

Muritai School Strategic Plan: 2024 – 2025

‘To be the BEST we can be.’

Learning – AKO	Working together – MAHI TAHI	Environment – TAIAO
Strategic Goals		
Our people will be well equipped with the right tools in their kete to be lifelong learners.	Our people will be their BEST through a cohesive & collaborative approach.	Our people will thrive by having strong connections with our place.
Key Initiatives		
<p>Raising Achievement</p> <ul style="list-style-type: none"> Reading, Writing and Maths targets with a particular focus on akonga Māori (Māori students). 	<p>Strengthening Manaakitanga</p> <ul style="list-style-type: none"> PB4L & Values Ready to Learn (ZoL, Pause, B,S) Student Leadership 	<p>Buildings and Spaces</p> <ul style="list-style-type: none"> Junior Block Senior Block
<p>Enabling our Team Kaimahi</p> <ul style="list-style-type: none"> Structured Literacy Curriculum Refresh 	<p>Whānau Connection</p> <ul style="list-style-type: none"> Reporting on achievement Website & Communication Whānau Ropu 	<p>Beach to Bush</p> <ul style="list-style-type: none"> Te Ara Tupua & Local Curriculum Kaitiakitanga Guardianship
<p>Learning Map</p> <ul style="list-style-type: none"> Graduate Profile Literacy Progressions 	<p>Mātauranga Māori</p> <ul style="list-style-type: none"> Kura Ahurea Strengthening Maori knowledge 	<p>Learning Design</p> <ul style="list-style-type: none"> Sensory audit Celebrating our bicultural society
What does success look like?		
Our team will be highly skilled & our students will be engaged in rich curriculum.	Our culture will be inclusive with a strong focus on hauora and leadership.	Our environment and practise will reflect a sense of connectivity and cohesion.

AKO Learning

Our people will be well equipped with the right tools in their kete to be lifelong learners

Initiative 1: Raising Achievement

Setting aspirational, targeted goals for all akonga to ensure they all reach their potential.

Focus	Action	Led by	Monitoring:	Success looks like?
Target setting & Monitoring progress	<ul style="list-style-type: none"> Using achievement data in Reading, writing and maths to set aspirational targets for our learners Identifying target groups for intervention, acceleration and extension. ALIM Professional Development 	Ginny Treadwell Supported by SLT	Termly	80% targets in Reading, Writing and Maths School wide
Accelerating progress for akonga Maori	<ul style="list-style-type: none"> Identifying our Māori learners for acceleration. Identify and implementing strategies to support acceleration. 	Jamie Power Supported by SLT	Termly	Māori learners clearly identified in target setting with deliberate intervention in place to accelerate achievement.

AKO Learning

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Initiative 2: Enabling the Team | Kaimahi

Providing targeted, relevant professional development for all our kaimahi to build confidence and capability.

Focus	Action	Led by	Monitoring:	Success looks like?
Structured Literacy development	<ul style="list-style-type: none"> Year 3 implementation of Structured Literacy approach with IDEal with focus on Writing Establishing curriculum team to support implementation of new initiatives Structured Literacy initiatives linked to Teacher's PGC Explore of the use of Ministry Decodable text to support IDEal approach. Start to develop Muritai model for Structure Literacy schoolwide. 	<p>Lisa Allen</p> <p>Supported by Nadia Henderson & Curriculum Action Team</p>	<p>PLD throughout the year with Learning Matters. (Centrally funded PLD)</p>	<ul style="list-style-type: none"> A structured literacy approach to teaching and learning will be embedded school wide A Muritai approach to structured literacy will be developed for implementation in 2025.
Curriculum Refresh	<ul style="list-style-type: none"> Curriculum Refresh Action Team established within teaching teams. Key developments from refresh progress communicated with wider teaching staff Particular emphasis on Numeracy and Literacy 	<p>Jamie Power</p> <p>Supported by SLT and Curriculum Action Team</p>	<p>Teacher Only Days in Term 2 and 4. Pending guidance from MoE</p>	<ul style="list-style-type: none"> Teachers Kaiako will become more familiar with Te Mataiaho

AKO Learning

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Initiative 3: Learning Map

Create progressions of learning in core areas to enable learners to be active participants on their journey

Focus	Action	Led by	Monitoring:	Success looks like?
Graduate Profile	<ul style="list-style-type: none">Utilise new and existing resources together to create a clear graduate profile for our Year 8 learners.	Jon Mackie Supported by SLT	Term 2 and 3	<ul style="list-style-type: none">A clear Graduate Profile development through consultation with kaimahi. Ready for implementation in 2025
Writing Progressions	<ul style="list-style-type: none">Implement PACT to moderate writing schoolwide (or asttle)	Ginny Treadwell Supported by SLT	Term 2 and 4	<ul style="list-style-type: none">All teachers will have used this moderation tool to measure student achievement in Writing

MAHI TAHI Working together

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Initiative 1: Strengthening Manaakitanga

