

# **Martinborough School**

**Strategic Plan**

**Annual Plan**

**Analysis of Variance**

**2024-2025**

## Our Team – Living Our Vision

### Vision Statement

“Learning Together”

The vision describes what we want for the students at our school. It states our belief that parents, whānau and our community all need to contribute to the success of all of our children. The environment we develop is the catalyst for setting students on the pathway to life-long learning, and being a positive contributor to society.

### Values

<b>Striving</b> <b>Whai</b>
<b>Positivity</b> <b>Kia pakari</b>
<b>Independence</b> <b>Motuhake</b>
<b>Respect</b> <b>Manaaki</b>
<b>Innovation</b> <b>Auaha Ake</b>
<b>Tolerance</b> <b>Manawanui</b>



---

## School Description

Martinborough School is a U4 coeducational state primary school for students in years 1 to 8. While situated in the township, it also serves the surrounding farming and grape-growing areas. At the start of 2025 we are staffed on 256 students made up of 49% males and 51% females with a roll of approximately 25% Māori.

---

## Community Partnership

We believe that whānau involvement is a critical component of the learning process. We have identified ways our community can live our values programme of SPIRIT

What it looks like for...	Staff	Students	Community
<b>Striving Whai</b>	Striving for continual improvement. Adaptation in programmes and delivery.	Seeing mistakes as learning opportunities and always wanting to do better.	Supporting children with anything they are involved in.
<b>Positivity Kia pakari</b>	Being relentlessly positive with each other, students and whanau. Seeing the bright side of life.	Seeking constant improvement and celebrating success of self and others.	Positive feedback, celebrating progress, responding favourably to requests. Appreciating school, teachers, and children's work.
<b>Independence Motuhake</b>	Meeting the requirements of individual learners. Doing what it takes to be successful. Setting personal stretch goals.	Persevering and using tools and surrounding resources to activate learning.	Being available to support whenever needed. Offering support in specialised ways, to individuals/groups.
<b>Respect Manaaki</b>	By ensuring that others are progressing, respect is gained.	Consideration for self, others and the environment.	Being positive about the school community. Reinforcing values.
<b>Innovation Auaha Ake</b>	Finding different ways to teach and work together/with students. Involve community in new relevant ways.	Creating new learning and reflecting on learning.	Sharing and being approachable to new ways of working with students.
<b>Tolerance Manawanui</b>	Accepting differences in opinions and behaviours.	Accepting of opinions, ideas or behaviours that may differ from your own.	Accepting the progress being made. Open to the challenges and behaviours of students. Supporting progress.

## Recognising Cultural Diversity

Within the Education Act our charter is required to meet these aims:

1. Developing the school's, policies and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture
2. Ensuring all reasonable steps are taken to provide instruction in Tikanga Māori and Te reo Māori

Our school's policies and practices will provide opportunities for students to learn to respect the diverse ethnic nature and cultural heritage of New Zealand people with acknowledgement of the unique place of Māori. At Martinborough School we have high expectations of all our students in and out of the classroom. We will continue to ensure that Māori can effectively achieve educational success as Māori (Ka Hikitia). The school currently takes the following steps:

- Providing instruction in Tikanga and Te reo Māori for all students.
- Developing partnerships through consultation with our Māori community.
- Analysing Māori and Pasifika student achievement data.
- Appreciating the history and knowledge of culturally diverse backgrounds.

## How does Martinborough School give effect to Te Tiriti o Waitangi?

At Martinborough School, we acknowledge New Zealand's cultural diversity and in doing so, acknowledge the unique position of Māori as tangata whenua. Martinborough School will provide opportunities that support its students in Te reo and Tikanga Māori

At Martinborough School we acknowledge Te Tiriti O Waitangi by recognising the principles of partnership, participation and protection embedded within the Treaty. To honour this commitment, we integrate Te Reo Māori (Māori language),

Tikanga Māori (Māori customs and protocols), and the perspectives of Māori culture and history throughout our curriculum and school practices. We strive to create an inclusive and respectful environment where the Treaty's principles are upheld, fostering understanding, equity and collaboration among all members of our school community. For our kura, Te Tiriti o Waitangi is a lived experience, which benefits all members of our learning community.

