Mākara Model School



Annual Report 2024

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2024 Reflection

	2024 Reflections
School Organisation and Structures	In 2024 we have maintained 4 classes/teachers. Our junior class, Piwakawaka has NE – Year 1 students. Our second junior class, Tui has Year 2-3 students. Our middle class, Kiwi is Year 4-5 and our senior class, Karearea is Year 6 - 8. Tuakana-Teina is widely used throughout the school week and it is fully ingrained in our school culture. Tuakana-Teina is used for academic work such as buddy reading and maths and also for sports/PE such as supported swimming and social science/science activities where students are whanau grouped to suit activities. Students are expected to help each other when they can and we encourage friendships and interactions between all ages and genders. During 2024 we continued PB4L (positive behaviour for learning started in 2019) which has had a positive impact on our practices around behaviour management as we have been able to focus and reflect on what we are doing and why we are doing it with trained facilitators to support us. The Måkara Way values were updated via community consultation and student work, to give us goals for our behaviour and values we adhere to, it has been highly successful with students and staff having ownership of it, it is living and thriving in the school and we continued to develop it in 2023 and 2024. It is now becoming embedded in our school culture and is highly effective and valued by all - with progressions developed for clear goal setting and student agency. All students have the same home learning expectations, and we use this as a way of helping parents understand what we are learning about at school. Reading is encouraged and expected at home for all students and junior students have a regime of reading and structured literacy spelling words, with parents having high contact with the teacher to ensure things are going well at home. Oral language is well supported in the junior classes with families being given the weekly topic in advance so they can support their child in sharing ideas and information with the class. This focus continues through into the senior classes with collaboration encouraged and debating a popular and much enjoyed school event. A school wide focus on listening skills and dictation through Structured Literacy has seen an improvement in communication skills and general behaviour during group or whole school sessions. Contact between the school and families is high, we encourage parents to come into the school and have high levels of communication with them. The school timetable is set out to ensure the one hour of reading, writing and maths each day. There is a school newsletter 2-3 times a term, and weekly classroom newsletters are sent and we have fortnightly hui's to celebrate student success and show the work students have been working on. Families are always welcome and we get good turnouts for these, particularly in the end of term hui's and powhiri. We also have events such as picnics, art celebrations, hangi, school cross country, swimming displays, athletics events, sports days to celebrate events like the Olympics or Commonwealth Games, discos, concerts, productions, pet day and camps/overnight stays. Our community is always very supportive of these events as well as helping with the regular trips we take students on.
Review of Charter and Consultation	The charter is reviewed annually and periodically during the year with board members. Levels of consultation within the school community are high with surveys taking place regularly for students, staff and families. During 2024 we surveyed the school community on our health curriculum and our digital reporting trial. We are using Hero for this, to promote live reporting. A parent information evening is being held to inform our parents about how to use the app, interpret results and communicate through this. We will also be covering the updated curriculum, how our programmes work, structured literacy and our garden to table sustainability programme.

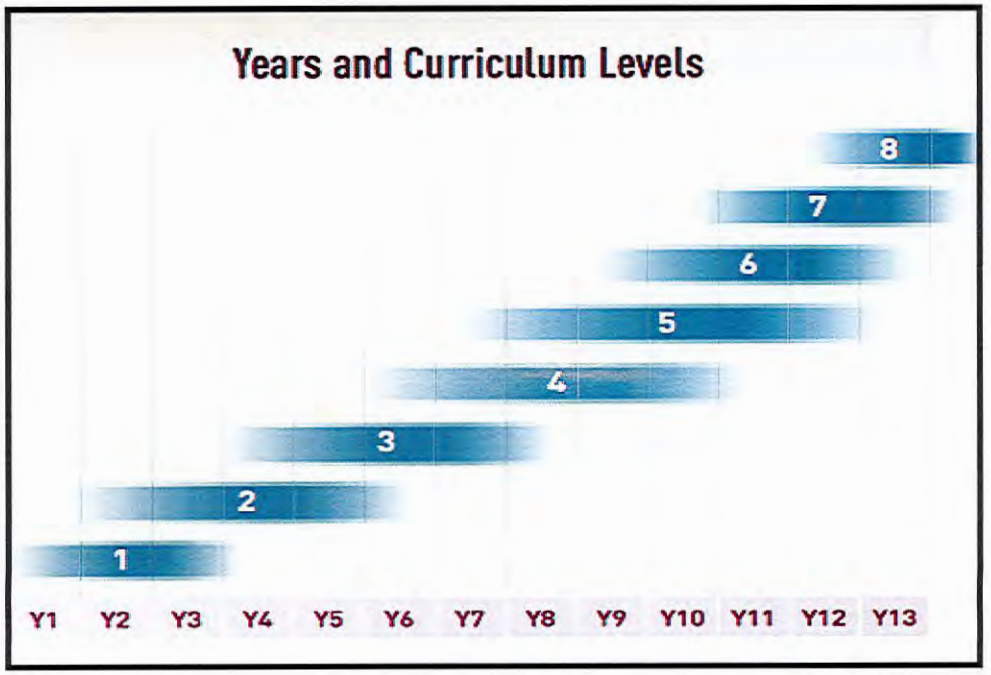
Student Achievement Report and Analysis of Variance

Mākara Model School - Term 4 Review - 2024
Strategic Aim 2

Our end of year data review has been based on the New Zealand Curriculum Levels. Teachers have made judgments against these curriculum levels using a range of tools including, standardised tests, observations, anecdotal notes and class work examples. These judgements have been moderated by peers and senior leaders. The New Zealand Curriculum Levels are what the majority of schools are using to gauge where children are working in 2024.

We have broken each curriculum level into three areas. Beginning, Proficient and Advanced. There is a significant amount of moderation and teacher professional development around unpacking what learning looks like in reading, writing and maths across the curriculum levels.

We are also tracking students' progress. Our aim is to lift all student achievement and to be making accelerated progress with more students. The way that we are trying to achieve this is by focusing on students that are not making the expected levels of progress within a year. Teachers are then developing interventions for these students.



Whole School Data - 2024

Strategic Aim 2 - At Mākara Model School each student achieves their best in all areas of the curriculum.

At Mākara Model School each student achieves their best in all areas of the curriculum.

Data Targets 2024 - Strategic Aim 2.

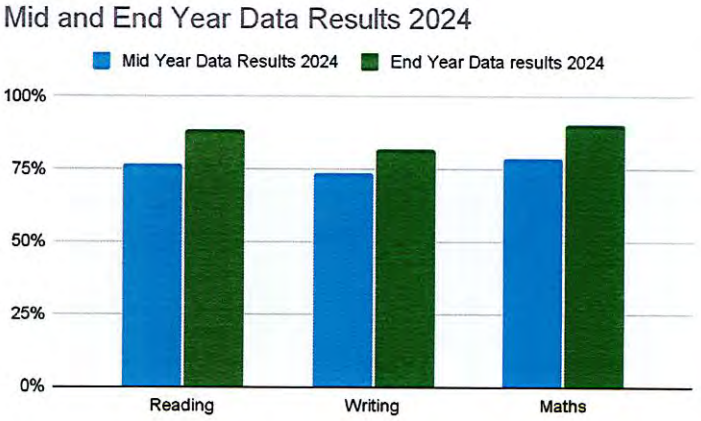
Reading, Writing and Maths target - 85% at or exceeding expectation

