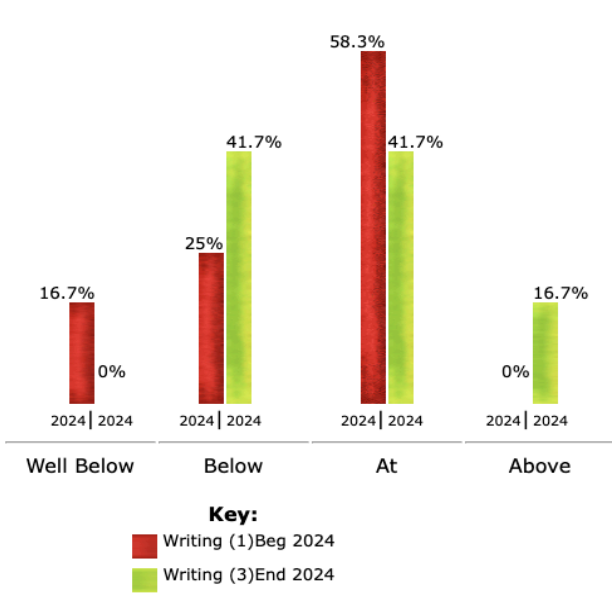
Maruia School

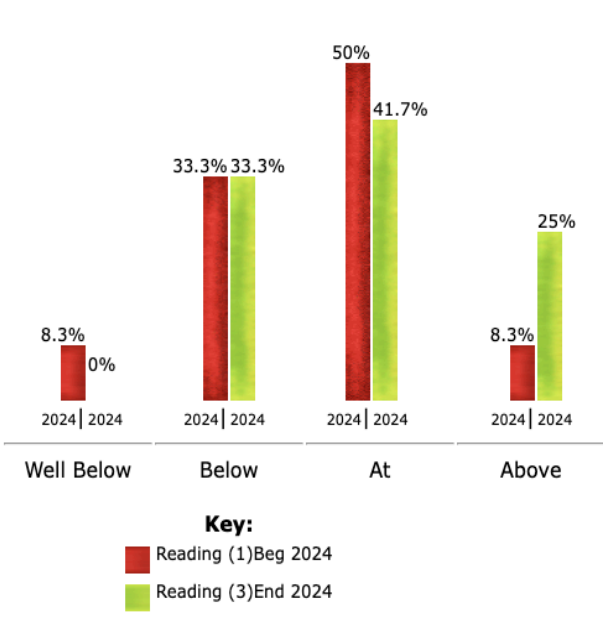
To realise each child's unique potential so that they may find success

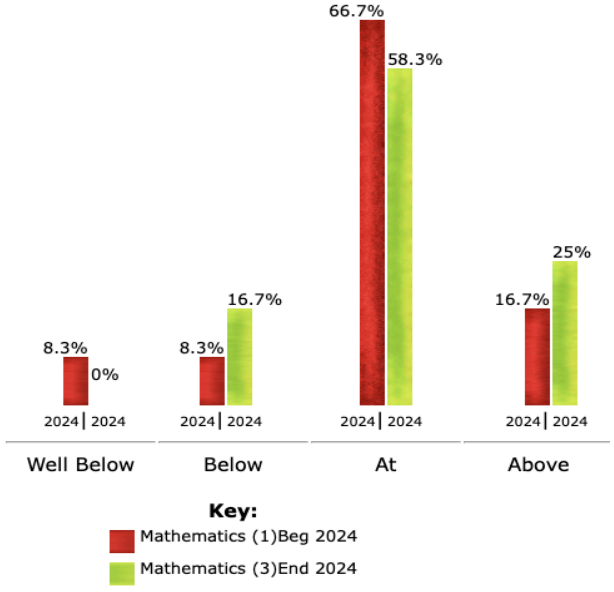
2025 Annual Implementation Plan

2025 Achievement Results

The following data includes only those students who have been continuously enrolled at Maruia School for a period exceeding 12 months, ensuring consistency and reliability in progress tracking.







MARUIA SCHOOL

STRATEGIC PLAN 2025

MOEMOEĀ: TO REALISE EACH CHILD'S UNIQUE POTENTIAL SO THAT THEY MAY FIND SUCCESS

OUR VISION

Tō Tātou Ako - Our Learning

A place where every ākonga is empowered to grow, succeed, and embrace learning with curiosity and confidence.