Goals:

- To provide opportunities for all students to respect and understand Te reo and Tikanga Māori.
- To grow the use of and correct pronunciation of Te reo throughout our school.
- To further engage, involve, challenge and form a lasting partnership with whānau through hui and community events.
- To consult with whānau as part of self-review.
- To explore and achieve Ka Hikitia goals.

# Strategic Plan 2024-2025

AKORANGA—LEARNING	
Goal 1	<ul style="list-style-type: none"> <li>To support every child to succeed in developing foundation skills and capabilities, including language, literacy and numeracy.</li> <li>To support staff in their growth and development as education professionals</li> </ul>
What success looks like in 2025	<ul style="list-style-type: none"> <li>Every child is developing academically, socially and emotionally towards their own full potential.</li> <li>We have equitable learning outcomes across our diverse student population.</li> <li>Every child feels successful and motivated to learn.</li> <li>Coaching systems support teacher development</li> </ul>
How will we know we've achieved it?	<ul style="list-style-type: none"> <li>Increasing percentage of children who meet or exceed curriculum expectations for their age group in literacy and numeracy as they progress through the school.</li> <li>Year-on-year progression in children with additional needs towards meeting the goals set out in their Individual Education Plan.</li> <li>Increased equity in learning outcomes by ethnicity as children progress through the school.</li> <li>Teachers observe increased engagement and motivation for specifically identified children.</li> <li>Accelerated progress is achieved for specifically identified children</li> <li>Professional discussions target individual teacher skill improvement, and identified next steps</li> </ul>

HAUORA—WELLBEING	
Goal 2	<ul style="list-style-type: none"> <li>To protect and promote the wellbeing of our school community.</li> </ul>
What success looks like in 2025	<ul style="list-style-type: none"> <li>Staff and children feel safe to be themselves, and have a sense of belonging.</li> <li>The skills, knowledge and expertise that teachers and teaching assistants contribute are valued and supported.</li> <li>Teachers and teaching assistants feel appropriately equipped and supported to meet the diverse learning needs of our children in a sustainable way.</li> <li>We have a strong school culture around positive behaviour for staff and children.</li> </ul>
How will we know we've achieved it?	<ul style="list-style-type: none"> <li>The cultural practices and identity of children and staff are consistently reflected in school life.</li> <li>Teachers have access to high quality, regular and impactful professional development and/or mentoring.</li> <li>Staff, whānau and children are confident that school processes are effective at reducing and addressing harmful behaviours at school.</li> <li>Teachers observe increased engagement and motivation for specifically identified children.</li> <li>Living the School Values through regular promotion – assemblies, lucky draws, class promotions</li> </ul>



TE AO MĀORI—MĀORI WORLD VIEW	
Goal 3	<ul style="list-style-type: none"> <li>To deepen our connection with Te Ao Māori.</li> </ul>
What success looks like in 2025	<ul style="list-style-type: none"> <li>Staff and children learn and practice tikanga and use Te Reo increasingly during the school day.</li> <li>We connect to the aspirations of Ngāti Kahungunu ki Wairarapa and Rangitāne and through immersive experiences in Te Ao Māori.</li> </ul>
How will we know we've achieved it?	<ul style="list-style-type: none"> <li>Attain Level 4b of Te Reo Māori Learning and associated operational funding.</li> <li>Staff and children are confident observing tikanga as part of their life.</li> <li>Staff, children and board members have increased experience of Te Ao Māori in a variety of settings.</li> <li>Local marae is utilised, and accessed to support teaching and learning opportunities</li> <li>Classrooms reflect teaching and learning practices, in alignment of 4b status</li> </ul>

