

Marina View School



Strategic Plan 2024 -2026

The graphic features a blue background with a white bridge spanning across the top. Below the bridge, there are two stylized sailboats, one on the left and one on the right. The text is centered in the middle of the page.

Marina View School Vision

Marina View School is committed to the New Zealand Curriculum vision for our children to develop as confident, connected and actively involved lifelong learners.

We have high expectations for all ākonga.

We promote and celebrate the success of all our tamariki.

We are committed to empowering our tamariki with skills and attributes to explore future focused issues with; mana, manaakitanga and māramatanga.

We celebrate the multicultural diversity within our kura and our community.

We are committed to the Treaty of Waitangi and celebrate Te Ao Māori, the bi-cultural nature of Aotearoa New Zealand, and the place of Māori as tangata whenua.



Strategic Goals 2024 -2026

For our tamariki to grow as confident, actively involved, self-regulated learners, with mana, manaakitanga and māramatanga

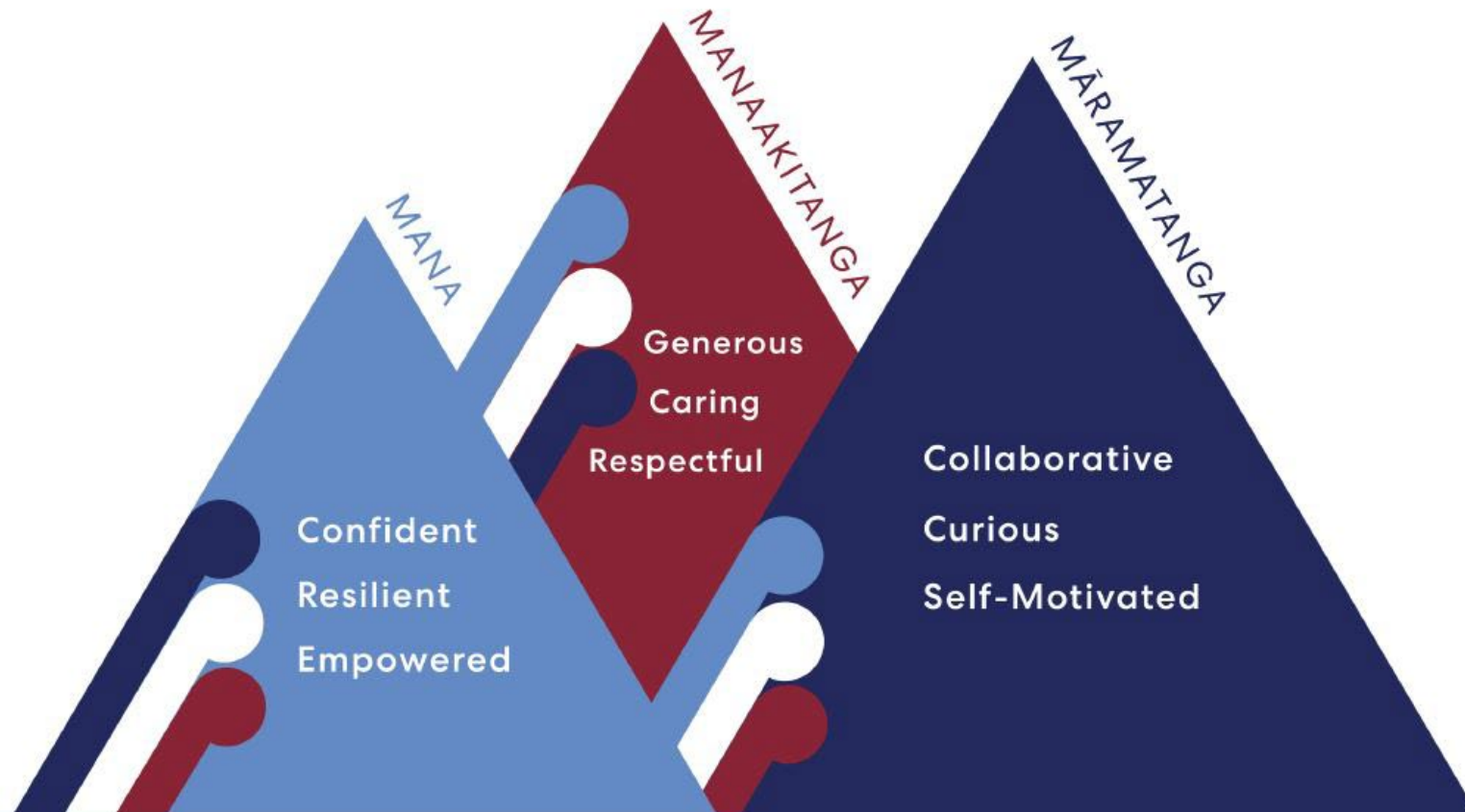
To learn through authentic and highly engaging learning experiences in a caring learning community

