



2024 - 2025 STRATEGIC PLAN

Maraetai Beach School

154 Maraetai Drive
Maraetai, Auckland 2018

OUR VISION: OUR WAY - PEOPLE, POTENTIAL, PLANET

The school's vision, Our Way - People, Potential, Planet sets the strategic direction for the school. This vision is underpinned by the four values of Tō Tātou Ara: Manawaroa (Resilience), Whakaute (Respect), Rawe (Excellence) and Ngākau Tapatahi (Integrity).

Maraetai Beach School is a member of the Howick Coast Kāhui Ako/Community of Learning.



**We stand on the whenua of Ngāi Tai ki Tāmaki (Ngāi Tai) who are the original inhabitants and Iwi of Tāmaki Makaurau.
We give effect to Te Tiriti through:**

OUR GOALS

PEOPLE:
Strengthen student and teacher agency



[National Education and Learning Priorities 1,2,3,6](#)

POTENTIAL:
Deliver a responsive local curriculum



[National Education and Learning Priorities 1,2,3,4,5,6](#)

PLANET:
Encourage a commitment to sustainable practices



[National Education and Learning Priorities 2,3,5,6](#)

OUR INITIATIVES

Grow akōnga/learners who are motivated and independent future focused learners

Support teachers to have strong Assessment for Learning pedagogies and practices

Create a localised curriculum that enables consistently equitable and excellent outcomes for all ākonga/students

Provide professional learning opportunities for all staff to deepen their understanding and use of Mātauranga Māori, Te Reo and Tikanga.

Deliver Te Mātaiaho/New Zealand Curriculum through the Social Sciences, English, and Mathematics learning areas

Encourage environmental stewardship at a local, national and global level

Foster students who are engaged and connected citizens in a range of communities

<p>Strategic Goals <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i></p>	<p>Which Board Primary Objective does this strategic goal work towards meeting? <i>These are set out in Section 127 of the Education and Training Act 2020.</i></p>	<p>Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i></p>	<p>What do you expect to see? <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i> <i>What evidence will you see of this?</i> <i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i></p>	<p>How will you measure success? <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i></p>
<p>People: Strengthen student and teacher agency to foster Maraetai Beach akōnga/learners who are motivated and independent future-focused learners.</p>	<p>MBS:</p> <ul style="list-style-type: none"> • Gives effect to relevant student rights • The school is inclusive of, and caters for students with differing needs • Achieving equitable outcomes for Māori students 	<p>Attendance and Engagement Strategy</p> <p>The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES)</p> <p>Te Mātaiaho</p> <p>Child Protection Policy</p> <p>Howick Coast Kāhui Ako Achievement Plan</p>	<p>Students:</p> <ul style="list-style-type: none"> • MBS learner capabilities are embedded with a shared language used across the school • Akōnga/learners are challenged and engaged in their learning to achieve their personal best <p>Teachers:</p> <ul style="list-style-type: none"> • Have a shared understanding of learner agency linked to the Howick Coast Kāhui Ako • Evaluate and grow our Assessment for Learning (AfoL) pedagogies and practices • MBS Learner capabilities are embedded with a shared language used across the school to inform teaching and learning. 	<p>Student Measure of success:</p> <ul style="list-style-type: none"> • Gather twice a year and measure shifts of student understanding on the language of the learner capabilities through Student Voice • MBS google form / rubric • Report on progress and achievement at the end of 2024 and 2025 <p>Teacher Measure of success:</p> <ul style="list-style-type: none"> • Engagement sliders - Teachers to use this in a limited way in 2024, more extensively in 2025 to seek student feedback to inform teaching and learning • Sample year end evaluation of feedback and shifts to show the impact of the process • Feedback gained from teachers about the usefulness of this tool <p>Use the EA Assessment for Learning Capabilities Matrix to:</p> <ul style="list-style-type: none"> • Initially highlight current state, set teacher goals linked to coaching from improvement and measure year end shifts <p>Leadership Team to continue to carry out Planning checks in Term 1 and 3 to see that the integration of learning capabilities are evidence in planning and assessment, student books/work and classroom walls</p> <ul style="list-style-type: none"> • Look for correlation between all factors