MAHI TAHI—WORKING TOGETHER	
Goal 4	<ul style="list-style-type: none"> <li>To foster collaboration within and between staff and the community.</li> </ul>
What success looks like in 2025	<ul style="list-style-type: none"> <li>Relationships within and between staff and the community are mutually respectful and characterised by active listening, transparency and trust.</li> <li>School communications are streamlined and sustainable for staff and families.</li> <li>Coherence in teaching practice across the school.</li> <li>Coherence in collaboration between teachers and teaching assistants.</li> <li>The school is fully supported by an engaged parent/carer community.</li> </ul>
How will we know we've achieved it?	<ul style="list-style-type: none"> <li>Input is sought from whānau and other key stakeholders when we make changes to our school.</li> <li>Twice-yearly student reports meet the needs of whānau in communicating literacy, numeracy and competency-based progress of children.</li> <li>The method of teaching (pedagogy) and teaching practices (methodology) in the local curriculum is observable in all classrooms.</li> <li>Teachers and teaching assistants work as a team and this is reflected in children's learning.</li> <li>Greater number of community volunteers actively engaged to support the school.</li> <li>Profile of volunteers increasingly reflects our diverse school community.</li> <li>Comprehensive and welcoming experience for new families, particularly at new entrants.</li> </ul>

ĀHUATANGA ŌKIKO—PHYSICAL ENVIRONMENT	
Goal 5	<ul style="list-style-type: none"> <li>To enhance the functionality and appearance of our school's physical environment, so that we feel proud and inspired to learn.</li> </ul>
What success looks like in 2025	<p>The physical environment:</p> <ul style="list-style-type: none"> <li>Welcomes and caters to the needs of our diverse community</li> <li>Is enjoyed and respected by children</li> <li>Is able to be used creatively by teachers and teaching assistants as a flexible learning resource</li> <li>Is well-designed, safe, clean and beautiful</li> </ul>
How will we know we've achieved it?	<ul style="list-style-type: none"> <li>Improved classroom, playground and sporting facilities in line with an agreed Master Plan.</li> <li>Improved physical representation of different cultures (including bilingual signage).</li> <li>Every child feels that the school environment meets their diverse needs.</li> <li>Our buildings and play areas are well looked after by children and staff.</li> </ul>

## Annually Updated Section – Annual Plan

The 2025 major focus for Martinborough School is: Quality effective teaching and learning, with specific focus on:

- Structured Literacy** - teachers making the teaching of the technical aspects of literacy clear and explicit – following a structured plan to achieve success.
- Numeracy** – Implementation of PR1ME Maths- having had 3 terms in use, we are able to make adjustments to suit our needs.
- Numeracy** – the first 36 months. An important time to ensure basics are embedded and able to be developed.
- Learning needs to become more relevant and purposeful to the students, with explicit links and connections made** –Local curriculum development reflects our local region and environment.
- High Leverage Teaching Practices** are a focus for change
- Maintain and improve on our 4B learning duties in implementing Te Reo and Tikanga into our classes, and school.**
- Syndicate define learning journeys specific to their age groups. Reading, Writing and Maths are a priority and need explicit instruction. Other curriculum areas also require specific instruction. Identification of age band purpose within syndicates will be important to define relevant teaching approaches.**
- Integration needs to be highlighted and clarified** – all curriculum areas allow for the further development of reading, writing, and maths skills.
- Students understanding better what they are learning and why, as well as what their next steps in skill development are.**

