



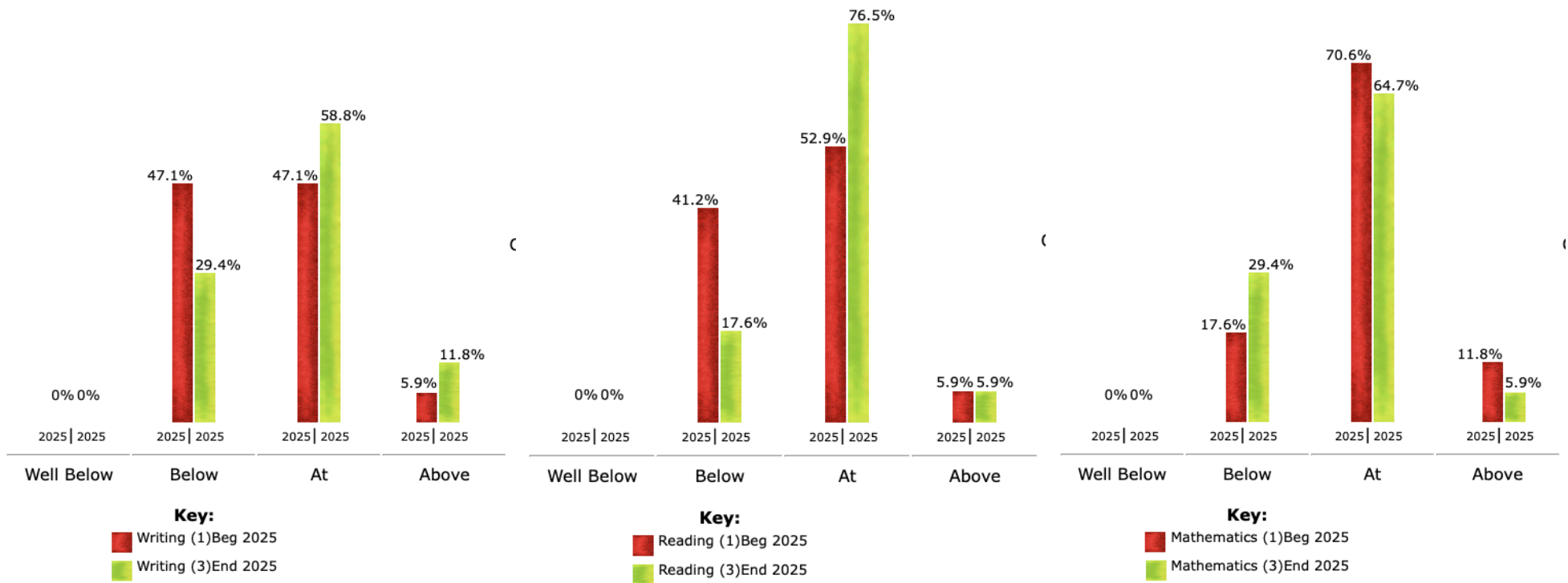
Maruia School

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

2026 Annual Implementation Plan

End of 2025 Achievement Results

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





MARUIA SCHOOL

STRATEGIC PLAN 2025 – 2026

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 - 2026

Maruia School's Strategic Plan 2025 - 2026 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:	<p>Clear achievement targets were established and used to guide teaching, with regular review of student progress supporting more responsive and targeted instruction.</p> <p>Needs-based teaching and learning programmes were embedded across both junior and senior classrooms, strengthening alignment between identified learner needs and classroom practice.</p>	<p>Explicit teaching of school values (Kaitiakitanga, Arohatanga, Manaakitanga, Whanaungatanga) was delivered across the school, supporting a shared understanding of expectations.</p> <p>School values were increasingly embedded into everyday interactions, contributing to a positive, respectful, and inclusive school culture.</p> <p>Strong community and educational</p>	<p>Key property maintenance priorities were identified and addressed to ensure safe, functional, and well-maintained learning environments.</p> <p>Shared spaces across the school were progressively decluttered, organised, and maintained, supporting improved health and safety, and creating more purposeful and usable learning environments.</p>