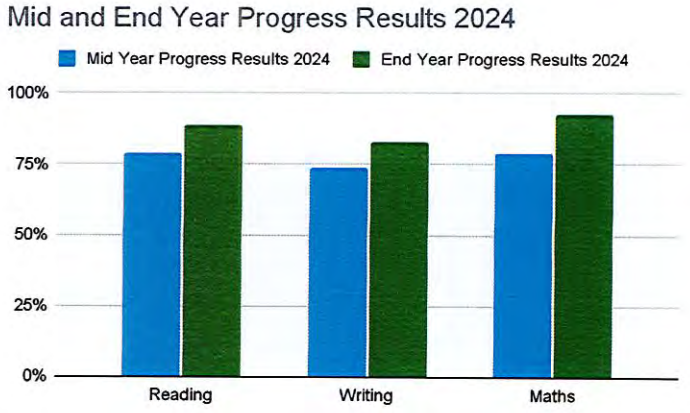
% at or above expectation	Mid 2022 OTJ	End 2022 OTJ	Mid 2023 OTJ	End 2023 OTJ	Mid 2024 OTJ	End 2024 OTJ
Reading	76%	83%	77%	85%	**77%**	**89%**
Writing	60%	72%	67%	79%	**74%**	**82%**
Maths	74%	88%	80%	88%	**80%**	**91%**

Progress/Acceleration Results:

Reading, Writing and Maths target - 90% making expected or accelerated progress

% Progress Results	Mid 2022 OTJ	End 2022 OTJ	Mid 2023 OTJ	End 2023 OTJ	Mid 2024 OTJ	End 2024 OTJ
Reading	80%	82%	84%	87%	**79%**	**89%**
Writing	60%	62%	77%	82%	**74%**	**83%**
Maths	75%	81%	76%	88%	**79%**	**93%**

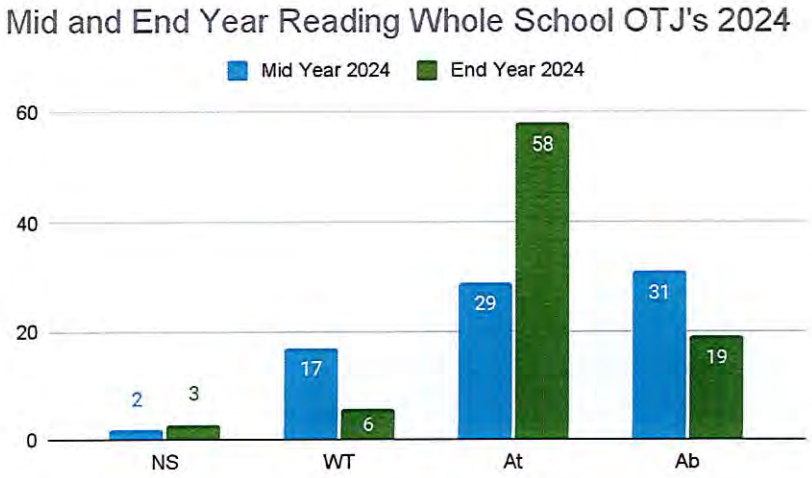




Reading

%	Needing Support	Working Towards	At	Exceeding
Term 2 2022	7%	17%	57%	19%
Term 4 2022	4%	13%	62%	21%
Term 2 2023	8%	15%	56%	21%
Term 4 2023	5.5%	10.5%	57%	28%
Term 2 2024	3%	20%	37%	40%
Term 4 2024	4%	7%	67%	22%

In Term 2 Reading, 77% of students met expected levels.
In Term 4 Reading, 89% of students are meeting expected levels.

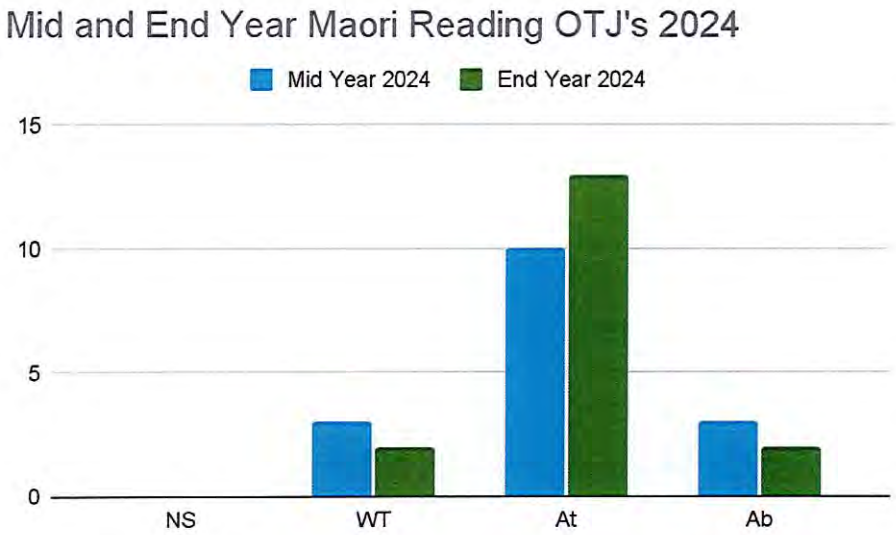


Whole School Achievement in Reading

Term 2: At this point in the year we are tracking in a similar place in regards to data; we are very close to where we were in Term Two 2023. This is a good place to be as our efforts which have been focusing on lifting and extending students have paid off.
We have now completed **two full years** of Structured Literacy and classroom programmes continue to support students at both ends of the curriculum. We know that continued use and growth of teacher knowledge and confidence in this area will enable progress.
We have had students move out of the **Needing Support** category into the **Working Towards** category with only a small number of students **(3%)** remaining.
We also have **40% of students exceeding expectations** This is the highest and lowest percentages that we have had in the period 2022-2024.

Term 4: There has been an improvement in the **Year 2 Boys** and **Year 2 Girls** Cohorts due to targeted group teaching. We have now completed over **two full years** of Structured Literacy and classroom programmes continue

to support students at both ends of the curriculum. We have made a move from 77% to 89%. We have had a decrease in the number of students that are in the **Working Towards** category.



Māori Achievement in Reading

Term 2: **81%** of Maori students are achieving well in Reading and this is higher than our whole school data in this learning area (75).
Our Māori students have made great progress and there are **0%** of students Needing Support. However, there are still **18%** of students who are at Working Towards.
Overall, the number of students in this group below has seen positive shifts.

Term 4: Maori achievement has risen from **82%** to **88%**. This is good news and is similar to the whole school average.
The number of Maori students **Needing Support** has also remained at 0%.
There has also been a shift from the amount of Maori Students moving out of the **Working Towards** category.

Māori Reading Data Tracking*

%	Term 2 2022	Term 4 2022	Term 2 2023	Term 4 2023	Term 2 2024	Term 4 2024
Needing Support	9%	0%	7%	7%	0%	0%
Working Towards	27%	27%	21%	0	18%	**12%**
At	64%	73%	72%	93%	51%	**76%**
Exceeding	0%	0%	0%	0%	31%	**12%**

In Term 2, we had 82% of Maori students achieved in this area.
In Term 4, we have 88% of Maori students achieving in this area.
*This data is heavily impacted by student movement as it is a relatively small cohort (17). This means that one student is equal to approx 6% movement.