To have an empowering learning focused partnership with whānau and iwi

To provide the best possible resources, facilities and experiences for all

To promote the hauora of tamariki, staff and whānau

Marina View School Learners



Whāia te iti kahurangi ki te tuohu koe me he maunga teitei

Seek the treasure you value most dearly: if you bow your head, let it be to a lofty mountain

Learning for Life – Matatau mo te Ao

Aotearoa New Zealand National Education Learning Priorities (NELPs)

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	1 LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	2 BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	3 QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	4 FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	5 WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable		
	1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy	5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language.

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kohanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

The following Strategic Goals are informed by our school's Vision and Educational Goals, our school values and the Ministry of Education's National Education Learning Priorities (NELPs)

Curriculum / Marautanga

For our tamariki to grow as confident, actively involved, self-regulated learners, with; mana, manaakitanga and māramatanga



2024

2025

2026

Have high aspirations for every ākonga, and deliver education that responds to their needs, and sustains their identities, languages and cultures

All learners and whanau have a clear understanding of the school vision and desired learner attributes

Promote student agency to enhance outcomes for our ākonga

Engage in relationships that are learning focussed and mana enhancing

Curriculum / Marautanga

For our tamariki to learn through; authentic, and highly engaging learning experiences in a caring learning community



2024

2025

2026

All ākonga actively participate in quality and engaging learning experiences

Ākonga make meaningful connections with the local and wider communities

Ensure every ākonga gains sound foundation skills, including language, literacy and numeracy

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of Marina View School

The rich cultural diversity of our community is acknowledged and celebrated



Connection / Hohonga

To have empowering learning focused partnership with whānau and iwi

2024

2025

2026

Promote an inclusive environment and reduce barriers to education for all, including for Māori and Pacific ākonga, disabled ākonga and those with learning support needs

Engage meaningfully with our iwi mana whenua

Strengthen home and school partnership

All interactions between school and whānau are mana enhancing

Ongoing community consultation informing school development

Environment / Taiao kura

To provide the best possible resources, facilities and experiences for all



2024

2025

2026

Create a stimulating learning environment (inside and outside the classroom) that reflects our community's cultural diversity

Provide high quality professional learning and support programmes assist all staff members to achieve success in their roles

Ongoing classrooms and school site enhancements

Complete 2022 – 2026 5YA Property programme
Classroom upgrades Rooms 18-20

Generate locally raised income to supplement and enhance school resources and educational possibilities for students

Continue to develop, grow and enhance our school's International Student programmes



Wellbeing / Hauora

To promote the hauora of tamariki, staff and whānau

2024

2025

2026

Ensure a coherent local curriculum that is informed by our school's vision and goals

Promote positive and empowering home and school partnerships

Whakamana te Tiriti o Waitangi

Ensure our school is safe, inclusive and free from racism, discrimination and bullying

