# Motupipi School Strategic Plan Overview 2023-2025

## *Making a Difference Together*

| Strategic Goal 1: | **Te Ao Māori**<br>(Prominence to Te Tiriti o Waitangi and mana ōrite \| equal status)<br>NELP Alignment:<br>● Objective #1 - Learners at the Centre: Priority 1 & 2<br>● Objective #2 - Barrier Free Access: Priority 3<br>● Objective #3 - Quality Teaching and Leadership - Priority 5 | *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.* |
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| Strategic Goal 2: | **Wellbeing/ Hauora**<br>(Combining previous Goals #2 & 3)<br>NELP Alignment:<br>● Objective #1 - Learners at the Centre: Priority 1 & 2<br>● Objective #4 - Future of Learning and Work: Priority 7 | *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 and mātauranga Māori.* |
| Strategic Goal 3: | **Effective Practice**<br>NELP Alignment:<br>● Objective #2 - Barrier Free Access: Priority 3 & 4<br>● Objective #3 - Quality Teaching and Leadership: Priority 5 & 6<br>● Objective #4 - Future of Learning and Work: Priority 7 | 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. |

# National Education Learning Priorities (NELP) and alignment to our Strategic Plan

| NELP Objective 1: Learners at the Centre | | NELP Objective 2: Barrier Free Access | | NELP Objective 3: Quality Teaching and Leadership | | NELP Objective 4: Future of Learning and Work | NELP Objective 5: World Class Inclusive Public Education |
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| Learners with their whanau are at the centre of education. | | Great education opportunities and outcomes are within reach for every learner | | Quality teaching and leadership make the difference for learners and their whanau | | Learning that is relevant to the lives of New Zealanders today and throughout their lives | New Zealand Education is trusted and sustainable |
| **Priority #1** Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying | **Priority #2** Have high aspirations for every learner/akonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. | **Priority #3** Reduce barriers to education for all, including Maori and Pacific, disabled learners/akonga and those with learning support needs | **Priority #4** Ensure every learner/akonga gains sound foundation skills, including language, literacy and numeracy | **Priority #5** Meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning | **Priority #6** Develop staff to strengthen teaching, leadership and learner support capability across the education workforce | **Priority #7** Collaborate with industries and employers to ensure learners/akonga have the skills, knowledge to succeed in work | |
| **Strategic Goal 1: Te Ao Māori** | | | | **Strategic Goal 1: Te Ao Māori** | | | |
| **Strategic Goal 2: Wellbeing/Hauora** | | | | | | **Strategic Goal 2: Wellbeing/Hauora** | |
| | | **Strategic Goal 3: Effective Practice** | | | | | |

# Motupipi School Strategic Plan 2023-2025

## *Making A Difference Together*

| Goal Area | 2023 | 2024 | 2025 |
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| **Strategic Goal 1:**<br>**Te Ao Māori**<br>(Prominence to Te Tiriti o Waitangi and mana ōrite \| equal status)<br><br>*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.* | 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. | Learning progressions in Te Reo Māori, mātauranga Māori, tikanga Māori prominence in the Motupipi Local Curriculum is **consolidating,** which impacts positively on learner outcomes. | Learning progressions in Te Reo Māori me ona Tikanga Māori and mātauranga Māori are embedded within the local curriculum and impact positively on learner outcomes. |
| | Learning progressions in Te Reo Māori are introduced (link) | Learning progressions in Te Reo Māori are incorporated into learning programmes | Learning progressions in Te Reo Māori are embedded within the local curriculum |
| | Establish pepeha tikanga and embed through oral language in a range of contexts. | Establish kawa/tikanga across the kural, consistent with MKM and Ngāti Tama/Taranaki protocols. | Embed kawa/tikanga across the kura, consistent with MKM and Ngāti Tama/Taranaki protocols. |
| | Develop a curriculum plan with clear links to te reo me ōna tikanga Māori with assistance from MOE PLD Provider that reflects Manawhenua aspirations around the NZ Aotearoa Histories Curriculum and the connection to our local area. | Document and implement a local curriculum plan with clear links to te reo me ōna tikanga Māori that reflects Manawhenua aspirations around the NZ Aotearoa Histories Curriculum and the connection to our local area. | Implement our local curriculum against the pathway gifted to us by Manawhenua. Utilise Manawhenua and local experts to support this implementation. |
| | Engage in regular Te Reo Māori formal and informal PLD (including Marae visits/kapahaka) and Culturally Responsive Pedagogy | Engage in regular Te Reo Māori formal and informal PLD and develop an action plan to integrate into daily activities. Implement Culturally Responsive pedagogy across Teaching Staff. | Te Reo Māori formal and informal PLD is embedded in the kura and integrated into daily activities. Implement Culturally Responsive pedagogy across the kura. |
| | Engage with MKM and Ngāti Tama to understand and give prominence to the gifted pouwhenua. | Engage with MKM and Ngāti Tama to refine/review the curriculum plan, utilising gifted iwi resources | A deepened relationship with MKM and Ngāti Tama to embed the curriculum plan, utilising gifted iwi resources |
| | Rūnanga whānau group with whānau Māori developed and Whānau Māori voice steers the development of success indicators for tamariki Māori | Rūnanga whānau group with whānau Māori established and Whānau Māori voice steers the refinement of success indicators for tamariki Māori | Rūnanga whānau group with whānau Māori embedded and providing valued feedback around learning programmes and clear success indicators for tamariki Māori |