Reading Accelerated Progress Graph

Reading	Insufficient Progress			Sufficient Progress			Accelerated Progress		
Year	Boy	Girl	Maori	Boy	Girl	Maori	Boy	Girl	Maori
1 (12)				7 - 88%	4 - 100%	4 - 100%	1 - 12%		
2 (15)			1 - 17%	7 - 87.5%	5 - 83%	4 - 66%	1 - 12.5%	1 - 17%	1 - 17%
3 (10)		2 - 40%	1 - 100%	5 - 100%	3 - 60%				
4 (8)		1 - 25%		1 - 25%			3 - 75%	3 - 75%	1 - 100%
5 (14)	5 - 62.5%		2 - 50%	3 - 37.5%	5 - 83%	2 - 50%		1 - 17%	
6 (11)		1 - 14%		4 - 100%	4 - 57%	1 - 100%		2 - 29%	
7 (9)	1 - 25%	1 - 20%		1 - 25%	3 - 60%	2- 100%	2 - 50%	1 - 20%	
8 (8)				4 - 80%			1 - 20%	3 - 100%	1 - 100%
	13%			67%			22%		

In Term 2, we had 79% of students making sufficient or accelerated progress.
In Term 4, we had 89% of students making sufficient or accelerated progress.
We will use this data to track those students that are not making the expected progress for next year. Teachers will be looking at ways they can accelerate their learning for 2025.

What the data tells us:

- Maori students' achievement has dropped.
- New students continue to come in with low levels in relation to Structured Literacy / Reading comprehension skills.
- The Structured Literacy approach is having a positive impact in achievement across the school and with new students.
- Boys in Year 5 **(Year 6 in 2025)** will need some support in order to make more progress.
- Girls in Year 3 **(Year 4 in 2025)** will need some support in order to make more progress.

- Boys in Year 2, Year 4, Year 6, and Year 8 are achieving well.
- Girls in Year 2, Year 5, Year 6 and Year 8 are achieving well.
- We need to continue to offer opportunities to extend our top students E.g. Elsie Locke Writing Competition, Lit Quiz etc.

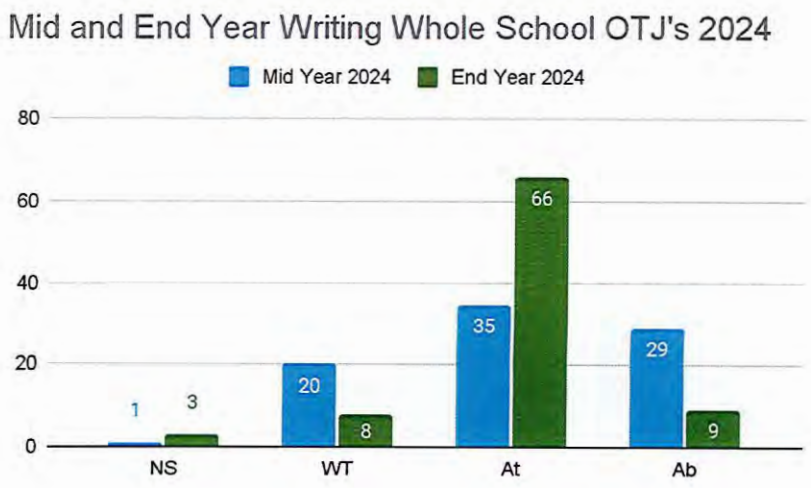
Reading Next Steps:

- **Highlight students of concern for teachers to create specific targets and interventions around:**
  - **Year 3 Girls cohort (Year 4 in 2025)**
  - **Year 5 Boys cohort (Year 6 in 2025)**
- Continue to teach Structured Literacy across the school.
- Keep this as a priority focus so we can continue to see the benefits filter through into our Reading and Writing programmes.
- Teach Reading within the classroom through groups, skills, Shared Reading etc.
- Continue to target individuals as well as engagement groups with Matua Max and change these to best suit the needs of our target students.
- Reflect on our programmes in terms of best practice and look at how teachers are differentiating their programmes to extend students.
- A Schoolwide online Literacy Hub has been set up to help resource students and teachers and will continue to be added to.
- Follow research and initiatives across and within the Kahui Ako.

Writing

%	Needing Support	Working Towards	At	Exceeding
Term 2 2022	18%	22%	48%	12%
Term 4 2022	12%	16%	59%	13%
Term 2 2023	13%	20%	55%	12%
Term 4 2023	6%	16%	64%	15%
Term 2 2024	1%	25%	45%	29%
Term 4 2024	4%	14%	72%	10%

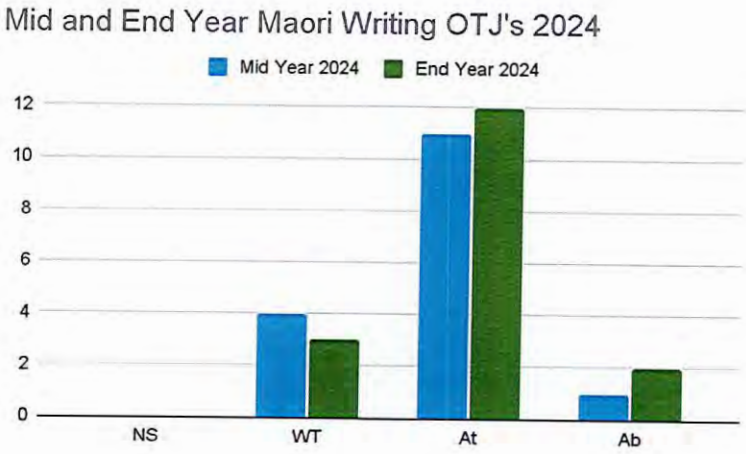
In Term 2 Writing, 74% of students met the expected levels.
In Term 4 Writing, 82% of students are meeting the expected levels.



Whole School Achievement in Writing

Term 2: Our mid year results are the highest schoolwide since tracking started in 2022. It has increased at each of the mid year reporting points. Again, this puts us in a strong position as we go into the second half of the year. It is great to see that at the 2024 mid year point, Writing is not the lowest core Learning Area in terms of achievement.
In 2024, we have continued to moderate our writing, using structured planning, more regular writing opportunities and looking at different genres e.g. Descriptive and Persuasive Writing. Literacy is a big focus within the Kahui Ako and with more confidence and work done in the area of regular writing coupled with good Structured Literacy practice, we can continue to strengthen the links between reading and writing.
We have had students move out of the **Needing Support** category into the **Working Towards** category with only a small number of students **(1%)** remaining. We also have **29% of students exceeding expectations** This is the highest and lowest percentage that we have had in the period 2022-2024.

Term 4: We have had a gain on data from **74%** of students meeting the expected level in Maths to **87%** of students meeting the expected levels. We have continued to have low numbers of students **Needing Support** as well as a lowering in numbers in the **Working Towards** category. There has been significant gains in Writing this year, and data now aligns more closely with results in Reading and Maths.



Māori Progress in Writing

Term 2: **75%** of Maori students are achieving well in Writing. This is excellent news and has progressed well throughout the first half of the year.
Our Māori students are currently performing at the same level as all students at MMS in Writing.
The number of students in this group below has seen positive shifts. It is positive to see the decreasing trend in the number of students who aren't achieving expectations e.g. **0% Needing Support**.

Term 4: **82%** of Maori students are achieving in Writing which is equal to the **82%** of all students at MMS. This is a shift upwards from Term 2 (**75%**). Once again, there are no students in the **Needing Support** category. There has been an increase in the amount of Maori students achieving in the **Above** category as well as a decrease in the number of students in the Working Towards category.