Priority Goals 2024 -2026

1

**ĀKONGA EXPERIENCE
POSITIVE HAUORA**

- Through a coherent curriculum informed by MVS vision and goals
- By actively participating in quality and engaging learning experiences
- By understanding and growing in, and through, the MVS learner attributes
- By making meaningful connections

2

**ĀKONGA ARE EMPOWERED
THROUGH HIGH EXPECTATIONS**

All, tamariki, kaiako, whānau, and family;

- Understand what high expectations are, and how to succeed at MVS
- Are assessment capable; knowing what is being assessed, the criteria for success and the tools and strategies needed to monitor, document and report on learning

Strategic Goals For the 2024 Annual Plan



Annual Goals	Actions	Desired outcomes	Key People
<p>Curriculum / Marautanga</p> <p>Priority Goal 1: Ākonga experience positive hauora</p> <p>Priority Goal 2: Ākonga are empowered through high expectations</p> <p>Priority Goal 3: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of Marina View School</p>	<p>Embedd school values and desired learner attributes Embedd consistent approach to conceptual curriculum delivery</p> <p>To participate in school based professional learning and development focusing on instructional reading and assessment practices, to enhance classroom programmes and individual ākonga achievement</p> <p>Review and develop consistent and progressive te reo me ona tikanga Māori programmes across the school.</p>	<p>School values and desired learner attributes are interwoven into the local school curriculum Ākonga can clearly articulate the school values and learner dispositions There is a schoolwide consistent approach to delivery of the conceptual curriculum</p> <p>Instructional reading programmes and assessment strategies are reviewed BSLA literacy approach is introduced to all Year 1-4 classes A consistent approach to instructional reading is developed for Year 4-8 classes</p> <p>A school-wide approach to te reo me ona tikanga Māori curriculum delivery is developed and implementation initiated</p>	<p>WSL / Cara / Team leaders / All teachers / MCJ / Neill O'Reilly</p> <p>MCJ / Jill / Team leaders / All Teachers / BSLA facilitators / Neill O'Reilly</p> <p>MCJ / Amanda / Kylie /Jacky / Vishon / Te Kawerau ā Maki</p>

Annual Goals	Actions	Desired outcomes	Key People
<p>Connection / Hohonga</p> <p>Continue and deepen our engagement and development partnership with iwi mana whenua – Te Kawerau ā Maki</p> <p>Enhance learning partnerships with Parents and Whānau.</p> <p>To actively participate in the Whiria te Tangata – Kāhui Ako:</p>	<p>Undertake Year 2 of the Engagement and Development programme Te Whanake: Nurturing the relationship through collaboration and co-design</p> <p>Hold parent, student and teacher conferences, in March and August, focussing on goal setting and next learning steps</p> <p>Consult with Māori, Pasifika, Chinese and Korean communities</p> <p>Foci for 2024: Developing our shared understanding of school values and desired learner attributes Enhancing teacher efficacy Enhancing student agency</p>	<p>The partnership between Marina View School and Te Kawerau ā Maki is strengthened.</p> <p>The learning partnership between home and school is strengthened Ākongas confidently articulate their learning to their parents Students, teachers and families are all seen as valued partners in learning</p> <p>Connection is maintained with various communities in the school and they help inform school developments</p> <p>Marina View School is an active member of Te Whiria te Tangata Kahui Ako.</p>	<p>Robin Taua-Gordon / MCJ / All staff</p> <p>All Teachers / whanau / ākongas / MCJ</p> <p>All Teachers / whanau / ākongas / MCJ / Kyung Ja</p> <p>Teachers / MCJ / Kāhui Ako WSL</p>

