

TUA MARINA SCHOOL

**Strategic Plan
2020**

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Tua Marina School Vision

Tua Marina School develops resilient, lifelong learners who *strive for peak performance (me whakapau kaha)* in their community and beyond.

<p>Resilient Have an "I can do it" attitude</p>	<p>Life-Long Learners Seek and use new knowledge and skills anywhere/anytime</p>	<p>Community and Beyond Make a positive difference to the world around us</p>
<p>We will ...</p> <ul style="list-style-type: none"> • Believe in ourselves • Give things a go • Stay positive and happy • Problem-solve to work out a solution • Bounce back if things are not going right • Change to suit the situation (adaptable) • Keep on trying and not give up (persevere/persist) • Join in activities (participate) • Look for the good side of things (optimistic) • See the funny side and laugh at things • Be realistic with our goal setting • Develop skills to cope with change • Be confident and brave - have an 'I can do it' attitude 	<p>We will ...</p> <ul style="list-style-type: none"> • Be willing to learn • Reflect on our learning • Be actively involved and make decisions about our learning (agency) • Set suitable goals to work towards • Be proud of our achievements • Have good self-management skills (flexible timetables and learning styles) • Use inquiry learning skills • Work by ourselves (independent) • Be responsible for our own learning pathways (personalised learning) • Communicate well (student voice) • Use our thinking skills • Know our strengths and weaknesses • Make informed decisions • Think about the future • Use e-learning across all areas when appropriate • Find ways to make learning fun 	<p>We will ...</p> <ul style="list-style-type: none"> • Contribute to the well-being of the community, the wider community, and the world • Do the right thing at the right time for the right reason • Follow our school rules • Look after ourselves • Look after our environment • Relate well with others • Show values in our everyday lives - respect, kindness, responsibility, and honesty. • Value our uniqueness and differences • Be good team/group members/collaborators • Contribute to an interdependent (what we do affects others) learning community • Involve our families in our learning • Practice our learning as we interact in the real world • Use the wider community to help with our learning • Value the bicultural nature of Aotearoa New Zealand, and value other cultures

Tua Marina School Values

<p>Honesty Matatika Telling the truth. Being Honest.</p>	<p>Kindness Manaaki Willingness to help others, understand someone's feelings and show kindness.</p>
<p>Respect Whakaute Having regard for yourself and others. Caring for yourself and others.</p>	<p>Responsibility Takohanga Willingness to be answerable, trustworthy and accountable for your own actions and behaviour.</p>

TUA MARINA SCHOOL PROFILE

Every child matters at Tua Marina School and we value the rich experiences and background that each family brings. The well-being of each child is vitally important to us and staff show high levels of care for each individual. At Tua Marina School, we are proud that every new arrival to our community is warmly welcomed, well-supported and settles quickly with their new friends. Our values of respect, kindness, honesty and responsibility guide all members of the school community in helping to create a happy school where everyone succeeds.

We expect the very best *for* every child and the best *from* every child and this is captured in our school vision motto -Me Whakapau Kaha - Striving for Peak Performance. Further detail of our vision is on page 3 of our charter.

Although our teachers and support staff are constantly looking for ways to improve learning and the curriculum for our children, we place an emphasis on the 'basics' of reading, writing and maths. Digital learning opportunities are developed effectively by all staff and the ratio of computers/devices is 1:1.

We value whanau partnership in every child's education - families are the experts in their child's learning and development and we invest significant time in communicating with parents. We have an open-door policy and parents are encouraged to take an active part in their child's education. The school has a committed Board of Trustees, who will occasionally seek parents' views on aspects of school improvement. The PTA is a successful group of school supporters, who enjoy sociable evenings and raise significant funds through the annual Christmas Fair, rodeo, disco etc. All families are welcome to join the PTA.

Tua Marina School is a semi-rural, full-primary school, located approximately 10 kilometres from Blenheim, heading towards Picton on State Highway 1 and has a lovely rural aspect. The school operates an enrolment zone. The boundaries for families living in the zone are: north of the Wairau River; west to the Waikakaho stream then up to the top of the mountain and an imaginary line to the coast; halfway between Tua Marina and Picton; east to Rarangi; and south along the main road to the Wairau Bridge. A few out of zone children are accepted each year depending on places available.

