



Motupipi School Annual Plan 2023



Strategic Goal 1: **Te Ao Māori**

Prominence to Te Tiriti o Waitangi and mana ōrite | equal status

To give effect to Te Tiriti o Waitangi by providing inclusive and equitable opportunities to learn through Tikanga Māori, Te Reo me ōnā Tikanga Māori, and mātauranga Māori.

2023 Goal:

Learning progressions in Te Reo Māori are **introduced** and mātauranga Māori, tikanga Māori is given prominence in the Motupipi Local Curriculum, and impacts positively on learner outcomes.

The work of the School to ensure quality:

The work of the School, Leaders and School Board to evaluate effectiveness:

Inputs	Activities	Outputs	Outcomes	Measures	Impact -success indicators
Kāhui Ako Local Curriculum MOE regionally Funded PLD Te Reo Māori Pathways PLD Onetahua Marae Relationships with Manawhenua ki Mohua and Ngāti Tama School Curriculum Plan Weekly school Kapahaka & local kapahaka opportunities Kahui Ako across school teacher resource	Establish pepeha tikanga and embed through oral language in a range of contexts. Engage in regular Te Reo Māori PLD and develop an action plan to integrate into daily activities. Engage with MKM and Ngāti Tama to understand and give prominence to the gifted pouwhenua. Develop a curriculum plan with clear links to te reo me ōnā tikanga Māori Opportunities such as Marae visit, Kapahaka Local wāhi taonga special places PLD with Kāhui Ako Rūnanga whānau group with whānau Māori	Ākonga connect with - and kōrero about - their whakapapa and their place. Tohu Ahurea Cultural narrative is visible and understood through pūrākau, karakia, whakatauki, bilingual signage The kawa of Onetahua Marae is embedded within the tikanga and culture of the kura Ākonga are connected to - and learning through - pūrākau The curriculum gives prominence to mana ōrite equal status, local wāhi taonga special places Whānau Māori voice steers the development of success indicators for tamariki Māori	The school has established ways to support Māori learners to achieve success with a strong, secure, sense of identity. Ākonga learn through Tikanga Māori, Te Reo me ōnā Tikanga Māori, and mātauranga Māori. The aspirations of Māori whānau, hapū, and iwi are responded to Relationships to support ākonga language, culture and identity improve learner outcomes.	School internal evaluation question: “How effective is the school at providing inclusive opportunities to learn through tikanga Māori, Te reo me ōnā tikanga Māori and mātauranga Māori, and what difference does this make to learner outcomes?” “How do we know?” - PLD evaluation - Ākonga voice (quality of Te Reo me ōnā Tikanga Māori provision) - Feedback from MKM/Ngāti Tama - Curriculum plans and products of learning - Whānau Māori voice	- Te Reo Māori is heard, seen, and spoken regularly - Curriculum plan gives prominence to mana ōrite equal status of both cultures - Achievement, engagement, retention of tamariki Māori - Reciprocal engagement and relationships with iwi, hapū, whānau

Strategic Goal 2: Wellbeing/Hauora <i>Promote learners' sense of belonging and connection and staff-whānau partnerships through the improvement of conditions, structures, systems and processes that promote wellbeing, resilience, and optimism, inclusive of te ao Māori.</i>			2023 Goal: <i>Develop and establish</i> systems, practices and whānau partnerships for school values-driven restorative and positive behaviour for learning to ensure learner wellbeing.		
The work of the school to ensure quality:			The work of the School, Leaders and School Board to evaluate effectiveness:		
Inputs	Activities	Outputs	Outcomes	Measures	Impact -success indicators
PB4L MOE PLD - Year 1 Pause, Breath Smile Educator Training School values and school tikanga (Marae Tikanga) Strategic Goal 1 Zones of Regulation Investing time and resource into building relationships between staff and whānau Creating a physical space for whānau within the school Student Council	PB4L Leaders Training with MOE facilitator PB4L Team established & meeting regularly All staff engaged with Pause Breathe Smile Educator Training in Term 2 NZCER Wellbeing @ School survey Unpack and understand the school values in alignment with PB4L & Strategic Goal #1 Through PB4L, embed a common set of expectations for the tikanga of MPS. Establish house groups with tohu names connected to wāhi taonga special places to explore through local curriculum Regular whānau focus groups	Pause Breathe Smile (PBS) is implemented consistently across the school. Through PB4L and PBS, common language is established and shared with whānau Coherence with school values and school tikanga, underpinned by shared and agreed expectations of school values and tikanga. The school culture and values are visible across aspects of the school and within all relationships Varied opportunities for tuakana teina, reciprocal learning and ako whānau family like context through house groups Whānau are engaged and connected to the school identity and culture	Learner wellbeing is well promoted by strong and consistent systems and practices. Established and agreed ways of doing, ways of being, ensure that all tamariki feel a sense of identity and belonging within the kura school The tikanga of the school culture strongly reflects Te Ao Māori, with the tikanga of Onetahua Marae embedded within values. Whānau feel a sense of belonging and connection to the school identity	School internal evaluation question: <i>“How effective is the school at ensuring a sense of belonging and connection through processes that promote wellbeing, optimism, and resilience, inclusive of Te Ao Māori, and what difference does this make to learner outcomes and relationships?”</i> <i>How do we know?</i> <ul style="list-style-type: none"> - Ākonga voice - Set scores (PB4L) - Whānau voice - NZCER Wellbeing @ School Survey 	<ul style="list-style-type: none"> - Systems are evidence and inquiry based - Systems are well documented to ensure resilience to staff turnover - Values and school tikanga is visible and held by staff, ākonga - Development of school 'growth profile' - Values and school tikanga visible through provision of resources for daily use - Common language is known and understood by all - Whānau and ākonga experience a family-like context - Student Council are actively involved