<p>Potential Deliver a challenging and responsive localised curriculum that enables consistently equitable and excellent outcomes for all akōnga/learners</p>	<p>MBS</p> <ul style="list-style-type: none"> • Is a physically and emotionally safe place for all students and staff • Gives effect to relevant student rights • Takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school • The school is inclusive of, and caters for, students with differing needs • The school gives effect to Te Tiriti o Waitangi, including by • Working to ensure its plans, policies and local curriculum reflect local tikanga Māori, Mātauranga Māori and te reo Māori • Taking all reasonable steps to making instruction available in tikanga Māori and te reo Māori • Achieving equitable outcomes for Māori students 	<p>Poutama Reo - Education Review office</p> <p>Ka Hikitia – Ka Hāpaitia</p> <p>Action Plan for Pacific Education 2020–2030</p> <p>Tau Mai Te Reo</p>	<p>Equity and Excellence</p> <ul style="list-style-type: none"> • Staff have a deeper understanding of diversity and how to cater for the needs of our diverse learners (culturally, emotionally and physically) and students demonstrate agentic learning within learning • Provide a range of differentiated learning programmes that enable our akōnga/learners to achieve their personal best e.g. Lexia, Junior phonics, Maths boost and stretch etc • High levels of student achievement • Staff continue to grow their understanding and use Mātauranga Māori, Te Reo and Tikanga in our localised curriculum <p>Localised curriculum</p> <ul style="list-style-type: none"> • Strengthened relationships with Ngāi Tai Ki Tāmaki(tangata whenua)and our community • Deliver Te Mātaiaho through the Social Sciences, English, Mathematics learning areas • Create a shared understanding of our MBS highly effective pedagogies and practices formed as the MBS Local Curriculum (Common Practice Model) in English and Mathematics 	<p>Leadership Team to continue to carry out Planning checks in Term 1 and 3 to see quality differentiation (meeting inclusive needs) in planning and assessment, student books/work and classroom walls</p> <ul style="list-style-type: none"> • Look for correlation between all factors <p>Target Groups tracked through eTap and identified student progress is measured. Looking towards acceleration and equity for all</p> <p>Annual Targets for Improved Outcomes in Reading, Writing and Mathematics both progress and achievement</p> <ul style="list-style-type: none"> • Reporting to BOT as per annual schedule - Maori, Pacifica and ESOL student achievement <p>The Hikairo Schema -Poutama used by staff for reflection, goal setting, conversation and growth within teams</p> <p>Community - BOT MBS Survey - comparative data points Iwi - Board and School engagement monitoring -</p> <ul style="list-style-type: none"> • Tracking relationships and steps <p>ERO external evaluation reporting - Profile Report 2023 - Revisit 2024 with a focus on ERO on the MBS ERO Evaluation Question</p> <p>Plan and monitor implementation - as per MOE timeline - -Changes are evident in MBS curriculum delivery plan and classroom planning and assessment</p> <p>Developed and recorded a shared understanding of our MBS highly effective pedagogies and practices formed as the MBS Local Curriculum (Common Practice Model) in English and Mathematics - Changes are evident in MBS curriculum delivery plan</p>
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<p>Planet Have pride in our school environment and encourage a commitment to sustainable practices both in our local community and beyond</p>	<p>MBS</p> <ul style="list-style-type: none"> • Is a physically and emotionally safe place for all students and staff • Gives effect to relevant student rights • Takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school • The school is inclusive of, and caters for students with differing needs • Working to ensure its plans, policies and local curriculum reflect local tikanga Māori, Mātauranga Māori and te reo Māori • Taking all reasonable steps to making instruction available in tikanga Māori and te reo Māori • Achieving equitable outcomes for Māori students 	<p>Wellbeing in education</p> <p>Enviro Schools</p> <p>Te Whare Tapa Wha</p>	<ul style="list-style-type: none"> • Enhance our sustainability practices (kaitiakitanga) • Encourage environmental stewardship at a local, national and global level • Promote and encourage student citizenship and service within our school and local community 	<p>Review and deliver our current range of relevant environmental programmes involving students from across the school</p> <ul style="list-style-type: none"> • Evaluate through student voice and students Board presentation • Data points around programmes and success (consider student environmental coaches to gather baseline and progress information and stories) • A sustainability focus is consistently evident through integrated inquiry planning - Assessed through planning checks • End of year report shows evidence of participation in a citizenship initiative for our Year 5-8 students. Build so that all students engage in citizenship and or service