2025 Annual Plan – AKORANGA—LEARNING				
STRATEGIC PLAN			ANNUAL PLAN	
Goal 1	What success looks like in 2025	How we will know we've achieved it	Priorities for 2025	Actions
<p>To support every child to succeed in developing foundation skills and capabilities, including language, literacy and numeracy.</p> <p>To support staff in their growth and development as education professionals</p>	<p>Every child is developing academically, socially and emotionally towards their own full potential.</p> <p>We have equitable learning outcomes across our diverse student population.</p> <p>Every child feels successful and motivated to learn.</p> <p>Coaching systems support teacher development</p>	<p>Increasing percentage of children who meet or exceed curriculum expectations for their age group in literacy and numeracy as they progress through the school.</p> <p>Year-on-year progression in children with additional needs towards meeting the goals set out in their Individual Education Plan.</p> <p>Increased equity in learning outcomes by ethnicity as children progress through the school.</p> <p>Teachers observe increased engagement and motivation for specifically identified children.</p> <p>Accelerated progress is achieved for specifically identified children</p> <p>Professional discussions target individual teacher skill improvement, and identified next steps</p>	<p>Consolidate the teaching and learning of Structured Literacy across the school.</p> <p>Introduce a school wide approach to numeracy, showing clear progressions of achievement between all levels</p> <p>Develop an effective Tikanga and Te reo approach within the school which aligns with the expectations of a Level 4B School.</p> <p>Strengthening our assessment practices so that they are consistent across the school, and capturing the right information</p>	<p>The iDeaL approach is monitored regularly, including termly coaching and observations of 'said' approach.</p> <p>Investigate PR1ME Maths a suitable tool to use as a school wide approach. Effective teaching practices are still required to get the most out of the tool.</p> <p>Junior classes to implement Scope and Sequence Maths – and monitor its effectiveness.</p> <p>He Kakahu – Our curriculum into achieving 4B status of Te Ao Maori is introduced and implemented. Regular Staff PD sessions are held. Regular monitoring of class approaches are made.</p> <p>Use the Professional Growth Cycle to develop teacher capacity in using observation and assessment for learning.</p>





2025 Annual Plan – HAUORA—WELLBEING				
STRATEGIC PLAN			ANNUAL PLAN	
Goal 2	What success looks like in 2025	How we will know we've achieved it	Priorities for 2025	Actions
To protect and promote the wellbeing of our school community.	<p>Staff and children feel safe to be themselves, and have a sense of belonging.</p> <p>The skills, knowledge and expertise that teachers and teaching assistants contribute are valued and supported.</p> <p>Teachers and teaching assistants feel appropriately equipped and supported to meet the diverse learning needs of our children in a sustainable way.</p> <p>We have a strong school culture around positive behaviour for staff and children.</p>	<p>The cultural practices and identity of children and staff are consistently reflected in school life.</p> <p>Teachers have access to high quality, regular and impactful professional development and/or mentoring.</p> <p>Staff, whānau and children are confident that school processes are effective at reducing and addressing harmful behaviours at school.</p> <p>Teachers observe increased engagement and motivation for specifically identified children.</p> <p>Living the School Values through regular promotion – assemblies, lucky draws, class promotions</p>	<p>School Values are reflected across the school</p> <p>Maintaining work/life satisfaction</p> <p>Support staff so that they are confident and able to meet the needs and potential of all their students</p> <p>Professional Development Priorities</p> <ul style="list-style-type: none"> <li>- Literacy</li> <li>- Numeracy</li> <li>- Te Ao Maori</li> </ul> <p>All staff feel valued and supported and that their workload is sustainable.</p> <p>Enhancing the mama of everyone in the school community through the school values</p> <p>Students feel happy and safe and are able to self regulate.</p> <p>Students feeling included and celebrated</p>	<p>SPIRIT Values are promoted as part of daily classroom life. Assemblies and gatherings are utilised to promote the SPIRIT Values.</p> <p>Staff and Syndicate meetings are used to monitor Staff well-being and pressure points.</p> <p>Kahui Ako focus is on Well-being. Use the information and resources made available through this forum to support teachers, whānau and students.</p> <p>Continue to embed the language and behaviours that show values, with a focus on ākonga being able to confidently verbalise this.</p> <p>Student success is celebrated in public forums – eg Assemblies, class or syndicate meetings, Newsletters, School social media</p> <p>Use wellbeing data from ākonga and staff to improve hauora</p>