	<p>Assessment practices were strengthened, with PLD supporting increased consistency and confidence in forming Overall Teacher Judgements (OTJs).</p> <p>Hui with whānau at the beginning and middle of the year strengthened learning partnerships and supported shared understanding of student progress and next steps.</p> <p>Ongoing engagement with external agencies (LSC, RTLB) enabled more targeted support for learners with additional needs, contributing to more inclusive classroom practices.</p> <p>Structured Literacy embedded across the school, supported by Ministry-funded PLD with Evaluation Associates, resulting in increased consistency across classrooms and improved early reading confidence for junior learners</p> <p>Implementation of Ministry-supported mathematics resources (PR1ME) supported more structured delivery of mathematics programmes and increased teacher clarity around progression and coverage.</p>	<p>partnerships were maintained and strengthened through ongoing engagement with RTLB, Kāhui Ako, ERO, Buller Principals, and other professional networks.</p> <p>A range of whānau and community events were hosted throughout the year, strengthening connections and providing opportunities to celebrate and share learning.</p> <p>The introduction of HERO in Term 4 with the goal of supporting more regular and timely communication with whānau, strengthening engagement and visibility of learning.</p> <p>Increased use of te reo Māori in everyday school life supported the normalisation of language and strengthened cultural responsiveness.</p> <p>Opportunities for tuakana-teina relationships supported older students to take on informal leadership roles and contribute positively to the school culture.</p> <p>The transition back to two classroom spaces in Term 4 began to prepare students for the shift in 2026 in order to support more targeted teaching.</p>	<p>Students and community members were actively involved in developing and maintaining the school garden, strengthening connections to place and promoting sustainable practices.</p> <p>Students participated in meaningful environmental actions, including native planting, garden care, and the upkeep of shared spaces, supporting a growing sense of responsibility and kaitiakitanga.</p> <p>The kōwhai propagation programme was continued, with exploration of future partnership opportunities with DOC to extend environmental learning programmes in 2026.</p> <p>Continued engagement with the EnviroSchools curriculum/resources and support people.</p> <p>The school's natural environment (including the Maruia River, Station Creek, and surrounding bush) was increasingly used to support learning, strengthening place-based education and connections to the local area.</p>
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	<p>The transition to HERO in term 4 strengthened consistency in assessment, improved visibility of learner progress over time, and enhanced communication with whānau through more timely and accessible reporting.</p> <p>Digital technologies were increasingly integrated into teaching and learning, with students and teachers using Google tools (Classroom, Docs, Slides, Sites) and online platforms to support engagement, collaboration, and access to learning.</p>	<p>Initial engagement with the PB4L framework began in Term 4, including completion of the SET Survey to establish a baseline for future development.</p>	
<p>How our targets and actions give effect to Te Tiriti o Waitangi</p>	<ul style="list-style-type: none"> ● Each school day begins and ends with karakia (updated termly), grounding ākonga in a shared sense of belonging and connection to their school whānau. ● Te reo Māori is used and valued as a normal part of daily school life, including in classroom interactions, newsletters, strategic planning, and student recognition (e.g. miharo, tamariki toa), supporting the ongoing normalisation of te reo. ● A strong emphasis is placed on correct pronunciation of te reo Māori, particularly for local place names and native flora, strengthening respect for language and place. ● Matariki and the maramataka are explored through seasonal learning, including planting and environmental projects, strengthening connections to te ao Māori and the natural world. ● Tuakana–teina relationships are actively encouraged, supporting leadership, responsibility, and a collective approach to learning and wellbeing. ● Whānau engagement is prioritised through hui, regular check-ins, and student-led conferences, strengthening partnerships and shared responsibility for learning. ● Students are provided with equitable access to learning tools and resources, ensuring all ākonga are supported to participate and succeed. ● Student voice is increasingly valued, with ākonga contributing to school decisions and sharing their perspectives on learning and school life. 		

- Manuhiri are welcomed through waiata and haka, reflecting manaakitanga and respect for visitors.
- Staff continue to build their capability through ongoing professional learning (e.g. Reo Māori Mai), strengthening confidence and culturally responsive practice.
- The school's values – Kaitiakitanga, Arohatanga, Manaakitanga, and Whanaungatanga – are grounded in te ao Māori and actively guide relationships, decision-making, and school culture.
- Local environment and place-based learning (including the Maruia River, Station Creek, and surrounding bush) are used to strengthen connections to whenua and support kaitiakitanga in action.

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?

Writing

By the end of 2026, at least 80% of students enrolled at Maruia School for 12 months or more will be achieving at or above the expected year level in Writing, as measured through informed teacher judgements supported by agreed school-wide assessment practices.