Māori Writing Data Tracking *

%	Term 2 2022	Term 4 2022	Term 2 2023	Term 4 2023	Term 2 2024	Term 4 2024
Needing Support	36%	18%	0%	7%	0%	**0%**
Working Towards	36%	18%	21%	14%	25%	**18%**
At	28%	64%	79%	79%	69%	**70%**
Exceeding	0%	0%	0%	0%	6%	**12%**

In Term 2 we had 75% of Maori students achieve in this area.
In Term 4 we had 82% of Maori students achieving in this area.

*This data is heavily impacted by student movement as it is a relatively small cohort (17). This means that one student is equal to approx 6% movement.

Writing Accelerated Progress Graph

Writing	Insufficient Progress			Sufficient Progress			Accelerated Progress		
Year	Boy	Girl	Maori	Boy	Girl	Maori	Boy	Girl	Maori
1				88%	100%	100%	12%		
2	11%		20%	78%	83%	60%	11%	17%	20%
3	20%	60%		80%	40%	100%			
4		25%		75%	75%	100%	25%		
5	62.5%			37.5%	83%	67%		17%	33%
6	25%	14%		75%	72%	100%		14%	
7	25%	20%		75%	60%	100%		20%	
8				100%	100%	100%			
	17%			75%			8%		

In Term 2 74% of students made sufficient or accelerated progress.
In Term 4 83% of students are making sufficient or accelerated progress.

Those students that are not making the expected progress are tracked and teachers will be looking at ways they can accelerate their learning.

What the data tells us:

- Writing will continue to be a focus in each classroom for 2024.
- There has been a shift in students being able to apply spelling and basic punctuation skills (learnt in Structured Literacy programmes being taught in classes) to their own writing.
- Students have an improved understanding of descriptive/persuasive writing and a broader focus of genre but will need to continue to do work in these areas.
- The Year 6 Boys cohort has made good progress, and is now not 'at risk'.

- We have a cohort of Girls sitting below expectations in **Year 3 (Year 4 for 2025)**.
- We have a cohort of Boys sitting below expectations in **Year 5 (Year 6 for 2025)**.
- Students across the school are doing well in general in their writing.

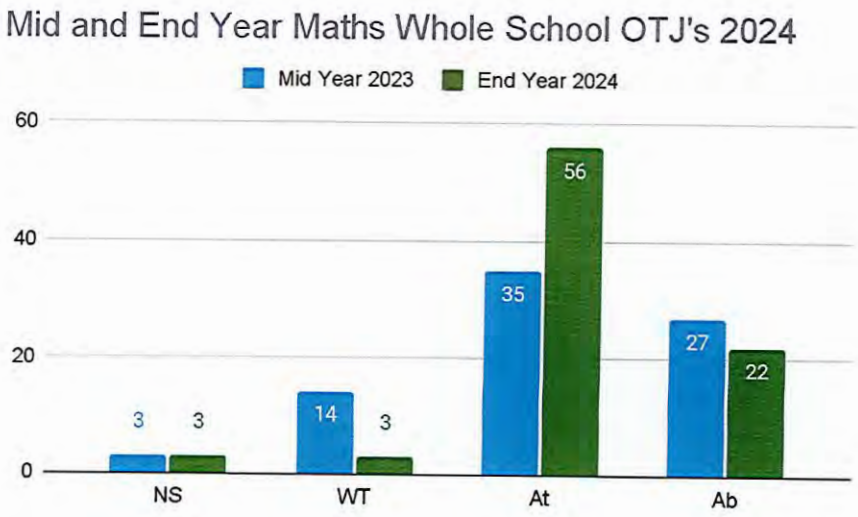
Writing Next Steps:

- **Highlight students of concern for teachers to create specific targets and interventions around:**
    - **Year 3 Girls (Year 4 for 2025)**.
    - **Year 5 Boys (Year 6 for 2025)**.
- We need to continue to strengthen our connections between reading and writing within the curriculum (including Oral Language).
- Continue a focus on Descriptive Writing, Persuasive Writing and other genres.
- A continued push for students to plan their work (and actively use this to inform their writing).
- Regular writing each day and working with targeted students who need extra help.
- More work around how to research and write in students' own words. This is important for Persuasive Writing, and for Report Writing.
- Identify focus groups and monitor progress closely among these students.
- A Schoolwide online Literacy Hub has been set up to help resource students and teachers.
- Look for PD opportunities within the Kahui Ako. We will move to using the Kahui Ako 'Tracking Sheet' to follow student achievement.

Maths

%	Needing Support	Working Towards	At	Exceeding
Term 2 2022	18%	8%	64%	10%
Term 4 2022	9%	3%	76%	12%
Term 2 2023	7%	13%	64%	16%
Term 4 2023	5%	8%	59%	29%
Term 2 2024	3%	17%	45%	35%
Term 4 2024	4.5%	4.5%	65%	26%

In Term 2 Maths, **80% of students met the expected levels**.
In Term 4 Maths, **91% of students are meeting the expected levels**.

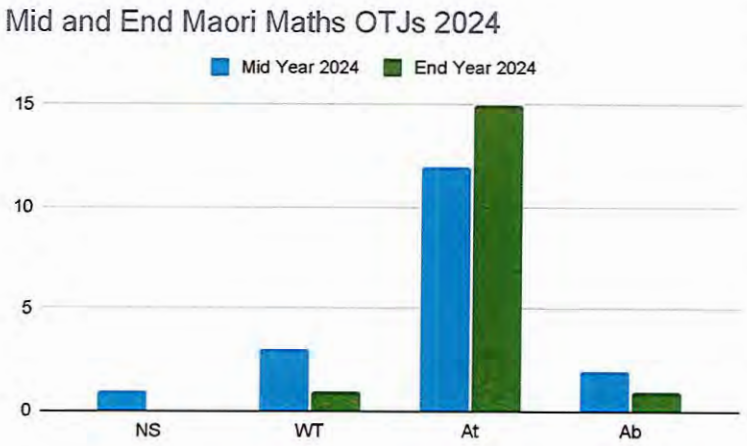


Whole School Achievement in Maths

Term 2: 80% of all students are achieving in Maths across the school. Maths is taught in small groups and on a regular basis each day. Smaller class sizes have allowed us to differentiate learning more effectively. There has been a look at Student Agency within this area in the senior part of the school, allowing students to have more direct control over their own learning. Additionally, the school has purchased a Structured Maths Programme which has been trialled with some early success and has now been used across the school.
PD opportunities in this area will continue over the second half of 2024. A Schoolwide online Maths Hub has been set up to help resource students and teachers.
We have had students move out of the **Needing Support** category into the **Working Towards** category with only a small number of students **(3%)** remaining. We also have **35% of students exceeding**

expectations This is the highest and lowest percentages that we have had in the period 2022-2024.

Term 4: There has been a gain from **80%** of students meeting the expected levels in Maths to **91%** of students meeting the expected levels. We have had a number of students move from **Working Towards** to **At**. We have finished our school PD this year with Julie as well as finishing our trial of a Maths with structure programme.



Māori progress in Maths

Term 2: 75% of Maori students are achieving well in Maths.
We have seen positive shifts in our Māori student data over this year.
Our Māori students are currently performing slightly above overall students - **75%** of Māori students At or Above expectations compared with **74%** of all students within the school.

Term 4: 94% are still achieving in Maths compared to **94%** of students at MMS.
This is a huge improvement and the first time the data has moved over **90%**. The introduction of Maths with structure alongside PD with Julie this year has started to really make a difference.
There was also a move from **6%** down to **0%** in the **Needs Support** category.