STRATEGIC OUTCOMES 2025

Strategic Goals 2024-25	End 2025 Outcomes
<p>People Strengthen student and teacher agency to foster Maraetai Beach akōnga/learners who are motivated and independent future-focused learners.</p>	<p>Students:</p> <ul style="list-style-type: none"> MBS learner capabilities are embedded with a shared language used across the school Akōnga/learners are challenged and engaged in their learning to achieve their personal best <p>Teachers:</p> <ul style="list-style-type: none"> Have a shared understanding of learner agency linked to the Howick Coast Kāhui Ako Strong Assessment for Learning pedagogies and practices MBS Learner capabilities are embedded with a shared language used across the school to inform teaching and learning.
<p>Potential Deliver a challenging and responsive localised curriculum that enables consistently equitable and excellent outcomes for all akōnga/learners</p>	<p>Equity and Excellence</p> <ul style="list-style-type: none"> Provide a range of differentiated learning programmes that enable our akōnga/learners to achieve their personal best High levels of student achievement Staff continue to grow their understanding and use of Mātauranga Māori, Te Reo and Tikanga in our localised curriculum and supported through a te reo Māori improvement plan Staff have a deeper understanding of diversity and how to cater for the needs of our diverse learners (culturally, emotionally and physically) <p>Localised curriculum</p> <ul style="list-style-type: none"> Strengthened relationships with Ngāi Tai Ki Tāmaki (tangata whenua) and our community Te Mātaiaho/NZC is being delivered and staff have a shared understanding of MBS highly effective pedagogies and practices (Common Practice Model) in English and Mathematics.
<p>Planet Have pride in our school environment and encourage a commitment to sustainable practices both in our local community and beyond</p>	<ul style="list-style-type: none"> Enhance our sustainability practices (kaitiakitanga) Promote and encourage student citizenship and service

2024 Annual Plan

STRATEGIC GOAL 1: Strengthen student and teacher agency

Initiative	Actions	Owner	Timing/Money	Measures of Success
Grow akōnga/learners who are motivated and independent future focused learners	<ul style="list-style-type: none"> Unpack the Tō Tātou Ara learner capabilities section of the school-wide matrix Refresh the Tō Tātou Ara planning period for the start of the year Implement the use of engagement sliders to inform planning and ensure students are engaged in their learning Both target and well above students are identified in planning 	NC All staff KD/SHT NC All staff	Term 1-4	<p>Student Measure of success:</p> <ul style="list-style-type: none"> Gather twice a year and measure shifts of student understanding on the language of the learner capabilities through Student Voice MBS google form / rubric Set expected progress level Report on progress and achievement at the end of 2024 <p>Teacher Measure of success:</p> <ul style="list-style-type: none"> Engagement sliders - Teachers to use this in a limited way in 2024 to seek student feedback to inform teaching and learning Sample year end evaluation of feedback and shifts to show the impact of the process Feedback gained from teachers about the usefulness of this tool
Support teachers to have strong assessment for learning pedagogies and practices	<ul style="list-style-type: none"> Teaching staff to have a shared understanding of learner agency aligned to the Kāhui Ako definition All staff to have shared understanding of the learner capabilities Differentiated PLD to upskill staff in Assessment for Learning (AfoL) practices and pedagogies based on skills and needs identified from the AfoL matrix Unpack Clarity in the Classroom as a staff 	NC/LW NC NC/SHT/KD/SW/MB All staff	Term 1-4/ Kāhui Ako PLD \$2000	<p>Use the EA Assessment for Learning Capabilities Matrix to:</p> <ul style="list-style-type: none"> Initially highlight current state, set teacher goals linked to coaching from improvement and measure year end shifts <p>Leadership Team to continue to carry out Planning checks in Term 1 and 3 to see that the integration of learning capabilities are evidence in planning and assessment, student books/work and classroom walls</p> <ul style="list-style-type: none"> Look for correlation between all factors