Reading

By the end of 2026, at least 80% of students enrolled at Maruia School for 12 months or more will be achieving at or above the expected year level in Reading, as measured through informed teacher judgements supported by agreed school-wide assessment practices.

Mathematics

By the end of 2026, at least 80% of students enrolled at Maruia School for 12 months or more will be achieving at or above the expected year level in Mathematics, as measured through informed teacher judgements supported by agreed school-wide assessment practices.

Action:

Embed Structured Literacy across the school and strengthen literacy teaching through ongoing professional learning aligned with Te Mātaiaho.

How will we achieve this?

- Deliver structured, explicit literacy teaching using a consistent, school-wide approach aligned with *The Code* (Liz Kane)
- Implement a clear scope and sequence for phonics and spelling, including Sunshine Decodables in the junior school
- Use decodable texts and increasingly complex authentic texts to support progression across phases of *Te Mātaiaho*
- Implement *Writer's Toolbox* to support the development of writing from sentence-level to extended texts
- Support students to track and reflect on their own progress as writers
- Support students to understand their learning progress and next steps through clear, visible progressions
- Use student self-assessment and goal setting to strengthen ownership of literacy learning
- Strengthen oral language through explicit teaching, rich discussion, and purposeful vocabulary development
- Develop and maintain consistent literacy practices across the school to support continuity for learners in a multi-level environment
- Use assessment information to inform deliberate teaching and monitor progress over time
- Use a clear long-term planning structure to ensure coverage and progression across the literacy curriculum
- Use collaborative planning approaches that align with *Te Mātaiaho* learning areas, phases, and progress outcomes
- Provide targeted, accelerated support for identified learners through deliberate acts of teaching
- Continue to work alongside RTLB and LSC to support learners with additional needs and strengthen teacher practice
- Strengthen teacher capability through targeted PLD, professional reading, and engagement in literacy networks
- Review, refine, and resource literacy programmes to ensure they are responsive, cohesive, and sustainable
- Support individual learners through tailored programmes, including dual enrolment with Te Kura where

	<p>appropriate</p> <p><u>Timeframe:</u></p> <p>Ongoing throughout 2026.</p> <p><u>How will we measure success?</u></p> <ul style="list-style-type: none"> ● Improved student progress and achievement in literacy, evidenced through assessment data and OTJs aligned with <i>Te Mātaiaho</i> ● Target learners demonstrating accelerated progress over time ● Increased student confidence, engagement, and independence as readers and writers ● Students able to clearly articulate their learning, progress, and next steps ● Evidence of student self-assessment, goal setting, and reflection embedded in classroom practice ● Consistent use of structured literacy approaches across the school ● Teaching and learning programmes showing clear alignment with planning, assessment, and <i>Te Mātaiaho</i> progressions ● HERO data demonstrating ongoing tracking of student progress and curriculum coverage ● Teacher confidence and capability strengthened through Professional Growth Cycles and professional dialogue ● Evidence of deliberate teaching responding to assessment information ● Maintain the high level of oral language capability, including vocabulary use and participation in discussion
<p><u>Links:</u></p>	<p>Professional Collaboration</p> <p>Literacy and mathematics – all ākonga are confident, capable learners who experience success.</p> <p>Strengthened teacher capability to implement structured literacy and the refreshed curriculum (<i>Te Mātaiaho</i>) with consistency and fidelity.</p> <p>Positive progress and accelerated outcomes in reading, writing, and mathematics.</p> <p>Shared, consistent pedagogical practice across learning contexts.</p> <p>Sustainable systems and tools (including planning frameworks and HERO) that support tracking, monitoring, and responsive teaching.</p>