We are very fortunate to have extensive outdoor learning and play areas with a hard court area, an all-weather sports surface, three adventure playgrounds, native gardens, a large sports field, and a swimming pool. The school was established in 1871. The buildings consist of six classrooms, a hall with library attached, an administration area, a staffroom, a teacher resource room, and several other offices/ breakout areas. The buildings are set in pleasant surroundings with large trees bordering a generous playing field, and a native forest area.

We are a U3, Decile 9 school with a roll that ranges from 125-145 students, seven teachers, and a Principal. Approximately 20% of the students identify with Māori being their first or second ethnicity, and the remainder are mostly of NZ/European descent. Traditionally Tua Marina was a dairy farming area. However the blocks of land have been subdivided and the farming has become more diverse, with a move into viticulture. There has been a growing trend towards lifestyle blocks in Rarangi and many parents commute to Blenheim to work.

Students leave at the end of Year 8 and in general attend Marlborough Boys' College, Marlborough Girls' College, or Queen Charlotte College. Tua Marina School is part of the Piritahi- Blenheim

Community of Schools who work collaboratively for the benefit of all learners in the wider Blenheim area. We also belong to the Wairau Cluster group which consists of six small schools situated geographically close to each other. The children meet once a term for sporting activities as well as extension activities.

RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

Tua Marina School, as appropriate to its community, has developed and will continue to review policies, procedures, and practices that reflect New Zealand's cultural diversity and the unique position of Māori.

Tua Marina School actively develops culturally responsive practices. All cultures within our school (18% Māori; 75% NZ European; 0% Pasifika; 3% Other European; 3% Other; 1% Asian) are valued, accepted, and celebrated through encouragement of an inclusive school culture and values. Staff members ensure that students from all cultures are treated with respect and dignity, and constantly work towards maximising the potential of each student.

In recognising the unique position of Māori, Tua Marina School takes all reasonable steps to provide instruction in Tikanga Māori (Māori culture and protocol) and Te Reo Māori (Māori language) appropriate to the student's needs.

Practices include:

- Consulting with the community when appropriate
- Providing ongoing professional development for staff
- Exploring the use of the local iwi (Ngati Rarua, Rangitane, Ngati Toa) in delivery of programmes
- Identifying with local and regional history
- Ongoing kōrero with Rita Powick and cultural leaders
- Observing and reflecting on national days such as Waitangi Day and ANZAC Day
- Integrating Te Reo Māori across the school
- Ensuring all children are learning Te Reo Māori
- Having visits to the local Marae and regular school hāngi
- Continuing kapa haka across the school
- Implementing the Tua Marina School Culturally Responsive Strategic Plan
- Adhering to Kahikitia and Tātaiako guidelines
- Fulfilling our obligations to Te Tiriti o Waitangi

If a parent requests a higher level of Tikanga and/or Te Reo than is at present evident in our school, the staff and family will explore possibilities which could include one or more of the following;

- Dual enrolment with Correspondence School
- Provide further opportunities within the child's classroom using;
 - Extra resources
 - Digital/online programmes and information
- Other negotiated actions.
- Using local Resource People i.e. Māori Adviser

STRATEGIC GOALS

Stewardship

Whānaungatanga

- Sustain and continue to develop relational trust and culturally responsive relationships with the school community to ensure active participation in school life
- Support and develop well-being of all- Hauora
- A relentless focus on the school's vision, values and student success

Leadership

Kaiako- mana motuhake

- Develop the adaptive expertise of teachers and support staff and create a high performing team of professionals
- Ensure every learner is supported, challenged and included

Educationally Powerful Connections

Manaakitanga

- Celebrate and value diversity and create a culturally responsive learning environment
- Collaborate with learners and whānau, recognising learners' passions and talents and work with each student to understand their aspirations and needs

Responsive curriculum- effective teaching and opportunities to learn

Kia arotahi ngā hua akonga mana nui

- Ensure every child experiences success- academic, cultural, creative, sporting, leadership
- Ensure every learner has positive learning dispositions
- Sustain achievement in reading, writing and maths and ensure every learner is making positive progress across the curriculum
- Encourage inspired, engaged, motivated, curious, self-managing learners
- Make our school, community and world a better place by learning and thinking about sustainability and ethical issues