STRATEGIC GOAL 2: Deliver a responsive local curriculum

Initiative	Actions	Owner	Timing/Money	Measures of Success
Create a localised curriculum that enables consistently equitable and excellent outcomes	<ul style="list-style-type: none"> Develop deeper connections with the iwi and local community to explore and understand what is important to our local area Provide opportunities for teachers to unpack learner diversity and how best to meet their needs 85% of students achieving at/above expectation in reading, writing and mathematics 	BOT/SLT RK SLT/All staff	Term 1-4 Term 1-4/PLD funding Term 1-4/ Curriculum Budgets	<p>Target Groups tracked through eTap and Identified student progress is measured. Looking towards acceleration and equity for all</p> <p>Annual Targets for Improved Outcomes in Reading, Writing and Mathematics both progress and achievement</p> <ul style="list-style-type: none"> Reporting to BOT as per annual schedule - Maori, Pacifica and ESOL student achievement <p>Community - BOT MBS Survey - comparative data points Iwi - Board and School engagement monitoring</p> <ul style="list-style-type: none"> Tracking relationships and steps
Provide professional learning opportunities for all staff to deepen their understanding and use of Mātauranga Māori, Te Reo and Tikanga.	<ul style="list-style-type: none"> Use the Poutama Reo evaluation framework to help us understand our provision of te reo Māori schoolwide Provide PLD opportunities - meeting the professional standards Have a range of events that promote the use of Te Reo and Tikanga - Matariki, Powhiri, marae visits and use of local stories 	KL/RK/MK KL/RK/AR/ MK KL/RK/AR/ ST	Term 1 Term 1-4 PLD Budget Term 1-4 \$1500	<p>The Hikairo Schema - Poutama used by staff for reflection, goal setting, conversation and growth within teams</p> <p>Events have been planned throughout the year and attended by the school community</p>
Deliver Te Mataiaho/New Zealand Curriculum through the Social Sciences, English, Mathematics learning areas	<ul style="list-style-type: none"> Use of the new Social Sciences learning area in PP3 Review the English and Mathematics learning areas against changes to the refreshed NZC Review and develop a shared understanding of MBS highly effective pedagogies and practices (Common Practice Model) in English and Mathematics. Develop MBS planning documentation using the language from refreshed NZC Set clear expectations of what is to be learnt at the end of each year in English and Mathematics Promote reading for pleasure throughout the school 	Team Leaders KD/SHT Literacy/ Math team KD/SHT Curriculum Teams RG/RL/TL/ RK Literacy Team	Term 3 Term 1-4 Curriculum Budgets Term 2-3 Term 1-4 Term 1-4 \$7000	<p>ERO external evaluation reporting - Profile Report 2023 - Revisit 2024 with a focus on ERO on the MBS ERO Evaluation Question</p> <p>Plan and monitor implementation - as per MOE timeline - -Changes are evident in MBS curriculum delivery plan and classroom planning and assessment</p> <p>Review and develop a shared understanding of our MBS highly effective pedagogies and practices formed as the MBS Local Curriculum (Common Practice Model) in English and Mathematics - changes are evident in MBS curriculum delivery plan</p> <p>Develop clear expectations of what is to be learnt at the end of each year in English and Mathematics - changes are evident in MBS curriculum delivery plan</p> <p>All staff have a shared understanding of the MBS Local Curriculum - evidence in planning checks</p> <p>Library has new books and is inviting for students to use</p>

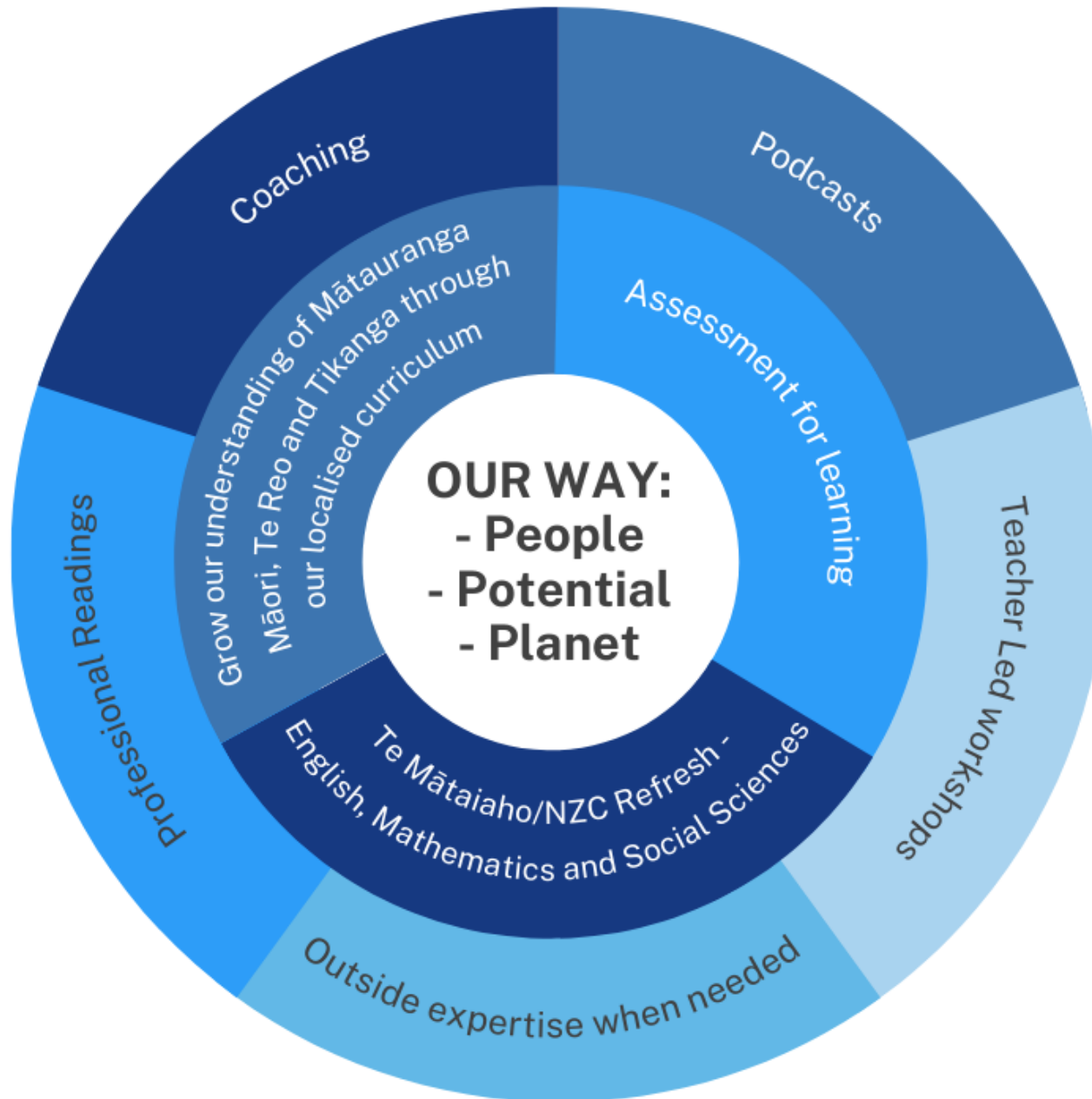
STRATEGIC GOAL 3: Encourage a commitment to sustainable practices

