

Marina View School



Strategic Plan 2024 -2026 and Annual Plan 2025

The graphic features a stylized blue background with white and dark blue elements. At the top, a white bridge with a truss structure spans across the frame. Below the bridge, the text 'Marina View School Vision' is centered in a large, white, sans-serif font. Underneath the title, five paragraphs of text are arranged in a column, each preceded by a small white circular bullet point. The text is in a smaller, white, sans-serif font. To the right of the text, a small white sailboat is visible. In the bottom right corner, there is a small white logo consisting of a stylized 'M' and 'V' inside a circle. The overall design is clean and modern, with a focus on the school's vision and values.

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.

The background is a stylized illustration of a coastal scene. It features a white bridge with a truss structure spanning across a body of water. In the distance, there are dark blue mountains. Two sailboats with white sails and dark blue hulls are visible on the water. The overall color palette consists of various shades of blue and white.

Strategic Goals 2024 -2026

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

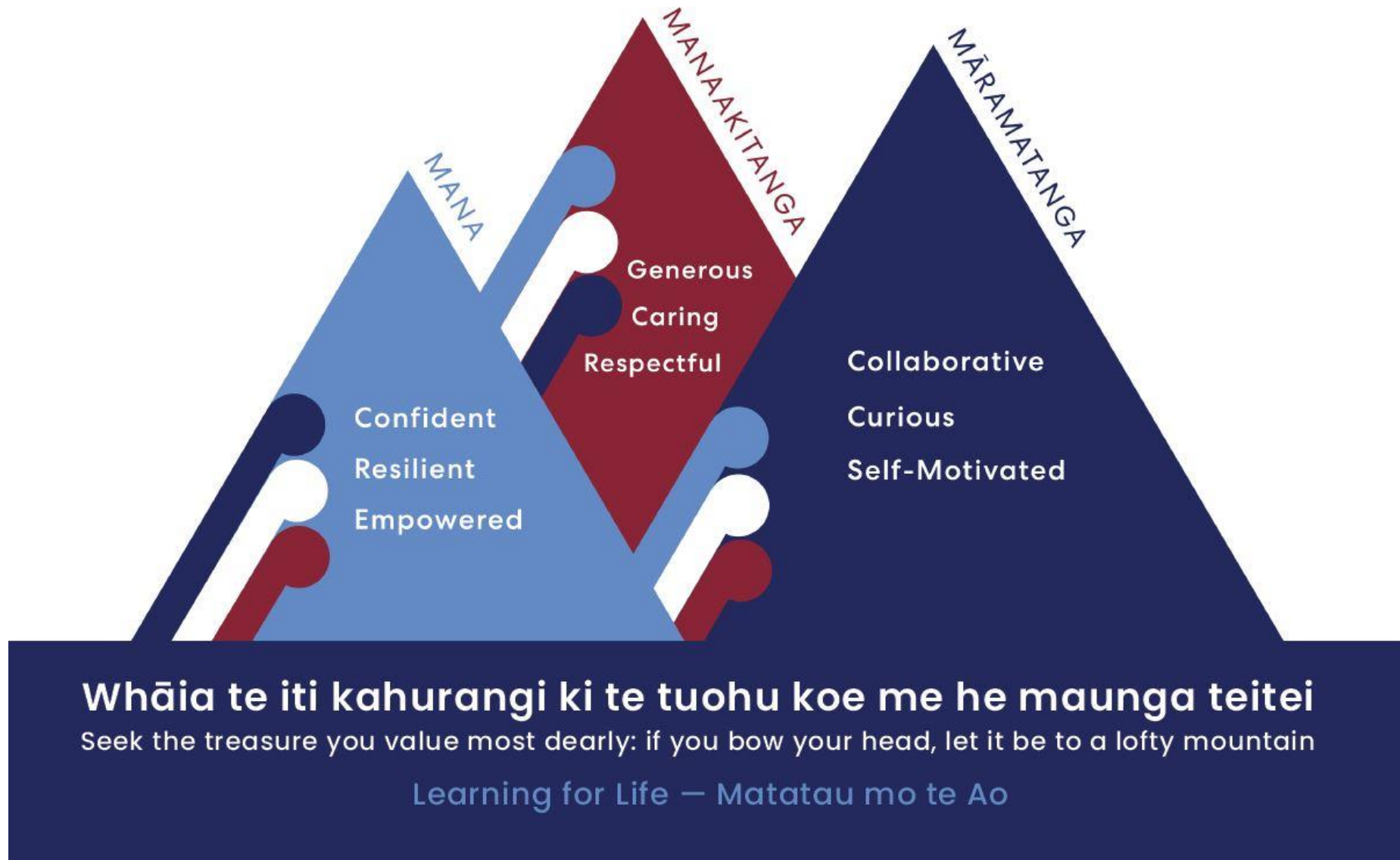
To learn through authentic and highly engaging learning experiences in a caring learning community