Strategic Goal 3: Effective Practice <i>Ensure effective teaching and assessment strategies - including processes of collaboration and moderation - are used in adaptive ways, ensuring learners have agency in their learning, which promotes equitable and excellent learner outcomes.</i>			2023 Goal: Effective teaching and assessment strategies for equity and processes of collaboration and moderation are developing , with goals being established in collaboration with learners and whānau.		
The work of the school to ensure quality:			The work of the School, Leaders and School Board to evaluate effectiveness:		
Inputs	Activities	Outputs	Outcomes	Measures	Impact -success indicators
Whānau Connections: Opportunities for whānau engagement to build relationships for learning	Regular, planned events to connect whānau with the kura school	Whānau feel connected to to the school learning community	Whānau and staff relationships are learner centred & learning focused	Whānau feedback and Survey Collect data on attendance of whānau at all events	- Whānau report on improved relationships and connections with staff and school
Student Learning Conferences/Learning Expos	Twice yearly whānau connect Student Learning Conferences (Celebrations)/Learning Expos	Regular kōrero and opportunities to understand the MPS curriculum	Goals are established in collaboration with learners and their whānau	Student voice Student goals Whānau voice	- Students have been involved in goal setting with teachers and whānau
Community Connections: Project Janszoon, Abel Tasman Youth Ambassadors (ATYA), EnviroSchools/TDC.	Embedding community expertise within the local curriculum and curriculum plan.	Authentic and relevant learning opportunities engage and motivate all learners to make progress	Effective and collaborative processes ensure learners make progress	Student voice/experience Assessment data	- Progress made towards Silver Enviro Award
PLD/Staff hui for moderation in Reading, Writing and Mathematics	Moderation and assessment plan is developed and implemented	Robust assessment data informs planning and supports effective practice	School wide practices and systems are developed and implemented	Moderation and assessment plan review	- Increased learner progress and achievement
HERO PLD & discussions/demonstrations in Staff Meetings	Attending HERO PLD to explore using HERO for promotion/sharing of student learning	HERO reporting framework and template is established	Meaningful opportunities for staff and students to share learning and progress through HERO	Focus group feedback Staff review Analysis of post count on HERO	- Regular community involvement
Writing PLD	Develop Writing curriculum plans with associated resources and planning templates	Assured curriculum coverage for Writing across the school, including agreed practice and assessment strategies	Equitable progress in Writing for all learners	English Curriculum review Observations and Growth Cycle	- Effectively run camps promote learning relationships
Student Achievement Data from End 2022	Identification & monitoring of Target Learners in Reading, Writing and Mathematics	Target Student Planning across Reading, Writing and Mathematics	Equitable progress for Target Students in Reading/Writing/Mathematics	Progress and student achievement data	- High whānau engagement in learning activities
Mid & End of Year Student Achievement Data 2023	Shared and collaborative planning on Drive	Regular discussions around Target Students			- Staff have confidence in their judgements
Clarity in the Classroom matrix	Peer observations & discussions				- A well established assessment plan and process
					- Review of curriculum plan demonstrates balance
					- Progress and achievement in Writing



Motupipi School

Student Achievement Targets

2023



Making A Difference Together

Our Aim:

To achieve equitable outcomes across all year groups in Reading, Writing and Mathematics.



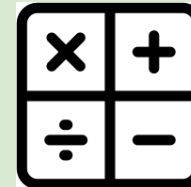
**Reading
Target**

At least 80% of Year 2-6 students will meet or exceed our school end of year expectations in Reading.



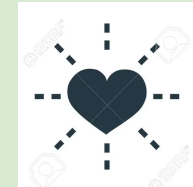
**Writing
Target**

At least 80% of all students will meet or exceed our school end of year expectations in Writing.



**Mathematics
Target**

At least 80% of all students will meet or exceed our school end of year expectations in Mathematics.



**School Values
Target**

100% of all students (enrolled for at least two or more terms) will be able to list our four School Values (at a minimum)