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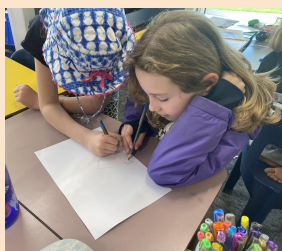| Goal Area | 2023 | 2024 | 2025 |
|---|---|---|---|
| **Strategic Goal 2:** **Wellbeing/ Hauora** *Promote learners' sense of belonging and connection and staff-whānau partnerships through the improvement of conditions, structures, systems and processes that promote wellbeing, resilience, and optimism, inclusive of te ao Māori and mātauranga Māori.*  | ***Develop and establish*** systems, practices and whānau partnerships for school values-driven restorative and positive behaviour for learning to ensure learner wellbeing. | ***Consolidate*** systems, practices and whānau partnerships for restorative and positive behaviour for learning to ensure learner wellbeing and safety is promoted. | Learner wellbeing and safety is well promoted through ***embedded*** values driven restorative and positive behaviour for learning systems, practices and whānau partnerships.. |
| | Unpack and understand the school values in alignment with PB4L & Strategic Goal #1 | Further development of the school values in alignment with PB4L and the development of lesson plans/resources to support the Social and Emotional Curriculum (PB4L Teaching Matrix). | Embedding the school values in alignment with PB4L and the utilisation/refinement of developed lesson plans/resources to support the Social and Emotional Curriculum (PB4L Teaching Matrix). |
| | Pause Breathe Smile Educator Training for all Teaching Staff and implementation of the PBS programme schoolwide. | Development of Social and Emotional Curriculum (via PB4L), supported by a kete of resources/activities from wellbeing programmes (eg Pause, Breathe Smile and Zones of Regulation). | Refinement and further development of Social and Emotional Curriculum (via PB4L), supported by a kete of resources/activities from wellbeing programmes (eg Pause, Breathe Smile and Zones of Regulation). |
| | Positive Behaviour for Learning (PB4L) Team established and hold regular hui each term. | Positive Behaviour for Learning (PB4L) Team run regular PLD and leaders support staff at kura to implement PB4L practices at Tier 1/2. | Positive Behaviour for Learning (PB4L) Team run regular PLD and support staff at kura and contribute to cluster based PLD/Sharing. |
| | Positive Behaviour for Learning (PB4L) Year 1 - Tier 1 interventions with support from MOE Facilitator and PB4L School Leads | Positive Behaviour for Learning (PB4L) Year 2 - Tier 2 interventions with support from MOE Facilitator and PB4L School Leads | Positive Behaviour for Learning (PB4L) Year 3 - Tier 2/3 interventions with support from MOE Facilitator and PB4L School Leads |
| | Establish house groups with tohu \| names connected to wāhi taonga \| special places to explore through local curriculum and to develop our value of Connections. | House groups established through all school wide events to provide multiple opportunities to build whānuangatanga and tuakana teina relationships across our school and continue developing our School Value of Connections. | Embed our school 'houses' through all school wide events to continue to strengthen the whānuangatanga and tuakana teina relationships across our kura and to deepen our School Value of Connections. |
| | Through PB4L, create a common set of language and expectations for behaviour, schoolwide, utilising restorative practices. | Through PB4L, implement a common set of language and expectations for behaviour (systems), schoolwide, utilising restorative practices across all teaching staff. | Through PB4L, embed a common set of language and expectations for behaviour, schoolwide, utilising restorative practices across all staff at kura. |

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| Strategic Goal 3: Effective Practice | 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. | Effective teaching and assessment strategies for equity and processes of collaboration and moderation are *consolidating* so that learners are *well supported* to make choices and decisions about their learning. | Effective teaching and assessment strategies for equity and processes of collaboration and moderation are *embedded* so that learners are *effectively supported* to have agency in their learning. |
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| **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.** | Regular, planned events to connect whānau with the kura | Regular, planned events to connect whānau with the kura authentically. Feedback gained to be able to be responsive to needs | Regular, planned events to connect whānau with the kura that are responsive to needs and well attended/supported |
| | Establishment of twice yearly whānau connect Student Learning Conferences (Learning Celebrations) - students present and assisting with goals to be shared/developed with whānau | Continuation of twice yearly whānau connect Student Learning Conferences (Learning Celebrations) - students well supported to discuss and make choices about their learning. | Twice yearly whānau connect Student Learning Conferences (Learning Celebrations) - students have agency in their learning and whānau empowered to actively engage in supporting their child to achieve their full potential. |
| | Moderation and assessment plan is developed and implemented against NZC. | Moderation and assessment plan is reviewed against the refreshed Curriculum - Te Mātaiaho and updated | Moderation and assessment plan is continuously refined in line with the refreshed Curriculum - Te Mātaiaho and current best practice |
| | Identification & monitoring of Target Learners (students at risk of/not achieving) in Reading, Writing and Mathematics (ensuring cultural responsiveness - supported by Tataiako) | Identification & monitoring of Target Learners in Reading, Writing and Mathematics and use of HERO to track goal setting towards learning objectives each term. | Differentiated learning programmes and individualised goals set for Target Learners in each class for Reading, Writing and Mathematics that are culturally responsive and meet the needs of learners. |
| | Develop Writing curriculum plans with associated resources and planning templates, incorporating Structured Literacy resources | Further development in Structured Literacy and use of associated resources (LLLL, The Code, Phonics Plus) to develop students' Literacy abilities (reading/writing/spelling) | Structured Literacy established schoolwide with agreed Scope and Sequence to support Literacy (Reading and Writing) learning across the school |
| | Attending HERO PLD to explore using HERO for promotion/sharing of student learning | Develop an assessment/reporting/sharing system in Hero (in line with the refreshed Curriculum - Te Mātaiaho) that strives to increase student agency. | Develop an assessment/reporting/sharing system in Hero (in line with the refreshed Curriculum - Te Mātaiaho) that strives to increase student agency and empower our tamariki to know themselves as learners. |