	<p>Supports Government Priorities Raise achievement in literacy and numeracy through structured, explicit, high-quality teaching. Implement <i>Te Mātaiaho</i> with clarity, coherence, and alignment across teaching, learning, and assessment. Strengthen student agency by supporting learners to understand their progress, set goals, and take ownership of their learning.</p> <p>Supports Ministry Commitments Promotes equity and inclusive education by ensuring all ākonga have access to consistent, high-quality literacy teaching. Provides targeted support and accelerated learning pathways for students with additional needs. Strengthens inclusive practice through collaboration with RTLB, LSC, and responsive teaching approaches.</p>
<p><u>Action:</u></p> <p>Ensure effective maths teaching and learning that supports ākonga progress through the phases of Te Mātaiaho.</p>	<p><u>How will we achieve this?</u></p> <ul style="list-style-type: none"> ● Deliver structured, explicit mathematics teaching using consistent approaches across the school ● Implement a coherent schoolwide maths approach (Numicon in the junior school, Oxford Maths in the senior school, supported by Maths Buddy) ● Emphasise conceptual understanding through the use of hands-on materials, visual models, and multiple representations ● Use modelling, guided practice, and independent application to support learning ● Strengthen mathematical language through discussion, explanation, and justification of thinking ● Support students to understand their learning progress and next steps through clear, visible progressions ● Use student self-assessment and goal setting to strengthen ownership of learning ● Develop and maintain consistent maths practices across the school to support continuity in a multi-level environment ● Use assessment information to inform deliberate teaching and monitor progress over time ● Use collaborative planning approaches aligned with <i>Te Mātaiaho</i> learning areas and progressions ● Provide targeted, accelerated support for identified learners ● Continue to work alongside RTLB and LSC to support learners with additional needs and strengthen teacher practice ● Strengthen teacher capability through targeted PLD and professional networks

- Review and refine maths resources to ensure programmes are responsive, cohesive, and sustainable
- Support individual learners through tailored programmes, including dual enrolment with Te Kura where appropriate

Who is Responsible?

Principal and classroom teachers.

Resources Required:

- Numicon resources and equipment (junior school) to support hands-on, conceptual learning
- Oxford Maths (digital and print resources) to support structured teaching and progression (senior school)
- Maths Buddy to support practice, reinforcement, and independent learning
- iPads/Chromebooks to enable access to digital tools and platforms
- Interactive TV to support modelling, guided teaching, and collaborative problem solving
- A range of hands-on materials (e.g. counters, place value equipment, arrays, measurement tools) to support multiple representations of mathematical concepts
- Access to assessment tools and data platforms (including HERO) to track, monitor, and report on student progress
- Professional learning and development (PLD) and access to professional networks to strengthen teacher capability
- Additional resources identified through ongoing review to ensure programmes remain responsive and effective

Timeframe:

Ongoing throughout 2026.

How will we measure success?

- Improved student progress and achievement in mathematics, evidenced through assessment data and OTJs aligned with *Te Mātaiaho*
- Target learners demonstrating accelerated progress over time
- Increased student confidence, engagement, and independence in mathematics
- Students able to explain their thinking, use appropriate mathematical language, and justify their reasoning

	<ul style="list-style-type: none"> ● Students able to articulate their learning, progress, and next steps ● Evidence of student self-assessment, goal setting, and reflection embedded in classroom practice ● Consistent use of structured, explicit maths teaching approaches across the school ● Teaching and learning programmes showing clear alignment with planning, assessment, and <i>Te Mātaiaho</i> progressions ● HERO data demonstrating ongoing tracking of student progress and curriculum coverage ● Evidence of deliberate teaching responding to assessment information ● Increased use of hands-on materials, visual representations, and problem-solving approaches in teaching and learning ● Teacher confidence and capability strengthened through Professional Growth Cycles and professional dialogue
<p><u>Links:</u></p>	<p>Professional Collaboration Literacy and mathematics – all ākonga are confident, capable learners who experience success. Strengthened teacher capability to implement structured, explicit mathematics teaching aligned with <i>Te Mātaiaho</i>. Positive progress and accelerated outcomes in mathematics. Shared, consistent pedagogical practice across learning contexts. Sustainable systems and tools (including planning frameworks and HERO) that support tracking, monitoring, and responsive teaching.</p> <p>Supports Government Priorities Raise achievement in literacy and numeracy through structured, explicit, high-quality teaching. Implement <i>Te Mātaiaho</i> with clarity, coherence, and alignment across teaching, learning, and assessment. Strengthen student agency by supporting learners to understand their progress, explain their thinking, and take ownership of their learning.</p> <p>Supports Ministry Commitments Promotes equity and inclusive education by ensuring all ākonga have access to consistent, high-quality mathematics teaching. Provides targeted support and accelerated learning pathways for students requiring additional support. Strengthens inclusive practice through collaboration with RTLB, LSC, and responsive teaching approaches.</p>

Action:

Use Assessment for Learning to support ākonga progress.

How will we achieve this?

