

Nurturing our learners ki Te Ao Turoa

Our environment nurtures our learners

VISION

Maungatapu School will guide our students to draw on the strength, knowledge, courage and identity which is inherent in:
Our History, Our Land and Our People

OUR VALUES

Kia kaha, Kia māia = Courage

Manaakitanga, Tiakitanga = Respect

Kia tika, Kia pono = Honesty

KEY PRIORITIES 2024

HAUORA

STRENGTH BASED CURRICULUM

COMMUNICATION

PLAYGROUNDS

INTEGRATION





Board Primary Objectives

There are now four primary objectives to help boards focus on what matters most for learners and their whānau. A board's primary objectives in governing a school are to ensure that:

1. every student at the school is able to attain their highest possible standard in educational achievement; and
2. the school –
 - (i) is a physically and emotionally safe place for all students and staff; and
 - (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and
 - (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
3. the school is inclusive of, and caters for, students with differing needs; and
4. the school gives effect to Te Tiriti o Waitangi, including by –
 - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - (iii) achieving equitable outcomes for Māori students.

To meet the primary objectives, the board must:

1. have particular regard to the statement of national education and learning priorities (NELP's).



Strategic plan and goals

2024-2026

Maungatapu school is a lead school; Nationally and Globally

- Pursue NZ school recognition – leadership, curriculum, sustainability and innovation.
- Attain international students code of compliance.
- Govern and/or manage future lead roles across schools i.e Kahui Ako, Apple Distinguished Education.

Develop an environment that provides opportunities for educational excellence

- Focus on the strengths of every learner so that all students reach their individual potential.
- Broaden curriculum opportunities to enable all students to experience success.
- Enhance the school environment with child centered initiatives.
- Empower student voice across our community and further abroad.

2024

2025

2026

Lead educational initiatives that give effect to our history, our land and our people.

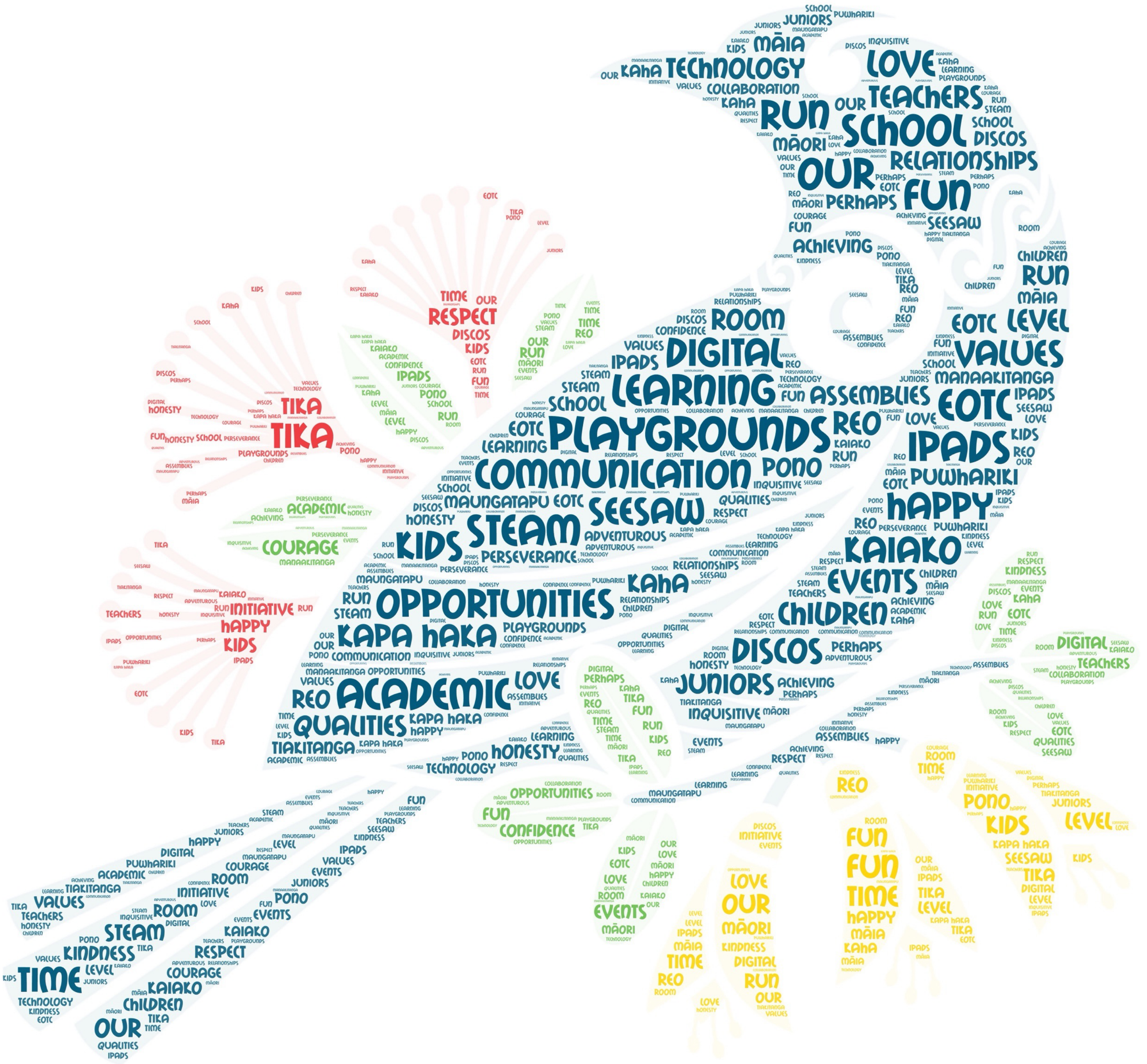
- Develop teaching and learning excellence in STEAM education.
- Establish an international sister school relationship.
- Develop critical thinking skills to prepare learners for the future.