Māori Maths Data Tracking*

%	Term 2, 2022	Term 4, 2022	Term 2, 2023	Term 4, 2024	Term 2, 2024	Term 4, 2024
Needs Support	9%	0	0	0	6%	**0%**
Working Towards	36%	27%	28%	7%	19%	**6%**
At	55%	73%	72%	93%	62%	**88%**
Exceeding	0	0	0	0	13%	**6%**

In Term 2, we had 75% of Maori students achieved in this area.
In Term 4, we have 94% of Maori students achieving in this area.
*This data is heavily impacted by student movement as it is a relatively small cohort (17). This means that one student is equal to approx 6% movement.

Accelerated Progress Graph - Mathematics

Maths	Insufficient Progress			Sufficient Progress			Accelerated Progress		
Year	Boy	Girl	Maori	Boy	Girl	Maori	Boy	Girl	Maori
1				88%	100%	100%	12%		
2				89%	100%	100%	11%		
3		20%		80%	80%	100%	20%		
4				25%	100%	100%	75%		
5	25%			37.5%	50%	100%	37.5%	50%	
6		14%		75%	43%	100%	25%	43%	
7	25%	20%		50%	60%	50%	25%	20%	50%
8				60%	100%	100%	40%		
	7%			69%			24%		

In Term 2 we had 79% of students making sufficient or accelerated progress.
In Term 4, we have 93% of students making sufficient or accelerated progress.
Teachers continue to relay strategies that have worked for students to build continuity for a student during their time at Mākara Model School.

What the data tells us:

- Our school has purchased a Structured Maths programme at the end of Term Two to help students with a lot of the Number Knowledge and Basic Facts knowledge they need to help them progress in their problem solving and strategic thinking. It will be good to see the positive effects of this over the second half of the year.
- There has been considerable work done setting up a Maths Agency programme for our senior students to also help scaffold them with their Number Knowledge, Basic Facts, and Strategy work.

- A continued move towards using more open-ended questions.
- The data shows that our Year 2, Year 4, and Year 5 Girls cohorts have achieved well.
- The data shows that our Year 2, Year 4, Year 6, and Year 8 Boys cohorts have achieved well.
- The Year 2 Boy cohort has made significant progress and moved out of an 'at risk' category.
- The Year 6 Boy cohort has made significant progress and moved out of an 'at risk' category.
- Regular group teaching and proper targeted follow up is an important part of Maths learning.

Maths Next Steps:

- **Highlight students of concern for teachers to create specific targets and interventions around:**
  - **None to report!**
- Identify where our teacher aide/and teacher time can best be utilised to support the needs of our students.
- Implement our chosen Maths with Structure (from a Ministry selected provider) as a whole school and unpack this as a staff.
- Continue to use 'Student Agency' in Maths for our Senior students.
- Use Open Ended Questions, Problem Solving, and Rich Tasks to help enrich students in their learning.
- An implementation of mixed ability groups and targeted groups, using CUBES and Talk Moves - which all align with teaching through a Māori lens, should continue to positively impact these (and all) learners.

How we have given effect to Te Tiriti o Waitangi

We continue to foster a relationship with Mana Whenua, Te Ātiawa.

We have engaged regularly with Te Ātiawa ki te Whanganui a Tara and their Kura Ahurea programme to support and enhance our approach to te reo Māori, local historical narratives and mihi whakatau. We received professional development funding to enable two staff members to attend professional development with Kura Ahurea. In turn these staff return to school and lead professional development for all staff members on the local stories of Te Whanganui a Tara from a Te Ātiawa perspective. This ensures all students at MMS receive the benefit of this work.

All students at MMS receive weekly Kapa Haka sessions with a highly skilled instructor, learning waiata, poi and haka. Our kapa haka group performs at an annual Kahui Ako festival and other community events.

Statement of Compliance with employment policy

Mākara Model School is an equal opportunity employer and has met its requirements under s597 of the Education and Training Act 2020. We believe that no one should be discriminated against because of their differences, such as age, disability, ethnicity, gender, gender identity and expression, religion or sexual orientation. We are committed to celebrating all dimensions of diversity in the workplace equally and ensuring that everyone feels a sense of inclusion and belonging.

We are committed to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development.

We are constantly listening, learning and evolving to ensure that employment practices are fair and free of any bias.

There have been no known breaches of our Equal Employment Opportunities policy nor have any breaches been reported to the EEO Officer.

Kiwi Sport Statement

During 2024 we spent our $1,320 Kiwi Sport funding on various sports equipment to compliment the Sportstart Programme the teachers have all had training in. Students also attended various sports tournaments and we supplemented the funding for kelly sports to provide sessions for the tamariki and staff. We have purchased gear to top up some of our winter sports such as and balls (rugby, football and netballs).

James Appleton
Principal

Strategic Plan Summary



STRATEGIC GOAL

Strengthen Culturally Sustainable Practices

At Mākara Model School we provide a safe and supportive environment for all of our students, community and staff, ensuring Culturally Responsive practices and inclusivity.

NELP 5:
World class inclusive public education

Kahui Ako Goal: We affirm the cultural distinctiveness of all

STRATEGIC INITIATIVES

- **1a** Deepen our understanding of akonga Identity, Language and Tikanga - including the use and practise of Reo.
- **1b** Continue to deepen kaiako understanding of The NZ Histories Curriculum, and our local stories (Kura Ahurea)
- **1c** Develop and Implement Leadership opportunities for our tamariki, especially our Year 7 and 8 tamariki (Tuakana-Teina) ensuring the values drive the culture.



STRATEGIC GOAL

Every student achieves their best in all areas of the curriculum.

At Mākara Model School we are active participants in our learning through a wide range of balanced opportunities, celebrating our strengths and developing our practice..

NELP 2 and 3:
Barrier Free Access &
Quality Teaching and Leadership

Kahui Ako Goal: We are agents of our own learning.

STRATEGIC INITIATIVES

- **2a** Create more opportunities for akonga to be supported and extended as needed, including deepening kaiako understanding of learning progressions and assessment in maths.
- **2b** Deepen Kaiako understanding and improve opportunities for greater Akonga Agency, Student Engagement and growth in Structured Literacy.
- **2c** Aim for 85% of students achieving or exceeding expectations, and 90% achieving accelerated progress.



STRATEGIC GOAL

Growing Connections, Values and Wellbeing

With wellbeing at the core, we grow interconnected relationships as we embody Te ara ō Mākara.

NELP 1 and 4:
Future of Learning and Work
Learners at the Centre

Kahui Ako Goal: We support the wellbeing of all ākonga

STRATEGIC INITIATIVES

- **3a** Continue to work with the PB4L programme, seasons for growth, and impliment Lego therapy and Wellbeing groups.
- **3b** Continue to deepen community connections, whānau involvement and student engagement.
- **3c** Establish the Values Progressions within goal setting, providing specific support to achieve these goals.

STRATEGIC OUTCOME

An inclusive learning community that respects cultural diversity

STRATEGIC OUTCOME

All akonga achieving success

STRATEGIC OUTCOME

An inter-connected learning community who support each other.