Annual Goals	Actions	Desired outcomes	Key People
<p>Self-Review</p> <p>Consolidate implementation of SchoolDocs as the school's policy portal.</p> <p>Undertake targeted Reviews</p>	<p>Ensure SchoolDocs timeline for policy reviews and board assurances is adhered to</p> <p>Undertake targeted Reviews in: Numeracy and Literacy</p> <p>NZCER Wellbeing Survey (Year 4-8) NZCER Wellebing Survey (Teachers)</p> <p>Utilise Kāhui Ako rubrics Teacher Efficacy Learner Agency</p> <p>Review Strategic Plan</p>	<p>Effective reviews of school policies and board assurances take place</p> <p>Clear reporting on student progress and achievement (including analysis of achievement of Māori, Pasifika, Asian students and students with identified learning needs) to inform practice and meet individual student needs</p> <p>Student and Teacher wellbeing is monitored and reviewed</p> <p>Schools progress towards Kāhui Ako achievement goals is monitored and reviewed</p> <p>School strategic planning is monitored and reviewed</p>	<p>MCJ / Staff and BOT</p> <p>Staff and BOT</p>

Annual Goal	Actions	Desired outcomes	Key People
<p>Quality teaching and leadership</p> <p>Provide high quality professional learning and support programmes assist all staff members to achieve success in their roles</p>	<p>Provide a programme of professional learning and development to support teachers and support staff to achieve the curriculum goals above</p> <p>Teachers collegially work towards collaborative growth goals</p> <p>Implement EEO programme and induction programme for new staff</p>	<p>Professional learning is targeted to the school's strategic priorities</p> <p>A professional Growth Cycle is implemented in ways that support and is valued by teachers, and informs ongoing school, and teacher, development</p> <p>Marina View School acts as a good EEO employer and ensures a smooth induction programme for new staff members</p>	<p>MCJ / Kāhui Ako / WSL / All teachers / Support Staff / Whānau review team / Robin Taua-Gordon / Neill O'Reilly / BSLA facilitators</p> <p>MCJ / Teachers</p> <p>BOT / MCJ / Mentor teachers / Beginning teachers</p>

Annual Goal	Actions	Desired Outcomes	Key people
<p>Environment / Taiao Kura</p> <p>Provide the best possible resources, facilities and experiences for all</p>	<p>Ongoing classrooms and site enhancements</p> <ul style="list-style-type: none"> Landscaping Murals / mosaics / artistic enhancements Digital technology Installation of Bike track Develop school garden area Upgrade Junior courtyard Upgrade shade areas <p>Develop and implement cyclic painting plan</p> <p>Complete 2022 – 2026 5YA Property programme</p> <p>Classroom upgrades Rooms 18-20</p>	<p>The school environment continues to be enhanced in ways that supports students learning and wellbeing</p> <p>The school site is well maintained and progressively enhanced</p>	<p>BOT / MCJ / Mike / Colin / Bikes in schools</p> <p>BOT / MOE / Property consultant - Colin Tunicliffe / Mike / Lawson Building</p>
	<p>Prepare Annual budget that meets the Strategic needs of the school</p>	<p>Funding clearly supports our school's strategic goals</p>	<p>BOT / MCJ / Vanita / Teachers</p>
	<p>Consolidate our International Students programme to support our International students and their families and provide ongoing quality resourcing for our school</p>	<p>School marketing continues to actively source international students</p> <p>International students, and their families are well supported while at Marina View School</p>	<p>BOT / MCJ / Kyung Ja</p>

Annual Goal	Actions	Desired Outcomes	Key People
<p>Wellbeing / Hauora</p> <p>To promote the hauora of tamariki, staff and whanau</p>	<p>Incorporate Hauora as a priority goal for the school</p> <p>Undertake NZCER Wellbeing surveys for students and teachers</p> <p>Implement Health and Safety policies and procedures, including monitoring a Hazard Register and undertaking regular safety and maintenance checks</p>	<p>Consistency and coherence of curriculum delivery supports hauora for all</p> <p>Student and teacher wellbeing are monitored and reviewed</p> <p>School policies and procedures promote and support the wellbeing of all</p>	<p>Kahui Ako WSL team / MCJ / All teachers</p> <p>MCJ / Team Leaders / All ākonga and teachers</p> <p>BOT / MCJ / All staff</p>