Initiative	Actions	Owner	Timing/Money	Measures of Success
Encourage environmental stewardship at a local, national and global level	<ul style="list-style-type: none"> Use the Whare Tapa Whā model and the outdoor environment as part of overall wellbeing Promote learning in outdoor spaces The Enviro school principles are woven through school life (sustainable communities, empowered students, learning for sustainability, Maori perspectives, respect for diversity of people/culture) Students being empowered to lead further and involve more students from outside the Enviro warriors team 	PB4L Team/MB JS/Enviro Team	Term 1 \$1000 Term 1-4 \$2500	<p>Review and deliver our current range of relevant environmental programmes involving students from across the school</p> <ul style="list-style-type: none"> Evaluate through student voice and students Board presentation Data points around programmes and success (consider student environmental coaches to gather baseline and progress information and stories) <p>A sustainability focus is consistently evident through integrated inquiry planning - Assessed through planning checks</p>
Foster students who are engaged and connected citizens in a range of communities	<ul style="list-style-type: none"> Continue to develop and enhance the Y6-8 leadership and students coaching students programmes Provide a range of leadership opportunities for children within the school and local community Ensure students have the opportunity to reflect on their learning and how this relates to local, national and global communities 	SHT/SW All staff Team Leaders	Term 1-4 Each planning period	End of year report shows evidence of participation in a citizenship initiative for our Year 5-8 students. Build so that all students engage in citizenship and or service

BUILDING AND GROUNDS DEVELOPMENT PLAN 2024 - TBC

GROUNDS					
Focii	Strategies	Responsibility	Time Frame	Cost	Budget
School Gardens	Maintenance & replanting of gardens.	Assistant Caretaker	ongoing	\$5000	Grounds Maintenance
Field and Grounds Maintenance	Fertilising, mowing, drilling etc	Caretaker	Annual	\$890 per month	Grounds Maintenance
School Pool	General upkeep of the pool and complex. Repaint the outside of the pool and seating areas.	Caretaker/Swim Gym	Term 2-3		Pool Expenditure
Main Field Upgrade	Drainage and Irrigation	Mark	Term 1	\$80 000	Grounds Maintenance
New outdoor seating	In front of new build for students to work at and have lunch	Mark	Term 1	\$6000	Capex - Furniture
BUILDINGS					
Focii	Strategies	Responsibility	Time Frame	Cost	Budget
Library - Furniture and Books	Enhance the use of the Library and love of reading in our students	RG/RL	Term 1-4	\$7000	Capex - Furniture Library
10YPP	5YA Projects: <ul style="list-style-type: none"> 4, 5, 10, 12, 13, D: Clearlite, Membrane Roof, Gutters & Ceiling Tiles Replacement AMS combined 4, 7, 10, 12, 13, 14: DQLS Upgrade, Removal of Internal Walls & Canopy Replacement 	MK	TBC	\$196 800	\$196 800
		MK/SHT	TBC	\$215 601	\$215 601
Building washing & gutters	Maintain the buildings around the school - Hall/Admin area and Rm 1-6	MK	Summer holidays	\$5000	R&M

2024 PROFESSIONAL LEARNING & DEVELOPMENT





he waka eke noa

"We're all in this together"