Professional capability and collective capacity

Ako

- Support each member of staff to deliver excellent learning opportunities

Evaluation, inquiry and knowledge building

Ako

- Collaborate with COL to optimise teacher performance

STRATEGIC PLAN STATEMENT

At Tua Marina School we aspire to Ko te Tamaiti te Pūtake o te kaupapa, The Child – the Heart of the Matter. Tua Marina School strives to be an effective school and uses ERO’s Evaluation Indicators to promote improvement. The indicators are:

1. Stewardship
2. Leadership of conditions for equity and excellence
3. Educationally powerful connections and relationships
4. Responsive curriculum, effective teaching and opportunity to learn
5. Professional capability and collective capacity
6. Evaluation, inquiry and knowledge building for improvement and innovation

The Tua Marina School **Self Evaluation Document** is a key tool in identifying and prioritising next improvement steps.

Tua Marina School aligns its strategic goals and annual plans to the Evaluation Indicators on a needs basis.

The Tua Marina School Board of Trustees operates a governance model that is strategic rather than operational. The Charter is Board led with an entrusting philosophy to the management to carry out the implementation through delegations to the Principal.

Evaluation Indicator	2020	2021	2022	2023
Stewardship	Carry out third cycle of Hautū self review and action Complete vision review process Induct and support new Chair Implement Schooldocs? Succession planning Explore student representation on BOT Continue to support external te reo Māori PLD Action plan for outcomes of Culturally responsive practices, learning and teaching, taha tinana (physical well	Carry out NZSTA Boardsure process and action Consult on consultation Induct and support new Trustees Support 150 Year anniversary celebration Action plan for outcomes of curriculum, taha hinengaro (mental and emotional well being), performance management and social science reviews	Review impact of new vision Induct and support new Trustees Hautū review and action Action plan for outcomes of EOTC, digital learning, taha wairua (spiritual well being) and maths reviews	Carry out NZSTA Boardsure process and action

	being) and health and safety reviews			
Leadership for Equity and Excellence	2020	2021	2022	2023
	<p>Lead vision review completion</p> <p>Develop teacher Appraisal process</p> <p>Participate in Leading Adult Learning PLD</p> <p>Develop relationships with cultural experts to enable local curriculum learning</p> <p>Sustain teacher inquiry</p> <p>Participate in Tikanga level 3 PLD</p> <p>Develop co-inquiry model of leadership with Witherlea School</p>	<p>Support DP's leadership PLD in preparation for sabbatical cover</p> <p>Evaluate and embed appraisal processes</p> <p>Participate in Tikanga level 4 PLD</p> <p>Continue to build relationships with cultural partners</p> <p>Deep analysis of success factors and identify strategies/interventions to</p>	Implement sabbatical learning	
Educationally Powerful Connections and Relationships	2020	2021	2022	2023
	<p>Work in partnership with REAP to develop cross school year group PLGs</p> <p>Develop cultural learning visits between full primary schools</p> <p>Curriculum development using Local Curriculum Toolkit</p> <p>Develop progress trajectory tool</p> <p>Continue developing understanding and enacting high quality pedagogy</p> <p>Work with Poutama Pounamu and DMIC mentors</p>	<p>Complete Curriculum development</p> <p>Work with Poutama Pounamu and DMIC mentors</p> <p>Sustain and embed 2020 developments</p>	Sustain and grow relationships	

	<p>Sustain and invest in high quality relationships with whānau</p> <p>Collaborate with COL and clusters</p> <p>Co-construct 'induction' and welcome fro new families</p>			
Professional capability and collective capacity	2020	2021	2022	2023
	<p>Developing Mathematical Inquiry Communities PLD</p> <p>Poutama Pounamu PLD</p> <p>Support/ PLD for teachers in leadership of inclusive education</p>	<p>Digital Learning PLD</p> <p>Revisit writing PLD and agreements on quality practices</p> <p>Continue Poutama Pounamu and DMIC PLD</p>	<p>Embed digital learning PLD</p> <p>Embed writing PLD</p>	Reading PLD
Evaluation, inquiry and knowledge building for improvement and innovation	2020	2021	2022	2023
	<p>In house PLD unpacking The Nature of Learning-Seven Principles of Learning</p> <p>Work with CORE Ed and Assembly to develop assessment analysis tools</p> <p>Sustain culture of trust, vulnerability and open to learning</p> <p>Continue ALL and ALIM</p> <p>Biannual review of Self Evaluation Document</p>	<p>Devise in-house reading support/ intervention</p> <p>Sustain 2020 developments</p>	Reading Recovery PLD	