Maungatapu School community survey results 2023

Student, teacher, whānau and tāngata whenua voice

The most common words from the survey responses have been enlarged.

These form our strategic goals and focus areas for 2024.





Te Kura o Maungatapu

Key focus areas 2024



Hauora

- EOTC kaupapa will promote kaitiakitanga (guardianship and sustainability)
- Consolidate mindfulness techniques to benefit all learners.



Strength Based Curriculum

- Learning experiences are tailored to the child's strengths.
- Learning opportunities are provided for every child to experience success.



Communication

Through student voice, students develop ownership of learning across all curriculum areas. Whanau are encouraged to partake in their child's learning.



Playgrounds

Resource playground initiatives that are student centered. Enhance playground spaces to suit all children and their whānau.



Integration

Integrate learning from our curriculum overview and the STEAM classroom



Hauora

Annual plan 2024

NELP : Learners at the centre: P1 - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

NELP: Quality teaching and Leadership: P6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

EOTC

What/How

- Integrate our school qualities and values into teacher planning for EOTC kaupapa.
- Plan lessons (EOTC) that teach children the importance of kaitiakitanga and sustainability of our natural resources (planning template change)

Staff/Community

What/How

- Through Kahui Ako, connect with other schools that promote hauora.
- Share hauora based initiatives internally and externally (PLD).
- Contribute to our community (Research based proven to work for mental health)



Mindfulness

What/How

- Explore and develop a school wide mindfulness framework, to calm and relax learners.
- Integrate mindfulness using Pause Breath Smile, Kaupapa Māori and individual teacher techniques.

Houses

What/How

- Promote house events and new house names within school contexts.
- Focus on the arts in term 2, integrating house names and expressing these within the arts.



Strengths Based Curriculum

Annual plan 2024

NELP: Quality teaching and Leadership: P5 – Meaningfully incorporate Te reo Māori and tikanga Māori into the everyday life of the place of learning.

