

References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

Summary of the plan

In 2024 we are implementing the first year of our two year Strategic Plan. This plan includes our new Mission and Vision statements.

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

The 2024-2025 Strategic Plan has 4 broad priorities:

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

To provide ākonga with relevant and engaging programmes of learning, that are progressive and provide opportunities for personal success

To foster and enhance the wellbeing of all members of the school community

To develop close connections between the school and local community, with the objective of increasing student numbers and increasing community engagement

This annual implementation plan sets the actions for 2024, within each priority area.

Where we are currently at:

Analysis of Variance of 2023 school year: [2023 Analysis of Variance](#)

This document shows that we are making pleasing progress in most areas of student achievement, but there is scope for improvement. This Analysis of Variance has been used to inform our 2024 targets.

The Board of Trustees has decided to maintain a continued focus on areas where we did not meet planned targets and focusing on the basics of literacy and numeracy. Being literate and numerate are key for success in learning, and in life beyond school.

The 2024 targets are:

95% of students at Maniototo Area School make the attendance target of 80% attendance in 2024.

Rationale: We note that 32% of students had an attendance rate of below 80% in 2023. Attendance data shows erratic patterns of attendance (rather than blocks of absence). This has significantly impacted on learning progress for this group of students. Setting a target of 95% of students attending at least 80% of the time allows for a small group of students with pre-existing family or health concerns to not meet the target. 80% attendance is an adequate target, but we will also plan for a significant group of students to make the 90% preferred attendance rate.

80% of students to have achieved Literacy and Numeracy corequisite by the end of Year 10.

Rationale: Our rates of attainment of the Literacy and Numeracy corequisites have been lower than expected. Gaining these corequisites is critical for success in gaining NCEA qualifications and for entry into tertiary and vocational courses beyond school. At MAS we have a strong preference for students gaining the corequisites before commencing NCEA Level 1. Not only does this ensure the corequisites are achieved, it also ensures students have the basic literacy and numeracy skills to be successful in their NCEA studies. The target of 80% allows for students with special learning needs, with ESOL backgrounds and those arriving during the school year, to take a little longer to achieve these qualifications.

Students in Years 4-8 will show progress in fluency and accuracy of basic facts.

Rationale: Teachers at these levels have reported a decline in basic fact recall and have observed an increase in students strategizing aspects of maths that should be recall. This has a significant impact on the ability to work efficiently across all strands of mathematics. Parent voice has also raised concerns over perceived decline in basic fact recall.



Strategic Goal 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

Annual Target/Goal:

1. Completion of staff PD focus on culturally responsive pedagogies
2. Development and implementation of a comprehensive schoolwide Te Reo Māori programme.

What do we expect to see by the end of the year?				
<ul style="list-style-type: none"> ● Increased achievement for Māori ākonga ● Mātauranga Māori and Te Reo Māori authentically integrated across all year levels ● Continual feedback model established with whānau ● Reduction in racism amongst student population ● All ākonga more proficient in use of Te Reo Māori and with better understandings of Tikanga Māori ● Enhanced mana of ākonga Māori in the school and local community 				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> <i>Regulation 9(1)(d)</i>
Te Reo Māori delivery plan (Years 1-13) to be developed and implemented	Principal and teaching staff	<ul style="list-style-type: none"> ● Support from Whānau engagement staff, MOE ● Working group of staff and time dedicated to plan development (Te Mātaiaho TOD?) ● Te Ahu o te Reo Māori programme materials 	Programme development terms 1-2, implementation terms 3-4	<p>Increased numbers pursuing Te Reo Māori at senior levels</p> <p>Increased Te Reo Māori proficiency</p>
Staff professional development focus on relationships for learning.	Principal Kahui Ako Teachers	<ul style="list-style-type: none"> ● Teaching to the Northeast ● Niho Taniwha ● Staff meeting time ● Kahui Ako TOD 	Terms 1 and 2	<p>Professional Growth Cycles indicate stronger implementation of culturally responsive pedagogies</p> <p>Fewer behaviour reports on Edge</p>

Development of Te Reo Māori language learning pathway in the secondary school	Principal Deputy Principal	<ul style="list-style-type: none"> • Net NZ course • Henry Caccia-Birch (volunteer hours) for student support • Te Reo Māori delivery plan (Y9-10 course) 	January 2024 commence ment of Net NZ Level 1 programme	Student success NCEA Level 1 Te Reo
Develop and implement whānau consultation plan	Principal	<ul style="list-style-type: none"> • MOE Whānau engagement staff • Rūnaka • Time, funding for kai for evening hui 	Term 1 meet with MOE Whānau engagement and Rūnaka Term 2 Whānau engagement hui start	High attendance at whānau engagement hui Whānau engagement team established
Strengthening of Kapa Haka	SLT Amie Pont	<ul style="list-style-type: none"> • Access to Kapa Haka support and PD (Rūnaka?) • Kapa Haka annual plan and priorities 	All year	High numbers participating in Kapa Haka Kapa Haka perform at one local competition and at Mana Pounamu