Ākonga are empowered through high expectations



All tamariki, Kaiako, whanau and families:

Understand what high expectations are and how to achieve at Marina View School

Are assessment capable, know what is being assessed, the criteria for success and the tools and strategies needed to monitor, document and report on learning

TARGET for 2024 **85% of tamariki achieving At or Above curriculum expectations in Reading**

ASSESSMENT STRATEGIES: E-AsTTle, PAT, BSLA, Probe, Running Records, BSLA, student self-assessment and teacher observation and assessment of tamariki reading across the curriculum (OTJs)

Quality Action Required	Who	Costs	When	Expected Outcome
Review student achievement levels at beginning of year using 2023 assessment data	All teachers		Term 1	All teachers analyse ākonga Reading achievement, with particular focus on the achievement of our students who are at risk of not achieving.
Specifically examine needs of Māori and Pasifika learners Get to know Māori and Pasifika learners and their families	All teachers			Māori and Pasifika students' needs are seen as a priority. Māori and Pasifika learners achieve at the level of their peers
Specifically examine needs of target ākonga (those not yet reading 'At' curriculum expectation)	All teachers Year level teams		Term 1	All teachers know and have established connection with target students. Targets are set for all students who were identified as below National Expectation in 2023.
Investigate ākonga who achieve well in standardised testing (eg PAT etc) but not in Overall Teacher Judgement of achievement.	Year level teams			Inquire into why certain capable students are not achieving to potential

<p>Develop a shared understanding of what quality teaching and assessment practice with all teaching staff.</p> <p>Create understanding of Reading Practice across the school</p> <p>Sharing reading planning across the school – schedule staff meetings to do this</p> <p>All teachers become familiar with deliberate acts of teaching in Reading</p> <p>Sharing strategies to differentiate students' learning programmes</p>	<p>MCJ Team leaders All teachers</p>			<p>Jill and Team leaders to review quality teaching and assessment practice in Reading and develop shared understanding.</p> <p>Wider shared understanding of Reading Practice for all teachers and teacher aides</p> <p>Consistent and cohesive delivery of curriculum</p> <p>Enhanced teacher knowledge of quality teaching practice</p> <p>Programmes differentiated to meet students' learning needs</p>
<p>Use school selected strategies to effect change</p> <ul style="list-style-type: none"> • <i>Developing powerful connections with family and whanau</i> • <i>Leading to the North East Strategies</i> • <i>Impact coaching</i> • <i>Effective Literacy Practice strategies for Reading</i> • <i>Assessment for Learning Practice</i> • <i>Deliberate Acts of Teaching</i> • <i>Culturally Responsive Practice</i> • <i>BSLA – professional learning and programme implementation (years 2 and 3)</i> 	<p>All staff</p>		<p>Term 1 And ongoing</p>	<p>Programmes designed and trialled to meet the needs of all students</p> <p>Classroom programmes to follow (Assessment for Learning) Afol strategies</p> <p>BSLA programmes implemented and reviewed</p> <p>Connections made with whanau</p>
<p>Investigate strategies to accelerate the progress of target students</p>	<p>All staff Team leaders</p>		<p>Ongoing</p>	<p>Strategies developed and trialled and outcomes discussed in an ongoing manner.</p> <p>Targeted teachers to support implementation</p>
<p>Mid-year reading achievement assessed, moderated and reported to the BOT</p>	<p>All teachers MCJ</p>		<p>Mid-Year</p>	<p>Achievement data analysed and further actions planned</p>
<p>Additional support to be provided for students' who are at risk</p>	<p>Teachers, Teacher Aides, RTL</p>		<p>As appropriate</p>	<p>Teachers to monitor students who are at risk of not achieving and plan support programmes accordingly.</p>
<p>End of year student progress and achievement assessed and moderated</p>	<p>All teachers</p>		<p>End of year</p>	<p>Assessment analysed and further actions planned</p>
<p>Report to BOT on programmes and students' progress and achievement</p>	<p>MCJ</p>		<p>End of year</p>	<p>Report presented to BOT</p>
<p>ACTUAL OUTCOMES</p>	<p>REASON for VARIANCE.</p>			<p>FURTHER DEVELOPMENT</p>

