

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

### **Summary of the plan**

In 2025 we are implementing the second year of our two year Strategic Plan. This plan includes our new Mission and Vision statements. Priorities have shifted since the drafting of the original Strategic Plan. This is largely due to unforeseen curriculum changes, and changes to timeframes.

#### **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 2025, within each priority area.

#### **Where we are currently at:**

Analysis of Variance of 2024 school year:

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 2025 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 2025 targets are:

***Attendance: 80% of students will be present for 85% of the time.***

*This moves towards the Government 2030 goal that 80% of the students will be here for 90% of the time. Our target allows for students with special circumstances who are unable to have full attendance.*

***Literacy/Numeracy: 80% of Year 10 students gaining each of the corequisites***

*We have identified the critical status of these corequisites and the potential for students to leave school without a qualification due to not obtaining these corequisites.*

**Academic: Writing target: 80% of kids who are below move to at for sentence structure/punctuation**

*Writing remains an area of concern despite previous interventions In 2025 we will focus on surface features as we believe this is a major obstacle to achievement of the literacy corequisites.*



#### **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. Development of bicultural framework for PRIDE values
2. Engage with Te Rūnaka o Puketeraki to complete cultural narrative
3. Strengthening of mana of Kapa Haka group

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

- 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

<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>  <i>Regulation 9(1)(b)</i>	<b>Who is Responsible</b>  <i>Regulation 9(1)(c)</i>	<b>Resources Required</b>  <i>Regulation 9(1)(c)</i>	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <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>
Develop bicultural framework for PRIDE values	PB4L team  Rūnaka  Amie Curtis, MOE Whānau engagement  Cultural leadership role (Celine)	<ul style="list-style-type: none"> <li>Wānaka with whānau representation</li> <li>Funds for production of bicultural framework resources</li> <li>Kete for narratives and examples and activities to develop student understanding of PRIDE values</li> <li>Release time to develop materials and resources</li> </ul>	All year	Assemblies and whānau times draw on bicultural contexts  Use of Te Reo names for PRIDE values  Endorsement of these names from Rūnaka
Engage with Te Rūnaka o Puketeraki to complete cultural narrative	Principal  SLT  Cultural leadership role (Celine)  Whānau	<ul style="list-style-type: none"> <li>Wānaka to commence narrative process</li> </ul>	Terms 1 and 2	Narrative reflected in room naming, tikanga at the school High attendance and engagement at whanau hui

	Rūnaka			
Strengthening of mana of Kapa Haka group	Principal  Deputy Principal  Amie Pont	<ul style="list-style-type: none"> <li>Pounamu for student leadership roles</li> </ul>	All year	Increased numbers in Kapa Haka  Participation in Polyfest in Dunedin and Queenstown
Trial of Te Reo Māori delivery plan	Principal	<ul style="list-style-type: none"> <li>Junior team (primary school)</li> <li>Te Reo draft delivery plan from 2024</li> </ul>	Term 1 and 2	Teacher feedback from trial

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**Strategic Goal 2**(As per your strategic plan)

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

**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)

## 1. Implementation of curriculum change

### 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.)

- High levels of literacy/numeracy achievement
- Completion of Maths PD and implementation of structured maths approach (Primary)
- Completion of Te Manu Ka Rere intervention (Secondary)

<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>  <i>Regulation 9(1)(b)</i>	<b>Who is Responsible</b>  <i>Regulation 9(1)(c)</i>	<b>Resources Required</b>  <i>Regulation 9(1)(c)</i>	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <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>
Continue work towards the implementation of the new curriculum	Principal SCT	<ul style="list-style-type: none"> <li>• TODs</li> <li>• Kahui Ako resources - newsletters and shared PD</li> <li>• PLD Funding - Maths (Years 1-8)</li> </ul>	All year	Staff completion of PD initiatives around curriculum - Te Manu Ka Rere and Maths PLD
Enhance student achievement - especially in the priority areas of literacy and numeracy	Principal DP (Secondary) DP (Primary)	<ul style="list-style-type: none"> <li>• Literacy and Numeracy PD - Te Manu Ka Rere</li> <li>• Dedicated Literacy/Numeracy class</li> </ul>	All year	Increase in student numbers passing Literacy and Numeracy corequisites (see target)