Embed a strong understanding of expectations for all learners in all context across the school

Focus	Action	Led by	Monitor	Success looks like?
PB4L & Values	<ul style="list-style-type: none"> Core team maintain Tier 1 systems and practices, and record and use data. Ensure Living Values are visible across the school and explicit teaching of these values are covered in classrooms. Embed Tier 2 implementation for students with challenging behaviours or recurring minor behaviours (referral system) Key team members attend MOE workshops Teachers: problem solving in groups around managing challenging behaviours 	<p>Jon Mackie & Kate McLean</p> <p>Supported by Action Team & SLT</p>	<p>Tier 2 PLD throughout the year</p> <p>\$10,000 from MoE for 2023-24</p>	<ul style="list-style-type: none"> Visible display and recognition of BEST values will reinforce pro-social behaviours, student well-being and school culture Teachers will develop consistent approaches to preventing and responding to minor and major behaviours in the classroom and playground.
Ready to Learn	<ul style="list-style-type: none"> Continue Zones of Regulation and other strategies to support pro-social behaviour. 	Ginny Treadwell & Lisa Allen	All year	<ul style="list-style-type: none"> ZoR language utilised by students and staff school wide. Visual prompts evident in classrooms
Student Leadership	<ul style="list-style-type: none"> Refining our student leadership programme to build stronger connections between the two sites. Dedicated 'Leadership time' timetabled 	Jon Mackie & Kāhu Syndicate	All year	<ul style="list-style-type: none"> Student Leadership opportunities will be regular with wide involvement of kaimahi to support

MAHI TAHI Working together

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Initiative 2: Whānau Connection

Strengthen our connections with whānau to grow authentic and meaningful relationships between home and school.

Focus	Action	Led by	Monitoring:	Success looks like?
Reporting on Progress and Achievement	<ul style="list-style-type: none"> ● Review our reporting to parents model ● Student voice and exemplars ● Use of Etap Spotlight tools to enhance communication 	Stu Devenport Supported by SLT	Term 1	Reporting will be valuable, informed and realistic
Website & Communication	<ul style="list-style-type: none"> ● Review and update our website content. ● Streamline our comms with whānau with clear guidelines for kaiako. 	Stu Devenport Supported by SLT and Admin Team	Term 2 and 3	An updated website will reflect our current beliefs and practise. Communication will be consistent and streamlined.
Whānau Rōpū	<ul style="list-style-type: none"> ● Establish rōpū liaison with kaimahi ● Establish more regular hui dates 	Ginny Treadwell & Hilary Bevin	Term 1 and 3	Rōpū gatherings will be more regular (termly), focused on consultation and projects.

MAHI TAHI Working together

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Initiative 3: Mātauranga Māori

Growing our capability and confidence in teaching Te Reo Māori and concepts of Mātauranga Māori.

Focus	Action	Led by	Monitoring:	Success looks like?
Kura Ahurea	<ul style="list-style-type: none"> ● Year 1 of the Kura Ahurea initiative to grow the implementation of Te Reo Māori for our team and learners. ● Establish Curriculum Action Team 	Hilary Bevin Carmen McDonald Support by Curriculum Action Team	Termly Hui for TOA \$3000 annual fee	<ul style="list-style-type: none"> ● Content of Kura Ahurea will be delivered in classrooms, integrated with current topics
Cultural Competencies / Self assessment	<ul style="list-style-type: none"> ● Review Ta taiako document with kaiako ● Professional reading with staff/ SLT 	Stu Devenport Hilary Bevin	Term 2 and 3	<ul style="list-style-type: none"> ● Key messages shared with kaiako

TAIAO Environment

Our people will thrive through our strong connection with our place.

Initiative 1: Buildings and Spaces

Ensuring our learning spaces are safe, welcoming and engaging for our people

Focus	Action	Led by	Monitoring:	Success looks like?
Junior Block	<ul style="list-style-type: none">• Planning for Rooms 1,2,3 modernisation• Play resource building	Stu Devenport	Term 2 commences planning	By the end of the year plans will be development to enhance this space, reflecting the needs for our youngest learners
Senior Block	<ul style="list-style-type: none">• Weather tightness work• New classroom furniture for x1 classroom	Stu Devenport	Term 1 construction is due to start	Weather tightness will be complete and new furniture purchased.

TAIAO Environment

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Initiative 2: Beach to Bush

Our learning programmes will reflect the environment we are learning in.