- Gather, analyse, and respond to assessment information to inform deliberate teaching and next steps for learning
- Use assessment to identify, monitor, and accelerate progress for target learners
- Provide timely, specific, and purposeful feedback to support student understanding and improvement
- Support students to understand their learning progress and next steps through clear, visible progressions
- Use student self-assessment, reflection, and goal setting to strengthen ownership of learning
- Use HERO to track, monitor, and report on student progress and curriculum coverage in real time
- Maintain consistent schoolwide assessment practices to support continuity in a multi-level environment
- Use collaborative professional discussions to inquire into data, evaluate impact, and refine teaching practice
- Align assessment practices with *Te Mātaiaho* progressions and expectations
- Use assessment information to inform reporting to whānau and measure progress against school-wide targets
- Use student portfolios to gather, track, and share evidence of learning over time
- Support students to reflect on their learning through portfolios and use these to communicate progress with whānau

Who is responsible?

Principal and classroom teachers

Resources required:

- HERO (Student Management System)
- Assessment tools and frameworks aligned with *Te Mātaiaho*
- Schoolwide progressions (including literacy and mathematics progressions)
- Time for professional dialogue, data analysis, and collaborative inquiry
- PLD to strengthen assessment capability and understanding of *Te Mātaiaho*

Timeframe:

	<p>Ongoing throughout 2026</p> <p><u>How will we measure success?</u></p> <ul style="list-style-type: none"> ● Improved student progress and achievement across learning areas, evidenced through assessment data and OTJs aligned with <i>Te Mātaiaho</i> ● Target learners demonstrating accelerated progress over time ● Students able to articulate their learning, progress, and next steps ● Evidence of student self-assessment, goal setting, and reflection embedded in classroom practice ● Teaching programmes showing clear evidence of assessment-informed, deliberate teaching ● HERO data demonstrating ongoing tracking of student progress and curriculum coverage ● Consistent assessment practices across the school ● Clear, meaningful reporting to whānau and the Board against school-wide targets ● Teacher confidence and capability strengthened through Professional Growth Cycles and professional dialogue ● Student portfolios showing progress over time and evidence of reflection and next steps
<p><u>Links:</u></p>	<p>Supports Government Priorities Strengthen assessment for learning to inform deliberate teaching and accelerate ākonga progress. Use assessment practices that are clear, consistent, and aligned with <i>Te Mātaiaho</i> to support progress across learning areas. Strengthen student agency by supporting learners to understand their progress, next steps, and take ownership of their learning.</p> <p>Supports Ministry Commitments Strengthens school–whānau partnerships through clear, timely, and meaningful reporting of student progress (including through HERO). Promotes equity by ensuring assessment is used to identify needs early and provide targeted, responsive support for all ākonga.</p>

	Supports inclusive practice through the use of assessment to inform teaching, adapt programmes, and respond to diverse learning needs.
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<p>Strategic Goal 2 <u>Tō Tātou Iwi - Our People</u> 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.</p>	
<p><u>Action:</u> <u>REVISED FOR 2026:</u> Strengthen teaching and learning through a transition to a</p>	<p><u>How will we achieve this?</u></p> <ul style="list-style-type: none"> ● Utilise additional teacher aide support to maintain consistency of routines, expectations, and learning when the principal is released from the classroom ● Adjust principal release time to strengthen consistency of teaching and learning programmes and improve student outcomes

two-classroom structure, with clear routines, systems, and collaborative practices across the school.

- Establish and maintain consistent schoolwide routines and expectations across both classrooms
- Develop clear, shared systems for planning, teaching, and assessment to ensure continuity for learners
- Continue with the structure of the timetable which has dedicated learning blocks for Structured Literacy and Mathematics across both classrooms
- Use a coherent long-term planning approach to ensure curriculum coverage and progression across year levels
- Organise classroom environments to support both independent and collaborative learning
- Strengthen tuakana-teina opportunities across classrooms to support leadership and peer learning
- Use flexible grouping and deliberate teaching to respond to the range of learners within and across classrooms
- Maintain strong communication and collaboration between teachers to ensure alignment of practice
- Use HERO to support shared visibility of learning, progress, and next steps across the school
- Regularly reflect on how time, space, grouping, and routines are impacting student engagement, wellbeing, and outcomes
- Gather and respond to student voice to support a positive and effective learning environment

Who is responsible?