Tō Tātou Iwi - Our People

A whānau-centred kura where everyone feels valued, connected, and inspired to contribute and thrive.

Tō Mātou Wahi - Our Place

A kura deeply rooted in its whenua, proud of its identity, and committed to shaping a future that honours our place in the world.

OUR GOALS

Provide a high-quality, balanced teaching and learning programme that meets the needs of all ākonga and supports their progress.

Engage in ongoing professional development to strengthen teaching practice and enhance outcomes for ākonga.

Create a supportive and adaptable learning environment where students and staff feel valued, empowered, and able to thrive.

Build positive relationships and an inclusive school culture to foster a strong sense of belonging and engagement.

Strengthen our connection to our unique environment by recognising, exploring, and caring for our place in the world.

Strengthen partnerships with our whānau and wider community to enrich learning and create meaningful opportunities for ākonga.

OUR ACTION

- Use Assessment for Learning to support ākonga progress.
- Embed Structured Literacy across the school and strengthen literacy teaching through ongoing professional learning aligned with Te Mātaiaho.
- Ensure effective maths teaching and learning that supports ākonga progress through the phases of Te Mātaiaho.

- Ensure a smooth transition to a one-teacher classroom by refining routines, systems, and collaborative practices.
- Prioritise regular attendance and create meaningful, connected learning experiences so all ākonga stay engaged in their learning.

- Work together to ensure our kura is an inclusive, safe and attractive place to teach and learn.
- Incorporate the natural resources unique to our place into our learning.
- Connect with our community to provide opportunities for our ākonga to explore, experience and learn about the world around them.

WHANONGA PONO: MANAAKITANGA – WHĀNAUNGATANGA – AROHATANGA – KAITIAKITANGA

WHAKATAUKĪ: MĀ TE HURUHURU, KA RERE TE MANU – ADORN THE BIRD WITH FEATHERS AND IT WILL FLY

Summary of the Strategic Plan 2025

Maruia School's Strategic Plan 2025 is structured around three interconnected sections:

1. Our Vision – outlining three key areas of focus: *Tō Tātou Ako – Our Learning*, *Tō Tātou Iwi – Our People*, and *Tō Mātou Wahi – Our Place*. These statements represent our aspirations for ākonga, community, and environment.

2. Our Goals – clearly defined goals within each vision area, designed to guide progress and ensure meaningful outcomes for all ākonga.

3. Our Action – the practical steps we will take to achieve these goals and bring our shared vision to life.

This year's Strategic Plan has been amended slightly to reflect updated government priorities, while continuing to honour the unique identity, needs, and aspirations of our kura and community.

Where we currently sit	Vision 1: Tō Tātou Ako - Our Learning	Vision 2: Tō Tātou Iwi - Our People	Vision 3: Tō Mātou Wahi - Our Place
What has already been completed in the previous year to meet the targets:	Clear targets were set in relation to achievement data. Needs-based teaching and learning programmes were regularly discussed and reflected upon in both the senior and junior classroom spaces. Updated assessment practices and facilitated PLD around forming OTJs. Hui with whānau were held at the beginning and middle of the year.	Delivered explicit teaching of school values (Kaitiakitanga, Arohatanga, Manaakitanga, Whānaungatanga). Embedded school values into everyday interactions. Introduced and explored Te Whare Tapa Whā, including a collaborative school-wide display. Continued to build community and educational partnerships, including	Identified and undertook key property maintenance tasks. Hosted Earth Days to prepare the land for planting. Engaged students and community members in creating and maintaining a school garden. Included students in meaningful environmental contributions — native

	Engagement with educational agencies (LSC, RTLB) supported diverse learning needs. Continued development of Structured Literacy across classrooms, building on The Code PLD from 2023. Individualised Mathematics learning programmes were explored and implemented. Caxton resources purchased. Progress in using the student management system to track assessment and achievement. Integration of Google tools such as Classroom, Docs, Slides, and Sites to support learning. Resourcing to support Structured Literacy in the junior space.	RTLB, Mana Ake, Kāhui Ako, ERO, Buller Principals and other networks. Hosted multiple whānau and community events throughout the year to strengthen connections and showcase learning.	planting, garden care, shared space maintenance. Continued the kōwhai propagation programme and explored Marble Hill as a long-term planting site.
How our targets and actions give effect to Te Tiriti o Waitangi	● Each school day begins and ends with a changing termly karakia, grounding our ākonga with their school whānau. ● Tuakana–teina relationships are encouraged across learning settings. ● Whānau engagement is proactive and relationship-focused through hui, check-ins, and student-led conferences. ● Te reo Māori is used and celebrated daily — in classroom talk, newsletters, strategic planning and student		

