



Maniototo Area School

Strategic Plan 2024-2025



**School Mission:**

*'By learning we live'*

Maniototo Area School acknowledges Te Tiriti o Waitangi and gives effect to Te Tiriti by achieving equitable outcomes for Māori, and by embedding Mātauranga Māori and Te Reo Māori as key components of our learning programmes. We celebrate our whānau like environment and our close connections to local community. Maniototo Area School values diversity in the school community and develops innovative and individualised learning pathways for all ākonga.

**School Vision:**

Maniototo Area School is committed to nurturing, supporting and challenging students who:

- Strive to learn, are resilient in their approach to learning and are curious about the world around them
- Uphold and live the PRIDE values of the school and use these to determine decisions and interactions with others
- Are connected to their community and are kaitiaki of their school and local environment

- Embrace diversity and celebrate difference
- Actively protect and enhance personal and collective hauora through awareness and management of personal wellbeing
- Graduate ready to embrace diverse opportunities and have the confidence and determination to develop personal pathways for learning and work

#### **School Values:**

Students uphold and live the PRIDE values of:

*Participation*

*Respect*

*Integrity*

*Determination*

*Empathy*

#### **The development of the strategic plan:**

- February/March - all primary parents and families from St John's Primary (contributing school) invited to meet with the Principal to give feedback on preferred future priorities for Maniototo Area School
- March - one on one meetings offered to all staff at the school
- April - focus group sessions held with all secondary school year groups
- September/October - surveys sent out to all families, with the option of a short and long form
- October - scheduled hui with Puketeraki Rūnaka (postponed by Rūnaka due to venue issues)
- September/October - 2 staff meetings held focusing on Mission and Vision statement and the completion of a SWOT analysis
- November - dedicated Board of Trustees meeting for Strategic Plan
- November - staff meeting for sharing/feedback

Strategic Goal	Link to BOT Primary Objective	Links to Education requirements	Key tasks/steps	Expected outcome	How will success be measured
<p>1. To give effect to Te Tiriti o Waitangi by embedding Te Reo Māori and Mātauranga Māori across the curriculum, and ensure Māori ākonga are empowered to achieve success as Māori</p>	<p>1, 2, 3 and 4</p>	<p>NELP priorities 1, 2, 3, 5, 7</p> <p>Te Mātaiaho</p> <p>Kā Hikitia - Kā Hāpiatia</p> <p>Te Hurihanganui</p> <p>Attendance and Engagement Strategy</p> <p>Tau Mai Te Reo</p> <p>Te Ahu o te Reo Māori</p> <p>Wellbeing in Education</p>	<ul style="list-style-type: none"> <li>● Te Reo Māori delivery plan (Years 1-13) to be developed and implemented</li> <li>● Professional development on Mātauranga Māori and key ideas and contexts to be integrated into programmes of learning</li> <li>● Staff professional development focus on relationships for learning.</li> <li>● Development of Te Reo Māori language learning pathway in the secondary school</li> <li>● Develop and implement whānau consultation plan</li> <li>● Strengthening of Kapa Haka</li> <li>● Developing a bicultural framework for the school PRIDE values</li> <li>● Working with Puketeraki Rūnaka to develop a cultural narrative for the school</li> </ul>	<ul style="list-style-type: none"> <li>● Increased achievement for Māori ākonga</li> <li>● Mātauranga Māori and Te Reo Māori authentically integrated across all year levels</li> <li>● Continual feedback model established with whānau</li> <li>● Reduction in racism amongst student population</li> <li>● All ākonga more proficient in use of Te Reo Māori and with better understandings of Tikanga Māori</li> <li>● Senior students select a Te Reo Māori learning pathway</li> <li>● Enhanced mana of ākonga Māori in the school and local community</li> </ul>	<ul style="list-style-type: none"> <li>● Analysis of achievement data (NCEA/PAT/Literacy and Numeracy)</li> <li>● Survey of whānau</li> <li>● Classroom observation data</li> <li>● Bullying survey (Sticks and Stones)</li> <li>● Senior subject numbers</li> <li>● Kapa Haka numbers</li> <li>● Analysis of staff personal professional development (eg Te Ahu, Wānanga courses)</li> <li>● Attendance data</li> </ul>