Principal and classroom teachers

Resources required:

- Well-organised, flexible classroom spaces that support a range of learning needs
- Classroom furniture and storage to enable independent and collaborative learning
- Planning and assessment systems (including HERO) to support consistency across classrooms
- Time for collaboration, planning, and professional discussion

Timeframe:

Ongoing throughout 2026

How will we measure success?

- Smooth and effective transition to a two-classroom structure, with clear, consistent routines across the school

	<ul style="list-style-type: none"> ● High levels of student engagement, independence, and positive learning behaviours ● Students able to transition confidently between learning contexts and expectations ● Evidence of consistent teaching, planning, and assessment practices across both classrooms ● Positive feedback from students, staff, and whānau about classroom environments and learning experiences ● Observations showing effective use of time, space, and grouping to support learning ● HERO demonstrating clear tracking of progress and continuity of learning across classrooms
<p><u>Links:</u></p>	<p>Professional Collaboration Wellbeing – all ākonga feel nurtured, supported, and ready for learning. Consistent, shared language and expectations across the school. Strong transitions within and across classrooms that support continuity of learning. Increased attendance, engagement, and positive learning behaviours. Improved achievement and progress through consistent, high-quality teaching practice.</p> <p>Supports Government Priorities Improve student attendance and engagement through strong relationships, relevant learning, and consistent routines. Strengthen consistency of teaching and learning practices to support engagement and progress across the school. Support positive learning environments that enable all ākonga to participate, engage, and succeed.</p> <p>Supports Ministry Commitments Strengthens student wellbeing through safe, predictable, and inclusive learning environments. Promotes equity and inclusion by ensuring all ākonga experience consistent expectations and support across classrooms. Strengthens school–whānau partnerships through clear communication, shared expectations, and positive transitions.</p>
<p><u>Action:</u></p> <p>Prioritise regular attendance and create meaningful,</p>	<p><u>How will we achieve this?</u></p> <ul style="list-style-type: none"> ● Monitor attendance regularly through HERO and follow up promptly with whānau to address emerging concerns

connected learning experiences so all ākonga stay engaged in their learning.

- Implement and follow the school's Attendance Management Plan in line with Ministry of Education requirements
- Respond to attendance concerns in accordance with Ministry attendance guidelines, including timely follow-up, documentation, and escalation where required
- Ensure consistent and accurate use of attendance codes across staff to maintain reliable data and support appropriate follow-up
- Use attendance data to identify patterns early and respond with timely, supportive interventions
- Build strong, relational partnerships with students and whānau through regular check-ins and open, proactive communication
- Design meaningful, hands-on learning experiences that reflect student interests and the local context (including our awa and environment)
- Provide a positive, inclusive classroom environment where all ākonga feel safe, valued, and ready to learn
- Maintain consistent routines and expectations across the school to support engagement and attendance
- Celebrate progress, effort, and achievement to build confidence, motivation, and a sense of belonging
- Strengthen student agency by supporting learners to set goals, reflect on progress, and take ownership of their learning
- Gather and respond to student and whānau voice to inform engagement strategies and improve attendance outcomes and participation.

Who is responsible?

Principal and classroom teachers

Resources required:

- HERO (Student Management System) for attendance tracking, monitoring, and communication
- School Attendance Management Plan aligned with Ministry of Education requirements
- Ministry of Education attendance guidelines and resources (including Every Day Matters)
- Clear school processes and guidance to support consistent attendance coding practices
- Communication tools (HERO, email, phone, facebook and newsletter) to maintain strong whānau connections
- Time for relationship-building, communication, and follow-up

- Classroom and schoolwide systems that support engagement, wellbeing, and belonging

Timeframe:

Ongoing throughout 2026

How will we measure success?

- Improved attendance rates over time, including progress toward the school's attendance target
- Increased percentage of students attending regularly
- Attendance data (HERO and Every Day Matters reports) showing reduced patterns of absence
- Consistent and accurate use of attendance codes across staff
- Early identification and successful support of students at risk of non-attendance
- Increased student engagement, participation, and positive learning behaviours
- Positive student and whānau feedback regarding engagement, relationships, and learning experiences
- Evidence of strong, consistent communication and follow-up with whānau
- Clear links between improved attendance and student progress and achievement

Links:

Professional Collaboration

Attendance – barriers are identified and reduced so all ākonga can fully access learning.
Clear, consistent guidelines and processes are understood and implemented by all.
Increased rates of regular attendance leading to improved progress and achievement.