	awards (e.g. miharo and tamariki toa). ● Equity is ensured through consistent access to devices and tools for all learners. ● Emphasis is placed on correct pronunciation of te reo, especially place names and local flora. ● Te Whare Tapa Whā is taught explicitly and woven through other learning areas. ● Matariki and Maramataka are explored in seasonal planting and environmental projects. ● Participation in the West Coast Kapa Haka Festival is highly valued and embedded in cultural learning. ● Manuhiri are welcomed with waiata and haka. ● Staff continue to engage in professional learning (e.g. Reo Māori Mai) to grow their confidence and cultural capability. ● Our school values are grounded in core Māori principles: Kaitiakitanga, Arohatanga, Manaakitanga, and Whānaungatanga. These values guide all aspects of our school culture.

Strategic Goal 1 Tō Tātou Ako - Our Learning Our vision is: A place where every ākonga is empowered to grow, succeed, and embrace learning with curiosity and confidence. Our goals are to: Provide a high-quality, balanced teaching and learning programme that meets the needs of all ākonga and supports their progress. Engage in ongoing professional development to strengthen teaching practice and enhance outcomes for ākonga.
Annual Target

What do we expect to see by the end of the year?

Mathematics:
To maintain over 80% of students (who have been or will be enrolled at Maruia School for over 12 months) achieving at or above the standard.
Reading:
To have over 80% of students (who have been or will be enrolled at Maruia School for over 12 months) achieving at or above the standard in Reading.
Writing:
To have over 80% of students (who have been or will be enrolled at Maruia School for over 12 months) achieving at or above the standard in Writing.

Action:	How will we achieve this?
Embed Structured Literacy across the school and strengthen literacy teaching through ongoing professional learning aligned with Te Mātaiaho.	● Deliver teaching using the Sunshine Phonics Decodables scope and sequence with junior students. . ● Implement The Code and associated resources to support Structured Literacy across year levels. ● Engage in targeted PLD and participate in relevant literacy networks to deepen teacher expertise. ● Use collaborative planning formats that align with Te Mātaiaho learning areas and progressions. ● Provide targeted, accelerated teaching programmes for identified students. ● Ongoing engagement with RTLB and LSC to strengthen Structured Literacy practices. ● Strategically review and purchase resources to support high-quality, responsive learning. Who is Responsible? Principal and classroom teachers.

	Resources Required: ● The Code (Liz Kane) and supporting resources ● Sunshine Decodables ● Ready to Read texts (as needed) Timeframe: Ongoing throughout 2025. How will we measure success? ● Student achievement through assessment results ● Teacher observations and professional discussions ● Engagement and reflection through Teacher/Principal Professional Growth Cycles ● Accountability and shared progress through collaborative conversations ● Evidence of implementation in planning and practice
Links:	Kāhui Ako Literacy and Mathematics - all ākonga are confident and experience success as learners. Capacity and capability to implement the refreshed curriculum. Confidence that the approaches are implemented with fidelity. Positive progress (writing, reading and mathematics). Shared pedagogical practice. Sustainable systems and tools.

	Supports Government Priority Raise achievement in literacy and numeracy through structured, high-quality teaching. Implement the refreshed curriculum (Te Mātaiaho) with clarity and coherence to support progress across all learning areas. Supports Ministry commitment to equity and inclusive education for all ākonga.
Action: Ensure effective maths teaching and learning that supports ākonga progress through the phases of Te Mātaiaho.	How will we achieve this? ● Implement PR1ME Maths across classrooms with consistent use of programme resources. ● Strengthen teacher knowledge through targeted PLD and participation in professional networks. ● Use collaborative planning formats aligned to the learning progressions of Te Mātaiaho. ● Deliver targeted, accelerated teaching programmes for identified students. ● Integrate digital tools and the Interactive TV to support modelling and guided learning. ● Ongoing engagement with RTLB and LSC to strengthen Mathematics practices. ● Strategically review and purchase resources to support high-quality, responsive learning. Who is Responsible? Principal and classroom teachers. Resources Required: ● PR1ME Maths teacher and student resources

