tikanga katoa rite tahi (All the rights), article 4 Ngā whakapono katoa, Te ritenga Māori<br>NELP- Priorities 5,6,7<br>Kāhui ako achievement challenge 1 and 2. | General waste is reduced by half.<br><br>Extended whānau and community awareness of the importance of reducing waste. |
| Identifying and resourcing spaces around the school to be used to their full potential. | Expanding our orchard.<br>Maintaining our gardens.<br>Restore our ngahere for pollination.<br>Create natural and calming spaces. | Principal, Staff and Whānau | Providing food for future generations.<br>Using spaces to cater for diverse needs. | Te Tiriti- article 3 Ngā tikanga katoa rite tahi (All the rights), article 4 Ngā whakapono katoa, Te ritenga Māori<br>NELP- Priorities 5,6,7<br>Kāhui ako achievement challenge 1 and 2. | Extended orchard.<br>Restored Ngahere and small eco systems.<br>Calming, natural and sensory spaces for neurodiversity.<br>Mauri ora spaces. |

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**Goal 5: Hauora Focus- Create a positive and supportive school culture that celebrates identity, empowers learning, values Hauora and promotes a sense of belonging.**

| Objective | Action | Responsibility | What will be different | Links with Te Tiriti, NELPS and Kahui Ako Achievement Challenges | Result |
|---|---|---|---|---|---|
| Implement career education to encourage learning strategies and prepare for lifelong learning | Students to learn strategies that will equip them to plan and manage their learning and **career** pathways at and beyond **school** | Principal, Staff, Community members, Outside services | Students explicitly taught kura wide skills and strategies of career pathways. | Te Tiriti- article 1 Kāwanatanga, article 2 Tino Rangatiratanga.<br>NELP- Priorities 1,2,5,7<br>Kāhui ako achievement challenge 1. | Discovery, understanding and value of skills to lead into career pathways.<br><br>Supporting akonga ownership and empowerment of learning. Setting up life long skills to create self management and future pathways of success. |
| Transitioning of SMILE Values to support Te Whare Tapa Whā/Well Being Health Model | Whānau education around Te Whare Tapa Whā and its implementation within the Kura.<br><br>Planning and outcomes implemented to transition SMILE values alongside the philosophy of creating moments of Mauri ora. | Principal, Staff and Whānau | Whole School understanding of the Philosophy Te Whare Tapa Whā. | Te Tiriti- article 1 Kāwanatanga, article 3 Ngā tikanga katoa rite tahi (All the rights), article 4 Ngā whakapono katoa, Te ritenga Māori<br>NELP- Priorities 1,2,5<br>Kāhui ako achievement challenge 1, 2 and 3. | Akonga will be able to identify all aspects of their Te Whare Tapawhā and will be able to implement strategies to support moments of Mauri Ora and Well Being.<br><br>Peer mediation programme to align with Te Whare Tapawhā |
| Establish Kia Kaha programme as a whole school approach to develop strategies for respectful relationships | Whole school Kia Kaha implementation of programme.<br><br>In response to Rongohia te Hau feedback | Principal, Staff and Kia Kaha support member | Through Kia Kaha students develop strategies for respectful relationships where bullying behaviour is not tolerated. | Te Tiriti- article 1 Kāwanatanga, article 2 Tino Rangatiratanga.<br>NELP- Priorities 1,2,5,7<br>Kāhui ako achievement challenge 1. | Long term self sustaining intervention which will enable our kura to be proactive in identifying and resolving bullying incidents effectively, and creating a safe environment for |

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| | | | | | students and staff. |
| Create opportunities for akonga to explore passions and strengths in all aspects of Physical Education. | Healthy Active Learning programme alongside Sports Whanganui- HALs<br><br>Extending sporting opportunities in a wider community. | Principal, Staff and Sports Whanganui | Students will gain an extended understanding of the Healthy Active Learning Programme. | Te Tiriti- article 1 Kāwanatanga, article 2 Tino Rangatiratanga, article 3 Ngā tikanga katoa rite tahi (All the rights), article 4 Ngā whakapono katoa, Te ritenga Māori<br>NELP- Priorities 1,2,5,7<br>Kāhui ako achievement challenge 1, 2 and 3. | Extended understanding of Hauora and Healthy Active Learning<br><br>Promotion and Health/Hauora understanding and its importance.<br><br>Lunchtime Leaders |

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## Target Outcomes 2024

### English Medium

#### Target Outcome 1 2024

1. To lift the standard of writing across the year levels
2. To maintain, track and monitor the progress of all priority learners.