All our Annual Goals aim to:

Sustain positive rates of progress for all learners; Accelerate the progress of priority learners; Sustain achievement for Māori & Pasifika students; Sustain positive well-being for all members of the school community; Integrate e-learning effectively into teaching and learning practices; Continually develop teaching pedagogy through professional development; Raise the achievement of students with additional learning needs, and support students with special abilities to broaden/extend their progress; Continually develop the school learning environment; Engage families and develop home/school relationships.

SUPPORTING DOCUMENTATION

The following documentation supports us in improving student achievement:

- Self Evaluation Document
- Charter
- School Policies and Procedures
- Board Policy Framework (Governance Manual)
- Board of Trustees Pack
- Board Action Plan (Annual Diary/Agenda)
- Teacher Handbook
- Curriculum Statements
- Assessment Programme
- Curriculum Overview
- Planning Guidelines
- Self Review
- Student and Programme Analysis
- Inclusive Education Register
- Consultation Log
- Community of Learning Piritahi Kahui Ako guiding documentation

The following documentation supports us in developing good management practices and effective organisational systems:

- Charter
- Policies
- Procedures/Guidelines
- Performance Management Programme
- Annual Budget
- Procedures for controlling/monitoring expenditure
- Ten Year Property Plan
- Board of Trustees Policy Handbook
- Board of Trustees Pack
- Board Action Plan (Annual Diary/Agenda)
- Meeting Minutes – B.O.T., Staff (Admin, Professional Learning)
- Self Review
- Consultation Log

The following documentation supports us in fostering positive community partnerships:

- Community Consultation Plan as part of self review process
- Parent Handbook
- Newsletters – School, Class, Community, and Board
- Reporting System
- Google Drive
- Class sites and Seesaw
- Website
- Seesaw

PROCEDURAL INFORMATION

1. Tua Marina School will lodge a copy of its annually updated Charter to the Ministry of Education by 1 March.
2. Tua Marina School will lodge a copy of its Annual Target(s) to the Ministry of Education by 1 March.
3. Tua Marina School consults its community, including its Māori community, regularly as part of the three year cycle of self review. Consultation may include:
 - Invitation to meetings re programmes.
 - Surveys/questionnaires via the newsletter.
 - Individual meetings/discussions with the Principal
4. Tua Marina School staff and BOT members meet annually to undertake strategic planning.
5. Tua Marina School completes self review, analyses findings, and establishes priorities for the following year in Term 4 each year.
6. Targets for student achievement will be identified by the beginning of Term 1 using:
 - Analysis of school wide assessment data
 - Further evidence gathering and formal discussions
 - National trends
7. Target student progress is monitored each term and reported to the BOT. Intervention strategies are developed through reflection, collaboration, BOT support, etc.

CHARTER CONSULTATION

	Dates
Board of Trustees including Strategic Planning sessions	Ongoing
School parents/caregivers and students	Ongoing
Parents of Māori students	Ongoing
All Staff Members including the following teaching staff: <ul style="list-style-type: none"> • Nick Raynor • Emily Soward • Laura Thompson • Jess Kopua • Caroline Abbott • Sarah Gray • Melissa Bryant • Julian Mason 	Ongoing
Community Consultation Log	Updated over the year
Websites: http://www.education.govt.nz , www.tki.co.nz , http://www.educationalleaders.govt.nz/	Ongoing
NZSTA Training sessions	Ongoing
MOE Publications eg Charters, Analysis of Variance and Reporting (November 2015); ERO School Evaluation Indicators (2015); MOE Website; MOE Webinars	Ongoing

Chairperson: Dinah Sunbeam

Date: 22/2/20

Principal: Nick Raynor

Date: 22/2/20