Wellbeing – all ākonga feel nurtured, supported, and ready for learning.
A shared language and consistent expectations across the school.
Increased attendance, engagement, and positive learning behaviours.
Smooth transitions and strong continuity of learning.

	<p>Supports Government Priorities Improve student attendance and engagement through strong relationships, relevant learning, and consistent routines. Strengthen engagement through meaningful, connected learning experiences and positive learning environments.</p> <p>Supports Ministry Commitments Strengthens student wellbeing through inclusive, safe, and supportive learning environments. Promotes equity by identifying and responding to barriers to attendance and engagement. Strengthens school–whānau partnerships through clear communication, shared expectations, and proactive engagement. Ensures consistent implementation of attendance expectations and processes aligned with Ministry guidelines.</p>
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<p>Strategic Goal 3 <u>Tō Mātou Wahi - Our Place</u> 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.</p>	
<p><u>Action:</u> Work together to ensure our kura is an inclusive, safe and</p>	<p><u>How will we achieve this?</u></p> <ul style="list-style-type: none"> ● Maintain and enhance school grounds to ensure a safe, well-organised, and welcoming environment for learning

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.

- Involve ākonga in caring for the school environment to promote kaitiakitanga, responsibility, and a sense of ownership
- Embed the kōwhai propagation programme across the curriculum, including ongoing care, monitoring, and planting at Marble Hill
- Expand native planting initiatives beyond kōwhai, integrating mātauranga Māori and scientific knowledge to deepen learning
- Maintain and grow the māra kai and orchard, connecting learning to sustainability, science, and wellbeing
- Integrate seasonal learning (e.g. Matariki, maramataka) into real-world environmental action
- Design authentic, place-based learning experiences that reflect our local environment, including the awa and surrounding bush
- Strengthen partnerships with DOC, EnviroSchools, and local experts to support environmental learning and action
- Engage whānau and the wider community to provide authentic learning opportunities and strengthen connection to place
- Use digital tools to document, reflect on, and share learning with whānau and the wider community
- Support student agency by involving learners in planning, reflecting on, and leading environmental and place-based learning

Who is responsible?

Principal, teachers, caretaker, office manager, Board of Trustees, students, whānau, and wider community

Resources required:

- Grounds maintenance tools and equipment (e.g. weed eater, combi tool attachments, general maintenance supplies)
- Fuel
- Organisational resources (shelving, storage units, trolleys) to support safe and functional learning spaces
- Outdoor tools and equipment (gloves, spades, compost bins, wheelbarrows)
- Native plants and trees (including kōwhai and other species)
- Māra kai and orchard supplies (seeds, soil, compost, tools)
- Funding and community support to sustain planting and environmental initiatives

	<ul style="list-style-type: none"> ● Support and expertise from DOC, EnviroSchools, and local groups (e.g. Maruia Garden Club) ● Digital tools (devices, cameras, iPads) to support documentation and reflection ● Time for planning, maintenance, and community engagement <p><u>Timeframe:</u></p> <p>Ongoing throughout 2026, integrated across teaching and learning programmes</p> <p><u>How will we measure success?</u></p> <ul style="list-style-type: none"> ● School grounds are well maintained, organised, and support safe, effective learning environments ● Observable growth, survival, and care of kōwhai and other native plantings over time ● A productive māra kai and orchard contributing to learning and shared outcomes with whānau ● Increased student ownership, engagement, and leadership in environmental and place-based learning ● Students able to explain their learning and connection to the environment and local context ● Evidence of integration of place-based learning within classroom programmes ● Ongoing partnerships with DOC, EnviroSchools, and community groups supporting learning ● Positive feedback from students, staff, whānau, and community partners ● Regular updates to the Board reflecting progress in property, environment, and learning initiatives
<p><u>Links:</u></p>	<p>Professional Collaboration Strong community connections enhance learning opportunities and outcomes.</p> <p>Supports Government Priorities Strengthen student engagement through meaningful, relevant, and connected learning experiences. Support wellbeing and engagement through safe, inclusive, and well-maintained learning environments.</p> <p>Supports Ministry Commitments Promotes equity and inclusion by ensuring all ākonga have access to rich, localised learning opportunities. Strengthens partnerships with whānau and community to support learning and engagement.</p>

	<p>Supports environmental sustainability and kaitiakitanga through authentic, place-based learning.</p> <p>Supports Ministry priority of strengthening school–whānau partnerships to enhance learning and engagement.</p>
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