STRATEGIC GOAL 1

Strengthen Culturally Sustainable Practices

Actions

- Provide a broad range of opportunities to develop an holistic child and the understanding of their identity.
- Build culturally responsive practices. (Culturally Sustaining Progressions).
- Grow understanding of Tikanga and Reo within the school -(Whāea T and Education Perfect).
- Ensure staff are capable and confident of supporting NZ unique bicultural and multi cultural identity.
- Develop skills and capability to carry out Mihi Whakatau..
- Consult with whānau to find out what we can do to make the school environment and processes more welcoming to Māori.
- Grow the values within the school to establish desired culture of learning.
- Deepen kiako understanding of NZ Histories, and our local stories (Kura Ahurea)

STRATEGIC GOAL 2

Every student achieves their best in all areas of the curriculum.

Actions

- Consult with whānau to find out what we can do to ensure our Māori can see themselves reflected in the curriculum and classroom.
- Ensure all contexts of learning link back to our NZ histories curriculum and Sciences.
- Continue to grow progression understanding within the rubrics on Hero - to ensure a goal driven approach to teaching and learning.
- Grow effective agency across the school in literacy, numeracy and Values.
- Continue to develop effective Structured literacy teaching.
- With a 2024 focus on maths, ensure our kaiako to be ready to effectively implement the new New Zealand Curriculum (refresh) by 2026
- Kaiako implementing 3 hours of Reading, Writing and Maths each day.
- Prioritise and establish support and extension groups across the school - targeting specific groups and needs
- Continue to develop effective live reporting through Hero.

STRATEGIC GOAL 3

Growing Connections, Values and Wellbeing

Actions

- Grow connections across the Kahui Ako, with tuakana teina between the two colleges and MMS.
- Utalise the Seasons of Growth Programme.
- Lego therapy to be resourced and working groups across the school.
- Emotional support and resilience work to be done through Art therapy and Mindfulness as needed
- Strengthen community engagement in tamariki learning and wellbeing.
- Look for parent support in marketing and communications (newsletters etc)
- Grow the values programme to develop agency and goal setting as they put their values 'into action'
- Continue to develop effective school wide approach with PB4L.
- Teacher Wellbeing supported through coaching, PD and opportunities as needed.
- Continue to focus on Physical Education opportunities - including accessing external expertise as needed,

Strengthen Culturally Sustainable Practices - Measurement Framework

INITIATIVE 1 A	KEY OUTCOME MEASURES	BASELINE MEASURES	ENDPOINT MEASURES	SUCCESS
Deepen our understanding of akonga Identity, Language and Tikanga - including the use and practise of Reo	Provide a broad range of opportunities to develop an holistic child and the understanding of their identity	Identity task in class to gauge what they already know about themselves Developing students' mihimihi Rubric created around knowing your identity	Students know how to say their mihimihi Rubric check in to see progress.	Whānau and tamariki feedback indicates safety, value and understanding from kura/kaiako
	Evidence for 1A.1: - Mihi Whākatau held to welcome new students - Mātariki Festival held - Cultural festival - with performances of the Purakau of the area, including associated waiata held. Huge success and lots of positive feedback from Whānau - Kapa Haka Festival with rest of Kahui Ako - whole school participation - Kapa Haka 2024 Karakia:  Kahui Ako Te Ao Māori shared resource Kura Ahurea resources and TOA notes			
	Build culturally responsive practices. (Culturally	Initial Rubric session / Discussion -set goals -	Repeating the progression rubric - to	Making positive shifts in the CSP rubric within the Kahui

	Sustaining Progressions). **Evelyn**	reported back by James	check progress/goals	Ako project
	Evidence for 1A.2: - Te Ao Māori resources from Jasmine - Cultural Celebration Evening with waiata and pūrākau from Kura Ahurea shared with community - Tikanga developed as part of our involvement with Te Atiawa, Kura Ahurea. - Reo taught in each class every day - Karakia and Karakia kai shared every day in classrooms, and at start of BOT meetings.			
	Develop skills and capability to carry out Mihi Whakatau **Whaea T**	Students can identify tīkanga around respectful participation during mihi whakatau Students have dedicated time to learn waiata for use during mihi whakatau Staff have an understanding of the structure and purpose of mihi whakatau and roles required	Students can show tīkanga appropriate to a mihi whakatau Students have a catalogue of waiata appropriate for mihi whakatau Staff have dedicated (?) roles for mihi whakatau and are able to confidently use some Te Reo during mihi whakatau, including their mihi and a kete of karakia or whakatauki.	Children and teachers are confident in their ability to run/participate.
	Evidence for 1A.3: - Mihi Whakatau at start of year to welcome new staff and students - Tamariki to run Anahera Celebration in November			
	Grow understanding of Tikanga and Reo within the school -(Whāea T, Kura Ahurea and Education Perfect).	List for checking basic kupu that links to the Kete in EP being focused on Begin Education Perfect with classes (10 min a day)	Re-check at end of EP Kete for understanding of kupu Other Te Reo Māori resources are used in	Education Perfect course is completed. Reo is used more confidently in the classroom and around the school by kaiako and tamariki.

			the classroom to complement and extend learning from EP.	
	Evidence for 1A.4: Kapa haka, Matariki Celebration, Reo Workbooks?			
	Ensure staff are capable and confident of supporting the NZ unique bicultural and multicultural identity. **Evelyn**	Staff Survey Observations Coaching discussions	Observation Classroom Visits Staff survey	Staff confidently incorporate meaningful contexts into everyday classroom planning, students' identities are visibly appreciated in the classroom, and tikanga adhered to.
	Evidence for 1A.5: Kapa haka, Matariki Celebration , Kura Ahurea			

Strengthen Culturally Sustainable Practices - Measurement Framework				
INITIATIVE 1 B	**KEY OUTCOME MEASURES**	**BASELINE MEASURES**	**ENDPOINT MEASURES**	**SUCCESS**
Continue to deepen kaiako understanding of The NZ Histories Curriculum, and our local stories (Kura Ahurea).	Consult with whānau to find out what we can do to make the school environment and processes more welcoming to Māori **Evelyn**	Survey to parents to get their feedback, ideas and input Invite whānau to an info and ideas evening in Term 2 Consult Māori whānau using Google Forms to	Survey sent out at the end of year to see if school community feels there has been an improvement Have another evening in Term 2 2025 to see how things are tracking	All stakeholders know that the kura listen and act upon feedback

		gather feedback on current feelings and hopes for the future at MMS.		
EVIDENCE	Resource folder, TOA, Cultural Responsiveness Folder			
INITIATIVE 1 C				
Develop and Implement Leadership opportunities for our tamariki, especially our Year 7 and 8 tamariki (Tuakana-Teina) ensuring our values drive the culture.	Deepen tamariki understanding of NZ Histories, and our local stories/pūrākau (Kura Ahurea) **Evelyn**	Check the understanding of the stories - Teachers capture this as a KWL chart. Teachers made familiar with pūrākau prior to teaching it.	Complete the KWL chart to show shifts in understanding and new knowledge/understanding. Students are able to retell the pūrākau in some form, whether orally, in a performance, or through writing. Students know the waiata/haka that accompany each pūrākau.	Stronger connections with local iwi and deeper connections for our tamariki with the local pūrākau. Tamariki are familiar with the pūrākau and will be able to pass them on to others.
	Evidence for 1C.1: TOA, Cultural Celebration Evening, Te Upoko o Te Ika pūrākau			
	Build relationships with other local colleges and schools within the Kahui Ako and discuss and build opportunities together.	Create initiatives with colleges e.g. extension/cultural opportunities.	Initiatives established and positive outcomes achieved.	Tamariki develop leadership skills and when they meet across the Kahui, make connections.
	Evidence for 1C.2: Kapa Haka Festival (Kahui Ako wide Event)			
	Use our TOA to grow our senior students - to lead their whānau groups in learning about the	Share the stories with the senior students. Find out	Children can re-tell stories with minimal support orally.	A developmental continuum of stories for each year level and all tamariki learning appropriate

	local stories. **Evelyn, Jasmine**	what they know already and what tools they will need to engage younger students.	Seniors can confidently share stories with their whānau groups.	stories
	Evidence for 1C.3: TOA, Cultural Celebration Evening			
	Grow the values within the school to establish a desired culture of learning. **Evelyn**	Values celebrated in each hui and sticker charts visible and being used.	Visibility of values across school Celebration of values achieved by learners throughout the year.	Tamariki are demonstrating all our values and feel proud and positive about themselves and their learning
	Evidence for 1C.4: Te Ara o Te Mākara Google Site for teachers to use to support teaching of values created and shared			