Development of Year 10 Strive programme	Principal Whānau teachers	<ul style="list-style-type: none"> <li>Badges</li> <li>Year 1- Strive structure</li> </ul>	<p>Launch in term 1</p> <p>All year with prizegiving in term 4</p>	<p>At least 25% of students complete the programme</p> <p>Increased academic engagement, service and co-curricular activities</p>
Development of Integrated Studies at Year 9 and 10	Principal Anna Sillibourne Joanna Brookes Nikki Meyer (tt)	<ul style="list-style-type: none"> <li>Budget for new resources</li> <li>Planning time (provided end of 2024)</li> </ul>	All year - evaluation in term 4	<p>An improvement in literacy performance due to more class time with English specialists. Evident in:</p> <ul style="list-style-type: none"> <li>e-asTTLe</li> <li>MidYis data (this data measure is long term, not for 2025)</li> </ul>
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"> <li>Careers Expo (Dunedin or Central Otago)</li> <li>Liaison officers</li> <li>Career pathway personal planning digital tool</li> <li>Tertiary open days</li> <li>BCITO Liaison</li> </ul>	<p>Career interviews - terms 2 and 3</p> <p>Within school careers event term 3</p>	Student feedback - survey term 4

<b>Strategic Goal 3</b> To foster and enhance the wellbeing of all members of the school community				
<b>Annual Target/Goal:</b> (This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)  Review measures to protect and enhance staff and student wellbeing and safety.				
<b>What do we expect to see by the end of the year?</b> (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)				
<ul style="list-style-type: none"> <li>• Greater support of staff and student wellbeing</li> <li>• Guidelines developed and in place - staff working out side of work hours</li> <li>• Streamlined and more effective RAMs forms and processes</li> </ul>				
<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>  Regulation 9(1)(b)	<b>Who is Responsible</b>  Regulation 9(1)(c)	<b>Resources Required</b>  Regulation 9(1)(c)	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <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>  Regulation 9(1)(d)



Develop the gym use and extend to senior students and staff	Principal HOD PE	<ul style="list-style-type: none"> <li>• Fob key system</li> <li>• Gym Use agreement</li> </ul>	Term 1	Gym use data  Improved wellbeing of staff (term 4 survey)
Develop a set of protocols for managing staff workload issues, including agreements around work and communications out of hours	Principal Staff BOT EEO officer	<ul style="list-style-type: none"> <li>• Staff meeting to generate and discuss possible guidelines</li> <li>• Survey of staff preferences - wellbeing and work</li> <li>• BOT meeting to confirm draft guidelines</li> </ul>	Early term 2	EEO survey in term 4
Review RAMs planning and ensure these focus on student safety and wellbeing in EOTC	Principal SLT	<ul style="list-style-type: none"> <li>• Update all documentation and planning with new EOTC forms and guidelines</li> </ul>	Term 3	New forms used
Complete health community consultation	Principal Amanda Graham Tūturu	<ul style="list-style-type: none"> <li>• Health consultation forms to be developed (Google form)</li> </ul>	Term 3	Completion of Health consultation and feedback to BOT and School community

<b>Strategic Goal 4</b> To develop close connections between the school and local community, with the objective of increasing student numbers and increasing community engagement				
<b>Annual Target/Goal:</b> (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)  Enhance the profile of the school in the community				
<b>What do we expect to see by the end of the year?</b> (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)				
<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>  Regulation 9(1)(b)	<b>Who is Responsible</b>  Regulation 9(1)(c)	<b>Resources Required</b>  Regulation 9(1)(c)	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <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>  Regulation 9(1)(d)
Launch new school website	Anne Kirk Principal Nigel Pacey (photos)	<ul style="list-style-type: none"> <li>• Photos (staff shared drive)</li> <li>• Funding for redevelopment of site</li> <li>• Staff meeting - feedback</li> <li>• Student focus group meetings - feedback</li> </ul>	Terms 1 and 2 2025	New website active  Usage data on website

More effectively use social media to promote school activities	Anne Kirk Principal Nigel Pacey (photos)	<ul style="list-style-type: none"> <li>• SLT -meetings to schedule and plan posts</li> <li>• Time for Anne and Melissa to get photos and create posts</li> </ul>	All year	Facebook page data review  Goal of 4 posts per week
Develop stronger community service	Secondary team Melissa Bell Nikki Meyer Kate Dowling	<ul style="list-style-type: none"> <li>• Year 10 Strive programme</li> <li>• Use of community groups and Positively Maniatoto to create service connections between secondary students and the wider community</li> </ul>	All year	Number of students completing service for either Year 10 Strive or Duke of Edinburgh