Focus	Action	Led by	Monitor	Success looks like?
Te Ara Tupua alliance	<ul style="list-style-type: none"> Engage with Te Ara Tupua alliance to drive our Learning overview for 2024 Utilising our local environment to enhance our learning programmes 	Jamie Power Supported by SLT	All year	Classroom Inquiry will reflect actions from shared pathway developments around the bays.
Local Curriculum	<ul style="list-style-type: none"> Continue to review our localised curriculum. Refining and simplifying to ensure kaiako have ownership. Rebranding with new logo and colours 	Jamie Power Supported by SLT	Term 2-4	Kaiako school wide have a solid understanding of expectations on delivery. Documentation reflect our shared beliefs
Kaitiakitanga	<ul style="list-style-type: none"> Grow our understanding of being of guardians of the environments. Simple initiatives to grow change Enviro Schools engagement with PLD provided Parent and Teacher enviro group established 	Felicity Lovell or Nadia Support by Action Group	All year	Wider involvement of stakeholders in Enviro initiatives.

TAIAO Environment

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Initiative 3: Learning Design

The learning environments support students well being and reflect our bicultural society.

Focus	Action	Led by	Monitoring:	Success looks like?
Sensory Audit	<ul style="list-style-type: none"> Through the work supported by Zones of Regulation initiatives, teachers will be complete an audit on their learning spaces, exploring ways of creating calm environments for students work thrive How are we addressing the needs of our diverse learners in the Junior School. 	<p>Ginny Treadwell & Felicity Lovell</p> <p>Supported by Kororā Syndicate</p>	Term 2 and 3	<ul style="list-style-type: none"> Students and Teachers will utilise the language and initiatives of ZoR Kororā kaiako visit other schools to explore success strategies for diverse learners
Te Aō Māori	<ul style="list-style-type: none"> Complete audit of our school environment to identify components that reflect our bi-cultural heritage. Identify simple ways of improving the visibility of Te Reo Maori across the school. 	<p>Stu Devenport & Hilary Bevin</p> <p>Te Ao Maori Action Team</p>	Term 2	<ul style="list-style-type: none"> Additional bilingual signage noted school wide.

Honouring Te Tiriti o Waitangi at Muritai School

Muritai Vision Statement	<p align="center">‘Be the best that we can be’</p> <p>The vision for everyone involved with Muritai School is that the children's education will help them develop their potential to be the best that they can possibly be.</p>		
Muritai WHY Statement	<p align="center"><i>Our tamariki are proud of who they are and where they come from.</i></p>		
Whakamārama / Explanation	<ul style="list-style-type: none"> ➤ It is important for our ākonga to have a sense of identity and belonging. ➤ We want to give them a sense of whānau, community and belonging. ➤ We want our ākonga to feel pride in where they come from and the people that came before. ➤ Our ākonga need to understand the importance of local places and the stories behind them. ➤ We want to develop a collective understanding of our past and our present, our shared history and our stories. 		
Links to Strategic Goals and NELPs	AKO Learning	MAHI TAHI Working together	TAIAO Environment
	<p align="center">Learners at the Centre, Barrier free access, Quality teaching and leadership, Future of learning and work, World class inclusive public education</p>		

Article 1: Kāwanatanga / Honourable Governance	Article 2: Rangatiratanga / Māori Self Determination, Agency, Mana Motuhake	Article 3: Ōritetanga / Equity, Partnership	Article 4: The Spoken Promise / Protection
1. We understand our position as Crown agents and affirm Māori as Tangata whenua.	1. Te Reo Māori, tikanga and kawa, appropriate to local context, is valued, practised and celebrated.	1. In the interest of all, Māori have the same rights and opportunities as non-Māori.	1. Māori are empowered to have cultural and spiritual/religious freedom.
2. We seek to govern honourably - decisions are made with those who are impacted by them the most.	2. Our ākonga Māori are supported to succeed as Māori.	2. Barriers and inequalities are removed to ensure equitable outcomes for all.	2. Māori customs, spirituality and beliefs are protected.
3. We engage a shared decision making process with mana whenua and our communities.	3. Our Māori community has agency, mana, and the power to act.	3. Our resources, content and delivery reflects Aotearoa and our dual heritage. We ensure equitable representation of Mātauranga Māori, Reo, tikanga etc.	3. Te Reo Māori, tikanga, and Mātauranga Māori is respected, protected and enhanced.
4. Our communication is meaningful, ongoing, reciprocal and transparent.	4. Māori diversity is recognised and valued and self determination is enacted.	4. Māori perspectives and the voices of Māori are equitably represented.	4. Te Ao Māori and mana whenua narratives are protected
At Muritai we... <ul style="list-style-type: none"> - We seek to understand the aspirations of the Māori Community - We share our planning and learning with mana whenua and provide ways to share our learning with them. 	At Muritai we... <ul style="list-style-type: none"> - The board and staff values Māori identity, language and culture and supports the growth and development of te reo Māori and mātauranga Māori - We (board and staff) demonstrate clear expectations that Māori students will make superb progress 	At Muritai we... <ul style="list-style-type: none"> - Make sure that our Māori students can see themselves in the curriculum. - We develop and continue to maintain partnerships with whānau and local iwi. 	At Muritai we... <ul style="list-style-type: none"> - Provide many opportunities for our Māori students to thrive and flourish and lead. - We have built strong connections to local iwi through our Local Curriculum.