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<p>2. To provide ākonga with relevant and engaging programmes of learning, that are progressive and provide opportunities for personal success</p>	<p>1, 2, 3, 4</p>	<p>Te Mātaiaho</p> <p>NELP priorities 1, 2, 3, 4, 5, 6, 7,</p> <p>Kā Hikitia - Kā Hāpiatia</p> <p>Attendance and Engagement Strategy</p> <p>Common Practice Model</p> <p>Action Plan for Pacific Education</p> <p>NCEA Change</p> <p>Tau Mai Te Reo</p> <p>Kahui Ako strategic work</p> <p>PB4L</p>	<ul style="list-style-type: none"> <li>• Continue work towards the implementation of Te Mātaiaho</li> <li>• Examine connectedness and transitions on developed programmes of learning</li> <li>• In consultation with whānau, rūnaka and students, develop localised curriculum</li> <li>• As Te Mātaiaho and localised curriculum is developed, we will share this with community for feedback</li> <li>• Enhance student achievement - especially in the priority areas of literacy and numeracy</li> <li>• Foster greater student agency around management of student achievement through enhanced engagement</li> <li>• Lift NCEA results</li> <li>• Consideration of an Alternative Education pathway completed</li> <li>• Ensure programmes of learning provide authentic opportunity to build understanding of Mātauranga Māori (see strategic goal 1)</li> <li>• Develop a robust careers/gateway programme to provide strong support for students seeking vocational pathways</li> <li>• Engage more with Careers Expos and opportunities for students to</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant, engaging and challenging programmes of learning developed</li> <li>• Clear progressions of learning are identified between year levels and between the primary and secondary school</li> <li>• Student achievement increased</li> <li>• Greater integration of Mātauranga Māori and Te Reo Māori</li> <li>• Structured and responsive careers programme developed (Y7-13) including enhanced</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of achievement data - Literacy and Numeracy data sheet/NCEA</li> <li>• Attendance data</li> <li>• Student survey data (engagement )</li> <li>• Presentation to the BOT on Careers and Gateway</li> <li>• Classroom observations</li> <li>• Document - analysis of progressions</li> <li>• RTLB feedback</li> <li>• PB4L data (Edge)</li> <li>• Value added data?</li> </ul>

			<p>explore career options (Y7-10)</p> <ul style="list-style-type: none"><li>• Investigation of niche subject opportunities to build student numbers in the senior Secondary school</li></ul>	<p>Gateway opportunities (Y12-13)</p> <ul style="list-style-type: none"><li>• Greater personalisation of learning programmes (Y1-13)</li></ul>	
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<p>3. To foster and enhance the wellbeing of all members of the school community</p>	<p>1, 2, 3, 4</p>	<p>Te Mātaiaho</p> <p>NELP Priorities 1, 2, 3, 4, 5, 6, 7</p> <p>Ka Hikitia - Ka Hāpiatia</p> <p>Wellbeing in Education</p> <p>NZ Child and Youth Wellbeing Strategy</p> <p>Child Protection Policy</p> <p>Action Plan for Pacific Education</p> <p>Attendance and Engagement Strategy</p> <p>Healthy Active Learning</p> <p>Unteach racism (Teaching Council)</p>	<ul style="list-style-type: none"> <li>● Respond to student data (Sticks and Stones) by supporting student led initiatives to respond to wellbeing issues within the school</li> <li>● To provide a staff wellbeing programme</li> <li>● Develop a set of protocols for managing staff workload issues, including agreements around work and communications out of hours</li> <li>● Review RAMs planning and ensure these focus on student safety and wellbeing in EOTC</li> <li>● Consider and plan interventions to better support student wellbeing</li> <li>● Review wellbeing supports already at the school, and identify areas of future need</li> <li>● Consider and implement school wide events to support student wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>● Clear overview of student support services operating in the school and processes for student referral</li> <li>● Ongoing student-led wellbeing programme (Sticks and Stones)</li> <li>● Fewer tier 2 and 3 behaviour incidents</li> <li>● Improved attendance and engagement</li> <li>● Increased staff wellbeing and workload more manageable</li> </ul>	<ul style="list-style-type: none"> <li>● Staff survey (EEO)</li> <li>● Edge pastoral data and reports to BOT</li> <li>● Fewer stand downs</li> <li>● Student wellbeing survey</li> <li>● RTLB feedback</li> </ul>

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<p>4. To develop close connections between the school and local community, with the objective of increasing student numbers and increasing community engagement</p>	<p>1, 2, 3, 4</p>	<p>NELP priorities 1, 2, 3, 4, 5, 6, 7</p> <p>Te Mātaiaho</p> <p>PB4L</p>	<ul style="list-style-type: none"> <li>● Increase opportunities for the school to be used as a community hub (gym/foods room/turf/whānau room)</li> <li>● Ensure students represent the school well in the community</li> <li>● Enhance the profile of the school in the local community by profiling student achievement and service, school events and school values (local media and Facebook)</li> <li>● Rebrand the school emphasising new facilities and school strengths (refer to SWOT analysis)</li> <li>● Redevelop the school website</li> <li>● Investigate opportunities for international students</li> </ul>	<ul style="list-style-type: none"> <li>● Increase in student numbers</li> <li>● Increased retention of students from Primary to Secondary school</li> <li>● International students</li> <li>● More visible in media and social media</li> <li>● Greater community engagement in school events and activities</li> </ul>	<ul style="list-style-type: none"> <li>● Tracking of student numbers (Principal monthly reports to the BOT)</li> </ul>