Every student achieves their best in all areas of the curriculum. - Measurement Framework				
INITIATIVE 2 A	**KEY OUTCOME MEASURES**	**BASELINE MEASURES**	**ENDPOINT MEASURES**	**SUCCESS**
Create more opportunities for akonga to be supported and extended as needed, including deepening kaiako understanding of learning progressions and	Continue to grow progression understanding within the rubrics on Hero - to ensure a goal driven approach to teaching and learning	Create opportunities for ākonga to be extended in both classroom structures and out-of-class groups.	Have extension ideas implemented, have a clear developed understanding of differentiation and support across classrooms/staff.	Tamariki will have a clear understanding that at MMS we have progressions of dispositions we value and the steps they need to work towards to self improvement
	Evidence for 2A.1: Maths Hub, Literacy Hub, Values Charts			

assessment in maths.	Use the resources created and organised here to help support learning and teaching - use these for extension within the class / groups.			
	With a 2024 focus on maths, ensure our kaiako are ready to effectively implement the new New Zealand Curriculum (refresh) by 2026	Be aware of / be open to / involved with and in schoolwide PD.	Use ideas and knowledge shared by Julie and implement these in classroom programmes. Start using a Structured Approach to Maths in class programmes in preparation to the Curriculum refresh.	MMS school/kiako choose(s), implements, and receives ongoing PD around the structured Maths provider. They feel more skilled / empowered and students are more engaged. Achievement rises.
	Evidence for 2A.2: Julie Roberts Math PLD, A structured Approach to Maths Start to look at resources / implement this in school wide teaching programmes to support this in preparation for the official providers in this area.			
	Prioritise and establish support and extension groups across the school - targeting specific groups and needs **Evelyn**	Use OTJs and assessment data to see where the needs are for extension and support	Use OTJs and assessment data to determine if groups have been successful in support and/or extending akonga attending	Akonga in need of support will make accelerated progress, which will be able to be seen in their normal classwork as well as the work within their support groups. Akonga in need of extension will show they have knowledge extending beyond what is expected at their year level.
	Evidence for 2A.3: Support Staff Timetables for Term 1, Term 2, Term 3; Support group planning docs for ESOL Term 2, SL Support Term 2; SL Support for Term 3			

	Extension Writing Groups set up and seen weekly by Andrew for Kiwi and Karearea. Ellie Locke Writing competition entered for Kiwi and Karearea. Literacy Quiz entered and coordinated by Andrew. CAMs English, Maths, Science, and Spelling Bee entered and coordinated by Andrew. Extension Maths Groups set up and seen weekly for Kiwi and Kareaea. Otago Problem Solving set up and administered by Hope, and Andrew incorporates teaching / practise around this for the Karearea Maths Extension students. Support groups seen at least once a week by TA and/or Whaea Evelyn			
INITIATIVE 2 B				
Deepen Kaiako understanding and improve opportunities for greater Akonga Agency, Student Engagement and Growth in Structured Literacy	Ensure all contexts of learning link back to our NZ histories curriculum and Sciences - while developing Structured Literacy skills, and numeracy skills (integration).	Long term plan for each term created with context in mind of either Science or Histories, used by kaiako to inform classroom planning.	OTJ for the context subject. Informal/formal assessment to capture learning and progress of students	Student will be confident in their learning and knowledge of the NZ Histories curriculum and the Science curriculum.
	Evidence for 2B.1: Long term plan Term 1, Term 2, Term 3, Term 4			
	Grow effective agency across the school in literacy, numeracy and Values	Create the Maths Literacy Hubs to help teach reading comprehension skills. Teach the appropriate skills / show how to use the Hubs in an agentic way.	Using the Maths and Literacy Hubs to help teach reading comprehension skills which students can interact with in an agentic way. Students become self-motivated to learn skills which are pertinent to their own individual learning. Maths and literacy competency levels rise.	Students become self-motivated to learn skills which are pertinent to their own individual learning. Students enact tuakana teina to help teach new students entering into the senior classes.
	Evidence for 2B.2: Agency Maths Hub, Literacy Hub			

	PD provided in house to develop kaiako understanding of what agency is, and how to best student development and skills to become agentic. Values progression development and progressive booklet achievements support the development of the skills to become agentic within the field of our values.			
	Continue to develop effective Structured literacy teaching.	Term 1 SL iDeal assessments	Term 4 SL iDeal assessments	Students will show a steady progress in their knowledge of and ability to use Structured Literacy to decode and encode in reading and writing.
	Evidence for 2B.3: 2024: Term 1 BOT, Term 2 BOT, iDeaL Graphs			
	Monitor the use of language and reference to goals and current learning, in class conversations and student responses in interviews.	Term 1 goal setting; regular mini-conferences with students in class	Term 4 reports showing a shift in goals and progress of each student.	Students will be able to confidently say what their current learning goals are for all curriculum areas and can provide evidence in their learning of meeting those goals.
	Evidence for 2B.4: Schoolwide editing system. Sharing learning at Parent Conferences.			

Every student achieves their best in all areas of the curriculum.
- Measurement Framework

INITIATIVE 2 C	KEY OUTCOME MEASURES	BASELINE MEASURES	ENDPOINT MEASURES	SUCCESS

Aim for 85% of students achieving or exceeding expectations, and 90% achieving accelerated progress	Consult with kaiako about what they currently do and what they need to do to plan for the next steps for every child	Kaiako survey or rubric to reflect on where their practise is currently at in this area	Kaiako show more confidence in being able to state what they do in their planning.	Kaiako are able to say where each child is at in their learning and what their next steps will be from there.
	Evidence for 2C.1: Hero Rubrics to support understanding of progressions, to best know how to support and extend students. Julie Roberts supporeted the progression development within the maths curriculum, including the refreshed curriclum expectatations. Learning Matters platform has supported the development of SL progression understanding, as well as supports for how to teach and meet the needs of the tamariki.			
	Continue to develop effective live reporting through Hero.	Kaiako develop an outline/timeline for entering updates and data.	Kaiako are updating academia, evidence of learning in classrooms, and newsletter on a consistent, regular basis.	Kaiako are regularly updating each child's learning profile on HERO, both with the expected 4 posts per term covering reading, writing, maths and another subject area, but also with other posts as events happen or as students complete work that parents may enjoy seeing.
	Evidence for 2C.2: Hero Posts (evidence for learning), Weekly Newsletters, Goal Matrix Updates each term. Data and OTJs' used to inform BOT reporting on achievement. All incident repoerts and medical reports are stored within Hero.			
	Develop a monitoring system where the SENCO and leadership support Kaiako to ensure effective (and efficient) individualised and personalised planning for tamariki needs	SENCO and/or leadership meet with each kaiako and ask how to best support them	Both SENCO/Leadership and kaiako are able to work together	Tamariki will have their learning needs met and planned for which will lead to improved student outcomes for all tamariki
	Evidence for 2C.3: Mentoring / Coaching embedded - with buddy coaching in place, as well as opportunities to share what has been worked on as a wider staff.			