Marina View School

Ākonga experience positive Hauora

Through a coherent curriculum informed by Marina View School Values and Goals
 Through actively participating in; quality, engaging learning experiences and making meaningful connections in a culturally empowering setting
 By understanding and growing in, and through, the Marina View Learner attributes



WERO ACTION PLAN FOR 2024: Embed school values and desired learner attributes throughout the school community

ASSESSMENT:

Ākonga can clearly articulate Marina View Values and Learner Attributes
 Student wellbeing surveys (Years 4-8)
 Staff wellbeing surveys

Quality Action Required	Who	Costs	When	Expected Outcome
Promotion of the school's Maunga; Values and Desired Learner Attributes Through School Vision and Strategic Plan Through classroom programmes Through communications between home and school). Messaging, Newsletters, MVTV, ākonga (learners), whānau (family) and (Kaiako teacher) conferences	MCJ Kāhui Ako WSL team All teachers Support staff		Term 1 and ongoing throughout the year	All ākonga, Kaiako and whānau have a clear understanding of the school's values and desired learner attributes and how these supports the delivery of the school's local curriculum
Integration of Maunga (Values and learner attributes) into student learner profiles	All teachers		Term 1 and continuing	Values and desired learner attributes are included as part of each child's learner profile and their goal setting.
Integration of Maunga (Values and learner attributes) into Inquiry (integrated) programmes schoolwide	All teams All teachers		Term 1 and continuing	Values and desired learner attributes are an integral part of our curriculum programmes.
Integration of Maunga (Values and learner attributes) into reporting of ākonga progress and achievement to whānau	All teams All teachers		Term 1 and continuing	Values and desired learner attributes are an integral part of reporting the achievement, progress and the ongoing development of our ākonga.
ACTUAL OUTCOMES	REASON for VARIANCE			FURTHER DEVELOPMENT

Marina View School

Meaningfully incorporate te reo Māori, tikanga Māori and te Ao Māori into the everyday life of Marina View School



Through honouring te Tiriti o Waitangi
 Through developing a coherent, consistent and progressive Te Reo me ona Tikanga Māori programmes
 Through connecting with Māori whānau
 Through engaging meaningfully with iwi mana whenua

WERO ACTION PLAN FOR 2024: Review, develop and implement schoolwide Te Reo and Tikanga Māori programmes

ASSESSMENT: Whānau team review, Kaiako review, whānau and iwi feedback
 Ākonga are engaged in planned programmes throughout the school
 Programmes are consistent and cohesive and progressive
 Programmes relate to our local curriculum

Quality Action Required	Who	Costs	When	Expected Outcome
Establish review and development (whanau) team	Kylie, Amanda, Jacky, MCJ		Term 1 Ongoing throughout the year	Team will review current practice and develop schoolwide vision and programmes School vision and purpose for Te reo me ona tikanga Māori programmes will be developed Vision and programmes will honour te Tiriti o Waitangi and Te Ao Māori Progressive te reo me ona tikanga Māori programmes will be developed to support our school's local refreshed curriculum
Connections made with Māori whanau	Review team		Ongoing throughout the year	Develop a strong and ongoing connection with our Māori whanau to inform our developments
Connections made with iwi mana whenua – Te Kawerau ā Maki	Review team		Ongoing throughout the year	Develop a strong and ongoing connection between Marina View School and Te Kawerau ā Maki to inform our developments
Teachers start trialling te reo me ona tikanga Māori programmes that have been developed	All teachers		Term 2? and ongoing	New programmes will be initiated

ACTUAL OUTCOMES

REASON for VARIANCE

FURTHER DEVELOPMENT