2025 Annual Plan – TE AO MĀORI—MĀORI WORLD VIEW				
STRATEGIC PLAN			ANNUAL PLAN	
Goal 3	What success looks like in 2025	How we will know we've achieved it	Priorities for 2025	Actions
To deepen our connection with Te Ao Māori.	<p>Staff and children learn and practice tikanga and use Te Reo increasingly during the school day.</p> <p>We connect to the aspirations of Ngāti Kahungunu ki Wairarapa and Rangitāne and through immersive experiences in Te Ao Māori.</p>	<p>Attain Level 4b of Te Reo Māori Learning and associated operational funding.</p> <p>Staff and children are confident observing tikanga as part of their life.</p> <p>Staff, children and board members have increased experience of Te Ao Māori in a variety of settings.</p> <p>Local marae is utilised, and accessed to support teaching and learning opportunities</p> <p>Classrooms reflect teaching and learning practices, in alignment of 4b status</p>	<p>Weave Te Ao Māori through all strategic priorities.</p> <p>Ensure te reo instruction is regular in all classrooms</p>	<p>Create an overview of Te Ao Māori progressions across the school (He Kakahu)</p> <p>Reconnect with mana whenua</p> <p>Ensure kapa haka continues across the school</p> <p>Provide support for teachers to ensure consistent and regular teaching of te reo Māori in every classroom, using the He Kakahu resource</p> <p>Embed ANZH in all curriculum areas (Aotearoa New Zealand Histories)</p> <p>Design and install bilingual signage across the kura.</p>

# 2025 Annual Plan – MAHI TAHI—WORKING TOGETHER

STRATEGIC PLAN			ANNUAL PLAN	
Goal 4	What success looks like in 2025	How we will know we've achieved it	Priorities for 2025	Actions
To foster collaboration within and between staff and the community.	Relationships within and between staff and the community are mutually respectful and characterised by active listening, transparency and trust.	Input is sought from whānau and other key stakeholders when we make changes to our school.	Consultation is open and transparent with all parties involved.	Student voice is invited and heard through leaders forum
	School communications are streamlined and sustainable for staff and families.	Twice-yearly student reports meet the needs of whānau in communicating literacy, numeracy and competency-based progress of children.	Consistent and collaborative teaching practices across the school	Individual learning needs are identified and discussed with whanau to allow whanau to contribute when and where appropriate.
	Coherence in teaching practice across the school.	The method of teaching (pedagogy) and teaching practices (methodology) in the local curriculum is observable in all classrooms.	Provide opportunities for various voices in the school community to be heard (perspective).	A range of opportunities are provided for the community to engage with the school
	Coherence in collaboration between teachers and teaching assistants.	Teachers and teaching assistants work as a team and this is reflected in children's learning.		
	The school is fully supported by an engaged parent/carers community.	Greater number of community volunteers actively engaged to support the school.		
		Profile of volunteers increasingly reflects our diverse school community.		
		Comprehensive and welcoming experience for new families, particularly at new entrants.		



ĀHUATANGA ŌKIKO—PHYSICAL ENVIRONMENT				
STRATEGIC PLAN			ANNUAL PLAN	
Goal 5	What success looks like in 2025	How we will know we've achieved it	Priorities for 2025	Actions
To enhance the functionality and appearance of our school's physical environment, so that we feel proud and inspired to learn.	<p>The physical environment:</p> <p>Welcomes and caters to the needs of our diverse community</p> <p>Is enjoyed and respected by children</p> <p>Is able to be used creatively by teachers and teaching assistants as a flexible learning resource</p> <p>Is well-designed, safe, clean and beautiful</p> <p>Promotes and embeds an understanding of, and responds to, sustainability and climate change</p>	<p>Improved classroom, playground and sporting facilities in line with an agreed Master Plan.</p> <p>Improved physical representation of different cultures (including bilingual signage).</p> <p>Every child feels that the school environment meets their diverse needs.</p> <p>Our buildings and play areas are well looked after by children and staff.</p>	<p>Review our 'areas' to include appropriate shade and play facilities.</p> <p>Complete the property work from the 5YA funding, and begin the work for the new round of funding</p> <p>Where appropriate, include physical representations of cultures within the school.</p> <p>Redo 5YA – identifying priorities across the school</p>	<p>Design and install bilingual signage across the school</p> <p>Upgrade walkways to include roofing and painting</p> <p>Investigate 'shade' options that are suitable for 'very high' wind zones.</p> <p>Maintain play areas around the school</p> <p>Revisit 'maintenance' schedule to ensure school is looking tidy and presentable</p>