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



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.



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 Goal 2025

PRIORITY GOALS FOR MARINA VIEW SCHOOL



PRIORITY GOAL 1

Ākonga are empowered through high expectations:

Kaiako and ākonga understand what high expectations are and how to assess progress and succeed in learning; with a focus on Reading and Maths.

PRIORITY GOAL 2

Ākonga experience positive hauora:

Through meaningfully incorporating te reo and tikanga Māori into everyday life of Marina View School.

Strategic Goals For the 2025 Annual Plan

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Annual Goals	Actions	Desired outcomes	Key People
Connection / Hohonga			
Continue and deepen our engagement and development partnership with iwi mana whenua – Te Kawerau ā Maki.	Undertake Year 3 of the Engagement and Development programme. Te Whanake: Nurturing the relationship through collaboration and co-design.	The partnership between Marina View School and Te Kawerau ā Maki is strengthened.	Joise Wall / Robin Taua-Gordon / MCJ / All staff
Enhance learning partnerships with Parents and Whānau.	Hold parent, student and teacher conferences, in March and August, focussing on goal setting and next learning steps. Whānau evening for Matariki. Consult with Māori, Pasifika, Chinese and Korean communities.	The learning partnership between home and school is strengthened. Ākonga confidently articulate their learning to their parents. Students, teachers and families are all seen as valued partners in learning. Connection is maintained with various communities in the school, and they help inform school developments	All Teachers / whanau / ākonga / MCJ All Teachers / whanau / ākonga / MCJ / Kyung Ja
To actively participate in the Whiria te Tangata – Kāhui Ako: Foci for 2025: Literacy and Numeracy Learner Agency Effective pedagogy	Work Closely with our Across School Lead liaison. Within school lead team to focus on Mathematics pedagogy Respectful relationships throughout our school community	Marina View School is an active member of Te Whiria te Tangata Kahui Ako.	Teachers / MCJ / Kāhui Ako ASL and WSL

Annual Goals	Actions	Desired outcomes	Key People
Self-Review Consolidate implementation of SchoolDocs as the school's policy portal. Undertake targeted Reviews.	Ensure SchoolDocs timeline for policy reviews and board assurances is adhered to.	Effective reviews of school policies and board assurances take place.	MCJ / Staff and BOT
	Undertake targeted Reviews in: Numeracy and Literacy	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.	Staff and BOT
	Beginning of term 2 NZCER Wellbeing Survey (Year 4-8) NZCER Wellebing Survey (Teachers)	Student and Teacher wellbeing is monitored and reviewed	
	Review Strategic Plan	School strategic planning is monitored and reviewed	

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 / Lucie Cheeseman</p> <p>MCJ / Teachers</p> <p>BOT / MCJ / Mentor teachers / Beginning teachers.</p>

Annual Goal	Actions	Desired Outcomes	Key people
Environment / Taiao Kura Provide the best possible resources, facilities and experiences for all	Ongoing classrooms and site enhancements Landscaping Murals / mosaics / artistic enhancements Installation of Bike track Develop school garden area Upgrade shade areas	The school environment continues to be enhanced in ways that supports students learning and wellbeing.	BOT / MCJ / Mike / Colin / Bikes in schools Bike track contractor.
	Continue to implement cyclical painting plan	The school site is well maintained and progressively enhanced	Painting contractor
	Prepare Annual budget that meets the Strategic needs of the school.	Funding clearly supports our school's strategic goals.	BOT / MCJ / Vanita / Teachers
	Consolidate our International Students programme to support our international students and their families and provide ongoing quality resourcing for our school	School marketing continues to actively source international students. International students, and their families are well supported while at Marina View School	BOT / MCJ / Kyung Ja