	• iPads/Chromebooks • Interactive TV for teacher-led workshops • Hands-on materials and equipment to support concept development <u>Timeframe:</u> Ongoing throughout 2025. <u>How will we measure success?</u> • Assessment results and OTJs, including comparison over time • Observations of classroom practice • Professional dialogue and collaborative reflections • Engagement in PLD and evidence of changes in teacher practice • Teacher/Principal Professional Growth Cycles
<u>Links:</u>	<u>Kāhui Ako Goal</u> Literacy and Mathematics - all ākonga are confident and experience success as learners. Capacity and capability to implement the refreshed curriculum. Confidence that the approaches are implemented with fidelity. Positive progress (writing, reading and mathematics). Shared pedagogical practice. Sustainable systems and tools.

	Government Priority Raise achievement in literacy and numeracy through structured, high-quality teaching. Implement the refreshed curriculum (Te Mātaiaho) with clarity and coherence to support progress across all learning areas. Supports Ministry commitment to equity and inclusive education for all ākonga.
Action: Use Assessment for Learning to support ākonga progress.	How will we achieve this? ● Gather and respond to assessment data to guide planning and next steps for learning. ● Provide timely, purposeful feedback to ākonga to support understanding and progress. ● Track student progress using our SMS (eTAP) and regularly review data to inform teaching. ● Stay informed and responsive to assessment expectations and progressions within Te Mātaiaho. ● Use assessment data to support student reporting and measure progress against school-wide targets. Who is Responsible? Principal and classroom teachers. Resources Required: ● eTAP (Student Management System) ● Te Mātaiaho curriculum guidance and tools Timeframe:

	Ongoing throughout 2025. How will we measure success? ● Analysis of student achievement data ● Student reporting ● Reporting to the Board of Trustees against annual targets ● Evidence of assessment-informed teaching in classroom programmes
Links:	Government Priority Strengthen assessment for learning to inform teaching and accelerate ākonga progress. Supports Ministry priority of strengthening school–whānau partnerships to enhance learning and engagement.

Strategic Goal 2
Tō Tātou Iwi - Our People
Our vision is:
A whānau-centred kura where everyone feels valued, connected, and inspired to contribute and thrive.
Our goals are to:
Create a supportive and adaptable learning environment where students and staff feel valued, empowered, and able to thrive.
Build positive relationships and an inclusive school culture to foster a strong sense of belonging and engagement.

Action:	How will we achieve this?
Ensure a smooth transition to a one-teacher classroom by refining routines, systems, and collaborative practices.	● Monitor and adjust the timetable to ensure balanced coverage of all curriculum areas. ● Allocate dedicated learning blocks for Structured Literacy and Mathematics. ● Establish consistent routines to maximise learning time and reduce transition delays. ● Organise the classroom environment to support both independent and collaborative learning. ● Reflect regularly on how time, space, and routines are impacting student engagement and outcomes. Who is Responsible? Principal and classroom teacher. Resources Required: ● Whiteboard and storage furniture ● Flexible and functional classroom space

	Timeframe: Ongoing throughout 2025. How will we measure success? ● Teacher observations of student engagement and classroom culture ● Feedback gathered from staff, students, and whānau ● Reflections and comments from visitors to the school
Links:	Kāhui Ako Goal Well Being - all students will feel nurtured, supported and ready for learning. A common language used by all. Increased attendance. Increased achievement/progress. Good transition. Government Priority Improve student attendance and engagement through strong relationships, relevant learning, and consistent routines. Supports Ministry focus on strengthening student wellbeing and inclusive school culture. Supports Ministry commitment to equity and inclusive education for all ākonga. Supports Ministry priority of strengthening school–whānau partnerships to enhance learning and engagement.
Action: Prioritise regular	How will we achieve this? ● Monitor attendance regularly through our SMS and follow up promptly with whānau to address any emerging

attendance and create meaningful, connected learning experiences so all ākonga stay engaged in their learning.	concerns. ● Build strong relationships with students and whānau through regular check-ins and open, proactive communication. ● Design hands-on, meaningful learning experiences that reflect students' interests and local context. ● Celebrate progress and achievement to build confidence and motivation. ● Maintain consistent routines and a positive, welcoming classroom environment that encourages attendance and participation. <u>Who is Responsible?</u> Principal and classroom teachers. <u>Resources Required:</u> ● SMS (eTAP) ● Skool Loop App ● Email communication ● Certificates and attendance incentives <u>Timeframe:</u> Ongoing throughout 2025. <u>How will we measure success?</u> ● Attendance data from SMS and Every Day Matters reports