#### Target Outcome 2 2024

1. To build a strong sense of “Ko wai au?  No hea au?”
2. To develop a sense of belonging, from whom do I descend and from where.

### Maori Medium

#### Target Outcome 1 2024

1. To lift the standard of Tuhituhi across the year levels
2. To maintain, track and monitor the progress of all priority learners.

#### Target Outcome 2 2024

1. To build a strong sense of “Ko wai au?  No hea au?”
2. To develop a sense of belonging, from whom do I descend and from where.

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## TARGET OUTCOME 1:

| Aim | Learning Areas | Background Data | Actions | Target Outcome | Analysis/ Reflection | Achieved Outcome |
|---|---|---|---|---|---|---|
| To lift the standard of writing across the year levels<br><br>**To lift the standard of tuhituhi across the year levels** | **English: Writing**<br><br>These students are needing agency support to access the expected curriculum level.<br><br>**Target students:**<br>Year 2=1<br>Year 3= 1<br>Year 5= 2<br>Year 6=1<br>Year 7= 5<br><br>**Tau 6- 2**<br>**Tau 7- 2** | **Writing assessment end of 2023:**<br><br>There are 6 girls and 4 boys that are writing below their expected curriculum level.<br><br>4 Māori, 5 NZ European and 1 other<br><br>**4 Tama**<br>**4 Māori** | **Children will:**<br>Know where they are and where they need to reach according to the Writing progressions.<br>Be able to monitor their learning and set goals for their next steps.<br>Teachers will:<br>Assess, plan, teach and evaluate the learning for this target group.<br><br>**The School will:**<br>Moderate samples to ensure OTJs are consistent within the school and the cluster.<br>Information will be collated termly, analysed and a report written by teacher x2 board presentations during the year.<br>Staff attend PLD- The Code, Dibels, Mahi by Mahi.<br><br>**Parents will:**<br>Support the students' learning by engaging with parents about next steps contained in reporting at least twice a year. | To accelerate learning for those who are achieving below their curriculum level at the end of 2024<br><br>That all those who were below the expected level in 2023 are monitored and tracked throughout the year. | | |

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## TARGET OUTCOME 2:

| Aim | Learning Areas | Background Data | Actions | Target Outcome | Analysis/ Reflection | Achieved Outcome |
|---|---|---|---|---|---|---|
| To build a strong sense of "Ko wai au? No hea au?" | **Aotearoa Histories**<br>Understand, Know and Do<br><br>Cultural and collective identity.<br><br>**Oral Language**<br>Listening and speaking are essential for language development, for learning, for relating to others, and for living successfully in society. Students should learn to express their own ideas, feelings, and thoughts clearly, and respond to others appropriately, in a range of formal and informal situations. | **Belief:**<br>Our collective belief is underpinned by an adaption of Hond's (2013, p. 307) assertion that Māori cultural revitalisation is based on four interrelated factors:<br>The intergenerational transmission of cultural resources.<br><br>The expression of worldviews relevant to a threatened language, identity and culture;<br>The active management of immersion domains with strict preference given to the use of a threatened language, identity and culture;<br>The empowerment of a community with a vision and self-determined authority to manage the conditions of a language, identity and culture. | **Children will:**<br>Know where their ancestors originate from and be able to make cultural connections to that whenua (land).<br>Learn whakapapa and pepeha.<br>**Teachers will:**<br>Also lead by example in researching their origins.<br>**The School will:**<br>Embrace and celebrate all cultures within our kura.<br><br>The above work will be interweaved with their Mauri Ora plans. | By the end of 2024 students will gain confidence unknowing from where they originate from and boost their cultural identity inline with our Mauri Ora plans and giving them the tools to be connected and confident learners . | - Purakau PD and implementation through Kāhui ako and Ngawairiki Ngati Apa. | |

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