<p>Strategic Goal 2(As per your strategic plan) To provide ākongā with relevant and engaging programmes of learning, that are progressive and provide opportunities for personal success</p>				
<p>Annual Target/Goal: (This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)</p> <p>1. Development of robust vocational pathways for senior secondary students</p>				
<p>What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)</p>				
<ul style="list-style-type: none"> • Relevant, engaging and challenging programmes of learning developed • High levels of achievement of Literacy and Numeracy corequisites • Structured and responsive careers programme developed (Y7-13) including enhanced Gateway opportunities (Y12-13) • Greater personalisation of learning programmes (Y1-13) 				
<p>Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i></p> <p><i>Regulation 9(1)(b)</i></p>	<p>Who is Responsible</p> <p><i>Regulation 9(1)(c)</i></p>	<p>Resources Required</p> <p><i>Regulation 9(1)(c)</i></p>	<p>Timeframe <i>This is optional however is useful to help with your planning</i></p>	<p>How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i></p> <p><i>Regulation 9(1)(d)</i></p>
<p>Continue work towards the implementation of Te Mātaiaho</p>	<p>Principal SCT</p>	<ul style="list-style-type: none"> • Implementation packs - MOE • MOE provided PD for curriculum implementation • TODs (June and October) 	<p>All year</p>	<p>Development of draft curriculum</p> <p>Start of implementation of Common Practice Model</p>

Enhance student achievement - especially in the priority areas of literacy and numeracy	Principal DP (Secondary)	<ul style="list-style-type: none"> ● Literacy and Numeracy PD ● Literacy and Numeracy student workbooks (funded through donation scheme grant) ● Study period dedicated to literacy and numeracy work 	All year	Increase in student numbers passing Literacy and Numeracy corequisites
Consideration of an Alternative Education pathway completed	Principal DP (Secondary) TIC Gateways/Alt Ed Donna Owens	<ul style="list-style-type: none"> ● Alt Ed funding ● Alt Ed PD ● Donna Owens - Alt Ed coordinator role (external funding) 	Set up in term 1, programme to run all year	Student engagement in Alt Ed programme, whānau feedback
Develop a robust careers/gateway programme to provide strong support for students seeking vocational pathways	Principal DP (Secondary) TIC Gateway	<ul style="list-style-type: none"> ● Careers Expo (Dunedin or Central Otago) ● Liaison officers ● Career pathway personal planning digital tool ● Tertiary open days ● BCITO Liaison 	Career interviews - terms 2 and 3 Within school careers event term 3	Student feedback

<p>Strategic Goal 3 To foster and enhance the wellbeing of all members of the school community</p>				
<p>Annual Target/Goal: (This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)</p> <p>Review measures to protect and enhance staff and student wellbeing and safety.</p>				
<p>What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)</p> <p>Regulation 9(1)(d)</p> <ul style="list-style-type: none"> • Schoolwide intervention planned and implemented (Sticks and Stones) • An increase in initiatives and events to enhance student wellbeing • Guidelines developed and in place - staff working out side of work hours • Streamlined and more effective RAMs forms and processes 				
<p>Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i></p> <p>Regulation 9(1)(b)</p>	<p>Who is Responsible</p> <p>Regulation 9(1)(c)</p>	<p>Resources Required</p> <p>Regulation 9(1)(c)</p>	<p>Timeframe <i>This is optional however is useful to help with your planning</i></p>	<p>How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i></p> <p>Regulation 9(1)(d)</p>

Respond to student data (Sticks and Stones) by supporting student led initiatives to respond to wellbeing issues within the school	Deputy Principal (Primary) SLT	<ul style="list-style-type: none"> • Funding for Sticks and Stones programme for 2024 (\$4-\$10 per student) • Time scheduled for training of ambassadors • Programme resources as required 	Term 1 - ambassador or training, programme to run all year	Repeat of student survey from 2023, improvement in student data in this follow up
Develop a set of protocols for managing staff workload issues, including agreements around work and communications out of hours	Principal Staff BOT	<ul style="list-style-type: none"> • Staff meeting to generate and discuss possible guidelines • BOT meeting to confirm draft guidelines 	Early term 2	EEO survey in term 4?
Review RAMs planning and ensure these focus on student safety and wellbeing in EOTC	Principal BOT	<ul style="list-style-type: none"> • Exemplars and samples of other school RAMs forms • Ministry of Education resources and guidelines - https://www.education.govt.nz/school/health-safety-and-wellbeing/managing-risks-and-hazards-at-school/ • SLT time to draft new forms and review all policies 	Term 2-3 2024	Staff feedback on new forms and guidelines in place

Consider and implement school wide events to support student wellbeing	SLT Staff	<ul style="list-style-type: none"> Operational funding as required SLT meetings to plan interventions and events Loves Me Not programme (planned for term 1 2024) 	Ongoing - all year. NB some of this will be in response to emerging needs	Success should be evident in Sticks and Stones data - end of year
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Strategic Goal 4

To develop close connections between the school and local community, with the objective of increasing student numbers and increasing community engagement

Annual Target/Goal:

(This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)

Regulation 9(1)(a)

What do we expect to see by the end of the year?

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

Regulation 9(1)(d)

Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> <i>Regulation 9(1)(d)</i>
Increase opportunities for the school to be used as a community hub (gym/foods room/turf/whānau room)	Principal Office Manager Gym opening committee	<ul style="list-style-type: none"> ● Facebook and local media (Maniototos Burn and Positively Maniototo) ● Gym opening to be community event 	All year, but especially term 3 on	Rentals of school facilities increase
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)	Senior Leadership team Office Manager Staff	<ul style="list-style-type: none"> ● Social media and local media ● School photo bank (Nigel Pacey) ● School newsletter 	All year	

<p>Rebrand the school emphasising new facilities and school strengths (refer to SWOT analysis)</p>	<p>Senior Leadership team BOT Office Manager</p>	<ul style="list-style-type: none"> ● Development of phrases that capture school strengths ● Social media ● New school website (see below) 	<p>Term 3/4</p>	<p>Engagement with Open Night, numbers of new enrolments</p>
<p>Redevelop the school website</p>		<ul style="list-style-type: none"> ● Budget for website upgrade ● Time to review other school websites ● Feedback from focus groups 	<p>Term 3/4</p>	<p>Feedback on redeveloped website</p>