	• Communication logs (emails, app notifications) • Student and whānau voice • Observation of engagement and participation in learning
Links:	Kāhui Ako Goal Attendance - all barriers will be removed to enable students full access to education. Clear guidelines and processes that are implemented by all stakeholders. 100% of ākonga attend 90% of the time. Increased achievement/progress. Well Being - all students will feel nurtured, supported and ready for learning. A common language used by all. Increased attendance. Increased achievement/progress. Good transition. Government Priority Improve student attendance and engagement through strong relationships, relevant learning, and consistent routines. Supports Ministry focus on strengthening student wellbeing and inclusive school culture. Supports Ministry commitment to equity and inclusive education for all ākonga. Supports Ministry priority of strengthening school–whānau partnerships to enhance learning and engagement.

Strategic Goal 3

Tō Mātou Wahi - Our Place

Our vision is:

A kura deeply rooted in its whenua, proud of its identity, and committed to shaping a future that honours our place in the world.

Our goals are to:

Strengthen our connection to our unique environment by recognising, exploring, and caring for our place in the world.
Strengthen partnerships with our whānau and wider community to enrich learning and create meaningful opportunities for ākonga.

Action:	How will we achieve this?
Work together to ensure our kura is an inclusive, safe and attractive place to teach and learn. Incorporate the natural resources unique to our place into our learning. Connect with our community to provide opportunities for our ākonga to explore, experience and learn about the world around them.	● Maintain and enhance school grounds by tidying outdoor areas, clearing sheds, and organising learning spaces to ensure a safe and welcoming environment. ● Involve ākonga in this mahi to promote Kaitiakitanga and a sense of ownership over our kura and whenua. ● Embed the kōwhai propagation programme across the curriculum, including regular care, monitoring, and planting at Marble Hill. ● Strengthen partnerships with DOC, EnviroSchools, and local experts to support and extend environmental initiatives. ● Expand native planting beyond kōwhai, incorporating mātauranga Māori and scientific knowledge to deepen learning. ● Maintain and grow our māra kai and orchard, integrating learning into science, sustainability, and wellbeing programmes. ● Connect seasonal learning with real-world action, e.g. applying Matariki learning to prepare and care for the land.

	● Design authentic, place-based learning experiences that reflect our environment and values. ● Engage whānau, community groups, and local experts to support learning and build pride and connection with our place. <u>Who is Responsible?</u> ● Principal ● Teachers ● Caretaker ● Office Manager ● Board of Trustees ● Students ● Whānau and wider community <u>Resources Required:</u> ● Weed eater (combi tool attachment) ● General maintenance tools and products ● Organisational furniture (shelving, storage units, trolleys) ● Outdoor tools and equipment (gloves, spades, compost bins, wheelbarrows) ● Native plants and trees (e.g. kōwhai seedlings and other species)

	• Vegetable seeds, soil, compost, and orchard supplies • Funding/donations to support ongoing garden and planting work • Support and guidance from DOC, EnviroSchools, and the Maruia Garden Club • Digital tools (devices, cameras, iPads) to document and reflect on learning Timeframe: Throughout 2025, integrated into teaching and learning programmes across the year. How will we measure success? • Track caretaker tasks through regular updates in Board of Trustees minutes • Termly observation and review of school grounds by the caretaker, principal, and a Board representative • Observable growth and survival of kōwhai and other native plantings • A productive vegetable garden contributing to learning and food shared with whānau • Increased student ownership and engagement in environmental projects • Voice and feedback from students, staff, whānau, DOC, and EnviroSchools representative
Links:	Supports Ministry direction to embed local curriculum and sustainability learning that connects ākonga to their environment.

	Supports Ministry priority of strengthening school–whānau partnerships to enhance learning and engagement.