	PD within staff meetings has been targetted to school wide strategic aims, which in turn have been used to guide personal teaching goals. Leadership development held externally for Andrew, and leadership coaching for Principal by Mark Sweeney.			
	Kaiako implementing 3 hours of Reading, Writing and Maths each day	Including these times blocked into each day in planning for all kaiako	Every class is doing an hour each of reading, writing and maths every day	An hour a day of reading, writing and maths will be a part of our normal programme and each kaiako will have this blocked into their timetable/planning.
	Evidence for 2C.4: School-wide timetabling of core lessons ensuring 1 hour a day in reading, writing and maths.			

Growing Connections, Values and Wellbeing
- Measurement Framework

INITIATIVE 3 A	KEY OUTCOME MEASURES	BASELINE MEASURES	ENDPOINT MEASURES	SUCCESS
Continue to work with the PB4L programme, seasons for growth, and implement Lego therapy and Wellbeing groups	Lego therapy to be resourced and working groups across the school **Evelyn**	Akonga identified by teachers who may benefit from these groups	Students with difficult / behaviour challenges less likely to cause issues in class and	Akonga show growth in their understanding of and ability to use social and emotional skills with each other and their peers,

			within the school.	including those not in Lego Therapy groups
	Evidence for 3A.1: Lego club run 3 afternoons a week by Max, with Evelyn and Teachers adjusting groups to meet the needs of the akonga.			
	Utalise the Seasons of Growth Programme **Evelyn**	Akonga identified by teachers/SENCO who will benefit from participating in the programme	Akonga will complete all 8 sessions, along with the celebration session after finishing	Akonga will have a better understanding of the tools they can use to help them navigate through times of loss, grief and change and be able to navigate these times in a more positive manner.
	Evidence for 3A.2: S4G session item outline, Notes from training sessions 1 and 2, Info sheet from KA wananga session, Powerpoint from KA wananga session			
	Emotional support and resilience work to be done through Art therapy and Mindfulness as needed **Evelyn**	Akonga identified by teachers/SENCO/Leadership team who would benefit from these sessions	Akonga participate in Art/Play therapy groups, depending on their needs, including a follow up session later in the year.	Akonga will be able to work through big emotions on their own and in a way that limits the impact of those emotions on their peers.
	Evidence for 3A.3: Zones of Regulation implemented in each classroom			
	Continue to develop effective school wide approach with PB4L **Evelyn**	Staff, parents and Akonga consulted on what PB4L is and what they would like to see the school achieve through using PB4L	The whole school community is able to work together positively.	Tamariki feel safe, valued, proud and positive about themselves and their learning. Behaviours across the school are largely positive and any difficult behaviours are minor and easily resolved using Tier 1

				PB4L implementations.
	Evidence for 3A.4: Powerpoint on managing dysregulated students for staff meeting, Zones of Regulation resources, Makara Way google site			
INITIATIVE 3 B	**KEY OUTCOME MEASURES**	**BASELINE MEASURES**	**ENDPOINT MEASURES**	**SUCCESS**
Continue to deepen community connections, whānau involvement and student engagement	Grow connections across the Kahui Ako, with tuakana teina between the two colleges and MMS **Evelyn**	Working with WC and WGC for Kapa Haka for festival	Working with WC WGC and other KA schools in other areas of the curriculum.	MMS will have firm, positive and reciprocal connections within the Kahui Ako, and especially with the colleges.
	Evidence for 3B.1: WC and WGC students coming in on Fridays in Term 2 weeks 8 & 10 and Term 3 weeks 1 & 2 to teach MMS tamariki the waiata Tāne Term 4 ASLs James and Matt coming to teach Kārearea how to play Ki o Rahi			
	Strengthen community engagement in tamariki learning and wellbeing **Evelyn**	Student awareness of links / pathways / connections between WC and WGC	Students returning from WGC and WC to offer tuakana teina initiatives. Become involved in future initiatives when offered.	The whānau of the ākonga know their tamariki's learning goals and next steps, and be kept appraised of this through live reporting.
	Evidence for 3B.2: Reestablish fortnightly Whānau hui so parents can celebrate the learning of the akonga from Term 3 onwards; Parent info evening in Term 3 on Zones of Regulation; Matariki celebration evening in Term 2; Cultural Celebration evening in Term 3.			
	Look for/create parent support in marketing and communications (newsletters etc)	Weekly class newsletters and biweekly community updates.	Hui / Sharing from each class, and Cultural Celebrations happen on a more regular basis.	All parents engaged with Hero as our main / key way of communicating with the community.

	Evidence for 3B.3: Hero Community feed.			
	Continue to focus on Physical Education opportunities - including accessing external expertise as needed	Increase involvement of learners in PE during school time as well as other sport opportunities such as Western Zones participation.	An increase of participation in all sports offered across each term. An accelerated amount of learners attending and progressing through to Western and Inter Zones, representing MMS. Having qualified coaching for each sport for both learners and teachers.	There has been an overall increase in Western Zone participation amongst learners, as well as a huge increase in the representation of MMS at the Cross Country Inter zones event in Term 3 (2024). We attended our first ever Ki O Rahi Festival and learned how to play the game, we have also included this into our PE routines at school. School events of 2024 so far (term 4): 1. Duathlon (swimming and biking) 2. WZ Ki O Rahi (yr 4&5 team) 3. Soccer Tournament 4. Cross Country 5. Athletics 6. Gymnastics day held by easy swim 7. Ki O Rahi Tournament held by WGC 8. Kelly Sports external coach training in ball skills, athletics and running. Specific

				skills included different sports (basketball, base ball, hockey, netball, football, throwing skills, golf) 9. Cricket Wellington training on cricket skills 10. Year 3 sports festival at Marsden Daily fitness Weekly PE skills and techniques
	Evidence for 3B.4: Zones of Regulation - Parent info evening Each class has set displays in their classroom of each zone - strategised by the class themselves.			

INITIATIVE 3 C	KEY OUTCOME MEASURES	BASELINE MEASURES	ENDPOINT MEASURES	SUCCESS
Establish the Values Progressions within goal setting, providing specific support to achieve these goals, including support for teacher practice goal setting.	Grow the values programme to develop agency and goal setting as they put their values 'into action **Evelyn**	Students have knowledge of / understand that there are six Makara Way Values.	Can articulate, look for, award, and set ongoing goals around the Makara Way values.	Tamariki will understand the skills and dispositions in our Mākara Values, and work towards the dispositions through earning their levels.
	Evidence for 3C.1: Te Ara o Te Mākara framework, values charts up in every classroom, certificates given at Whānau Huis to celebrate completing rows or full chart.			
	Teacher Wellbeing supported through coaching, PD and opportunities as needed			Staff will feel supported and that their hauora is being

				cared for by the BoT and by the Senior Leadership team. They will feel safe and secure in approaching appropriate people for support.
	Evidence for 3C.2: - Julie Roberts maths PLD ongoing all year - Coaching buddies set up for the year			