

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 Student Leadership 	<p>Buildings and Spaces</p> <ul style="list-style-type: none"> Junior Block Beautifying our shared spaces
<p>Enabling our Team Kaimahi</p> <ul style="list-style-type: none"> Literacy Curriculum Implementation Numeracy Curriculum Implementation 	<p>Whānau Connection</p> <ul style="list-style-type: none"> Reporting on achievement 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 Local Curriculum 	<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"> Ready for Learning 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 Review FACES document to ensure they are an effective tool for tracking. Identifying target groups for intervention, acceleration and extension. 	Ginny Treadwell Supported by SLT	Termly tracking through FACES documents	An increase in % of students achieving at or above expectation in Reading, Maths and Writing. Our end of year data for 2024 shows: <ul style="list-style-type: none"> 85% achieving at or above in Reading 80% achieving at or above in Maths 76% achieving at or above in Writing
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 tracking through FACES documents	Māori learners clearly identified in target setting with deliberate intervention in place to accelerate achievement. Maori achievement matches achievement of non-Māori students in Reading, Writing and Maths.

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 & Curriculum Implementation	<ul style="list-style-type: none"> • Growing our curriculum action team to support implementation of new initiatives • Structured Literacy initiatives linked to Teacher's PGC, coaching and classroom release. Creating and encouraging opportunity to celebrate success. • Start to develop Muritai model for Structure Literacy schoolwide. • Aligning new English Curriculum to IDEAL approach • Professional learning for reading and writing remaining current - Stay on top of any new PD (on Ideal site) . • Induction planning for new staff • Growing connections with other Ideal schools • Developing Literacy Matrix for Teacher Practise to highlight what quality teaching looks like in Literacy. 	<p>Lisa Allen</p> <p>Supported by Nadia Henderson & Ginny Treadwell</p>	<p>Regular SLT and teacher hui focused on PD and implementation of the new curriculum</p>	<ul style="list-style-type: none"> • Teachers Kaiako will become more familiar with new NZ Curriculum • A Muritai approach to structured literacy will be developed for implementation by the end of 2025.
Structured Maths & Curriculum Implementation	<ul style="list-style-type: none"> • Growing our curriculum action team to support implementation of new initiatives • Professional Development for Teachers on new maths resources + Curriculum Implementation. Creating and encouraging opportunity to celebrate success. • Physical resourcing/materials appropriate to the programme • Review of Maths Matrix and best practice pedagogy?- Merging best practice already established into new models of teaching. (assessment, programme adaption, resource use, intervention, extension) • Updated Maths Spotlight - in development • Connections with other schools around leadership and implementation 	<p>Jon Mackie</p> <p>Supported by Jamie Power & Felicity Lovell</p>	<p>Professional Development from MoE - at least Teacher Only Days</p>	<ul style="list-style-type: none"> • Teachers Kaiako will become more familiar with new NZ Curriculum • Maths Resources will be implemented into classroom practise.

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"> • Launching Graduate Profile with the school community. • Unpacking what each element looks like in each syndicate of the school. • Focus on personalised learning - Ara Whaiaro for 2025 overarching Inquiry Theme 	Jon Mackie Jamie Power Ginny Treadwell	Term 2 and 3	<ul style="list-style-type: none"> • A clear Graduate Profile development through consultation with kaimahi. Ready for implementation by the end of 2025.
Local Curriculum	<ul style="list-style-type: none"> • Continue to review our localised curriculum. Refining and simplifying to ensure kaiako have ownership and is easily accessible and linked to new curriculum. • Rebranding with new logo and colours • Focus on reviewing Health and Arts overview 	Jamie Power Supported by SLT	Term 2-4	<ul style="list-style-type: none"> • Kaiako school wide have a solid understanding of expectations on delivery. Documentation reflect our shared beliefs

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"> Values visuals displayed in shared spaces - playgrounds, hall etc. Tier 2 continued development - March catchment, early identification of children at risk and associated programmes to cater for these students. Tier 3 escalation of CICO - how do we differentiate from Tier 2 CICO and Tier 3 CICO Celebrating Values in fortnightly student written page in newsletter and other sharing spaces. Termly Value events to celebrate and share these messages Houses celebrate with chants House captains to work with house before big events, chant practice, colours, haka off etc 	<p>Jon Mackie & Kate McLean</p> <p>Supported by SLT</p>	<p>Tier 2 PLD throughout the year</p> <p>\$2,000 from MoE for 2025</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.
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 	<p>Jon Mackie & Kāhu Syndicate</p>	<p>All year</p>	<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, Achievement & Attendance.	<ul style="list-style-type: none"> ● Review our reporting to parents model ● Student voice and exemplars ● Use of Etap Spotlight tools to enhance communication ● Goal setting process embedded. ● Attendance data closely monitored using STAR response. ● Attendance data reported on in newsletters 	Stu Devenport Ginny Treadwell Nadia Henderson Supported by SLT	Term 1	Reporting will be valuable, informed and realistic. Improving overall termly attendance data from 2024 to reach MoE targets.
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 2 of the Kura Ahurea initiative to grow the implementation of Te Reo Māori for our team and learners. ● Finalising Kura Ahurea implementation plan 	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 and evident through classroom observations. Art work visible in classroom and shared spaces.
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"> ● PGC goals linked to cultural competencies.

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 • Purchasing relevant resources/furniture to support the learning in our new environments 	Stu Devenport	Term 1 commences	By the end of Term 2 junior classes will return to new spaces.
Beautifying our outdoor spaces through art	<ul style="list-style-type: none"> • Opportunities for Art Extension for our students identified with art strengths/passions • Opportunities for mural creations to be installed across the school in our shared spaces. • Art Exhibition 2025 focus for Term 3. 	Jamie Power Ginny Treadwell	Term 2 and 3	Our shared spaces will have evidence of creative art pieces created by our students, reflecting themes of learning from the year and celebrating our bi-cultural society.

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"> Continue of relationship with Te Ara Tupua alliance to drive our Learning overview for 2025 Utilising our local environment to enhance our learning programmes 	<p>Jamie Power</p> <p>Supported by SLT</p>	All year	Classroom Inquiry may reflect actions from shared pathway developments around the bays. Students involved in community celebrations on progress of the shared pathway.
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 Orchard redevelopment to create Mārā Kai Muritai 	<p>Felicity Lovell and Stu Devenport</p> <p>Support by Action Group</p>	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?
Ready to Learn / Transition to School	<ul style="list-style-type: none"> • Ready for Learning initiative implemented in Kororā Team. • Kororā team will use this as their Inquiry focus for Term 1. • Ready for Learning posters and resources purchased for teacher, student and parent education. • Opportunities for parent education throughout the year. 	Felicity Lovell Ginny Treadwell Nadia Henderson	All year	<ul style="list-style-type: none"> • The Ready for Learning initiative will be visible in the classrooms and shared spaces. • This initiative will be a key focus for our Kororā teachers through their PGC.
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. 	Stu Devenport & Hilary Bevin	Term 2 & 3	<ul style="list-style-type: none"> • Additional bilingual signage and artwork 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	<p align="center">AKO Learning</p>	<p align="center">MAHI TAHI Working together</p>	<p align="center">TAIAO Environment</p>
<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.