Annual Goal	Actions	Desired Outcomes	Key People
<p data-bbox="107 204 456 244">Wellbeing / Hauora</p> <p data-bbox="107 292 640 363">To promote the hauora of tamariki, staff and whanau</p>	<p data-bbox="663 292 1142 435">Consistent, paced and thoughtful approach to the introduction of the revised English and Mathematics curricula.</p> <p data-bbox="663 483 1120 595">Develop school wide strategy and processes to support positive and respectful relationships.</p> <p data-bbox="663 683 1200 754">Undertake NZCER Wellbeing surveys for students and teachers.</p> <p data-bbox="663 874 1205 1026">Implement Health and Safety policies and procedures, including monitoring a Hazard Register and undertaking regular safety and maintenance checks.</p>	<p data-bbox="1232 292 1780 363">Consistency and coherence of curriculum delivery that supports hauora for all.</p> <p data-bbox="1232 483 1774 595">Team developed to lead this initiative. Clear vision and purpose developed. Strategies developed to trial and review.</p> <p data-bbox="1232 683 1693 754">Student and teacher wellbeing are monitored and reviewed.</p> <p data-bbox="1232 874 1769 946">School policies and procedures promote and support the wellbeing of al.l</p>	<p data-bbox="1818 292 2123 363">Kahui Ako WSL team / MCJ / All teachers</p> <p data-bbox="1818 483 1975 595">WSL team MCJ All teachers</p> <p data-bbox="1818 683 2110 786">MCJ / Team Leaders / All ākonga and teachers</p> <p data-bbox="1818 874 2094 914">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 2025 **85% of tamariki achieving At or Above curriculum expectations in Reading**

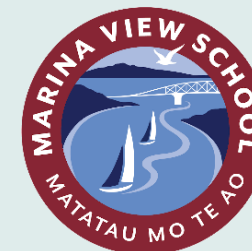
ASSESSMENT STRATEGIES: PAT, BSLA, Probe, Running Records, E-AsTTle, student self-assessment and teacher observation and assessment of tamariki reading across the curriculum (OTJs)

Quality Action Required	Who	Costs	When	Expected Outcome
Review student achievement levels at beginning of year using 2024 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 2024.
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>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 0 – 6)</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, RTLB</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>
ACTUAL OUTCOMES	REASON for VARIANCE.			FURTHER DEVELOPMENT

Marina View School

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

WERO ACTION PLAN FOR 2025: 85% of tamariki achieving at or above curriculum expectation in Mathematics

Assessment strategies: PAT, 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 2024 assessment data	All teachers		Term 1	All teachers analyse ākonga Mathematics 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 achieving '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 2024.
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 the expectations of the revised mathematics curriculum.</p> <p>Develop a shared understanding of what quality teaching and assessment practice with all teaching staff.</p> <p>Create understanding of delivery of mathematics programmes and practice across the school</p> <p>All teachers become familiar with deliberate acts of teaching in Mathematics</p> <p>Sharing strategies to differentiate students' learning programmes</p>	<p>MCJ Maths team Lucie Cheeseman All teachers</p>			<p>MCJ, maths team leaders and Lucie to review quality teaching and assessment practice in Mathematics and develop shared understanding.</p> <p>Wider shared understanding of Mathematics 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>Impact coaching</i> • <i>Assessment for Learning Practice</i> • <i>Deliberate Acts of Teaching</i> • <i>Culturally Responsive Practice</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>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. Targeted teachers to support implementation</p>
<p>Mid-year mathematics 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</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

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 2025: 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

Quality Action Required	Who	Costs	When	Expected Outcome
Vision and implementation plan for Te Reo me te Ao Māori at our school to be developed	Kylie, with support from MCJ		Term 1	School vision and purpose for Te reo me ona tikanga Māori programmes will be developed. Progressive te reo me ona tikanga Māori teaching and learning sequence drafted
Connections made with Māori whanau	Whānau team MCJ		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	Josie Wall MCJ All teachers		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		Ongoing throughout the year	Newly developed programmes to be implemented across the school

ACTUAL OUTCOMES	REASON for VARIANCE	FURTHER DEVELOPMENT
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