NELP: Learners at the centre: P2 – Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

Learning Experiences

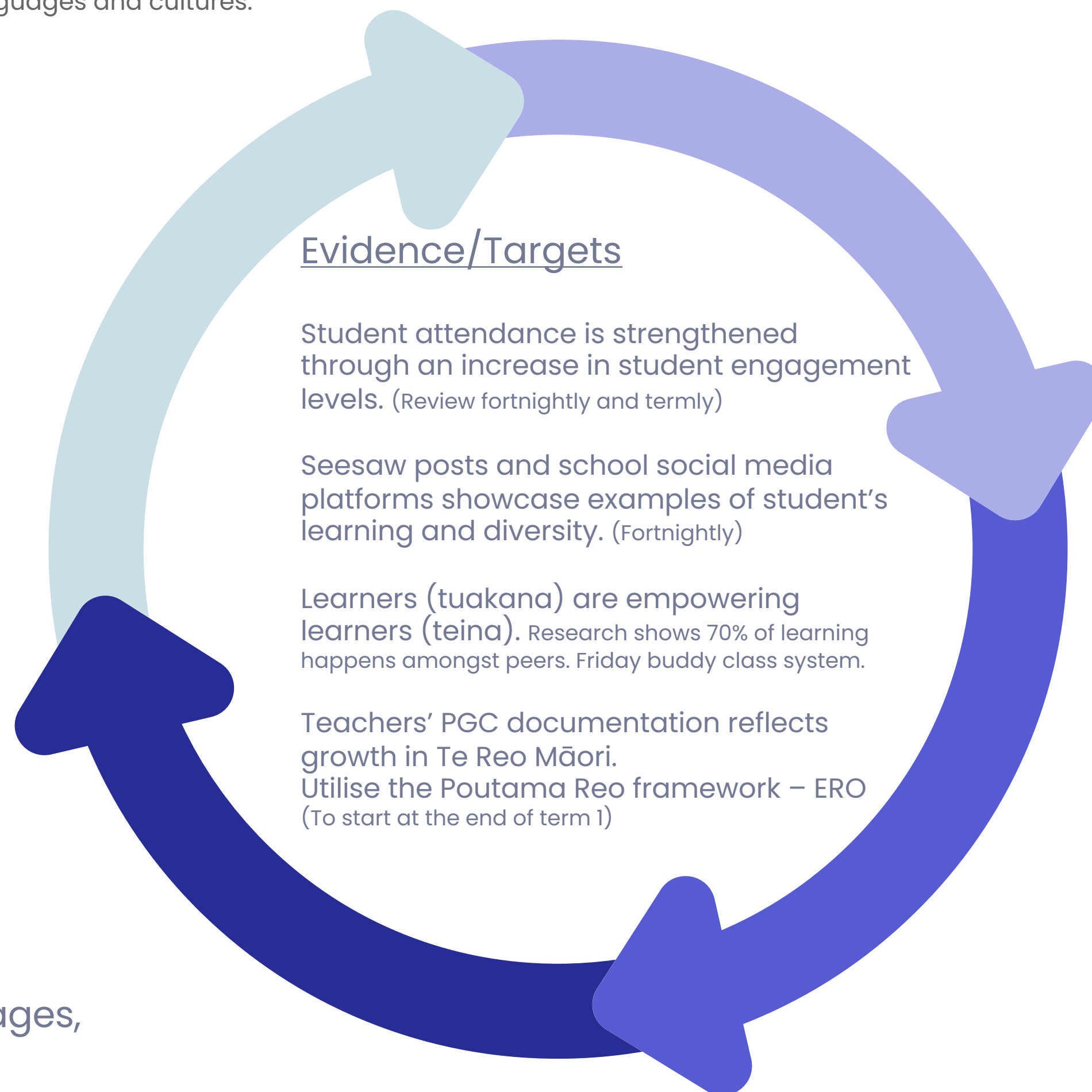
What/How

- Learning experiences will be contextual and integrated with STEAM where practical.
- Teachers and senior management will plan learning experiences that are strengths based and child centered.

Catering for all

What/How

- Students will have opportunities to explore and celebrate other languages, cultures and form connections.
- Student's strengths outside the core curricular are celebrated.



Te Reo Māori

What/How

- Students create content on Nearpod for other learners to participate in.
- Te Pūwhāriki students and kaiako support our local hapu and kaupapa Māori events.
- Strengthen capabilities across the school and community.
- Staff are encouraged to pursue PLD in Te Reo Māori *i.e Te Ahu o Te Reo Māori*

Student success

What/How

- Teachers will identify early in the year, what success looks like, sounds like, feels like for every learner.
- Teachers will report back to whānau and share student's strengths and successes.



Communication

Annual Plan 2024

NELP: Barrier-free access

P3 - Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.

P4- Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

CWAS- Children With Special Abilities

Reading

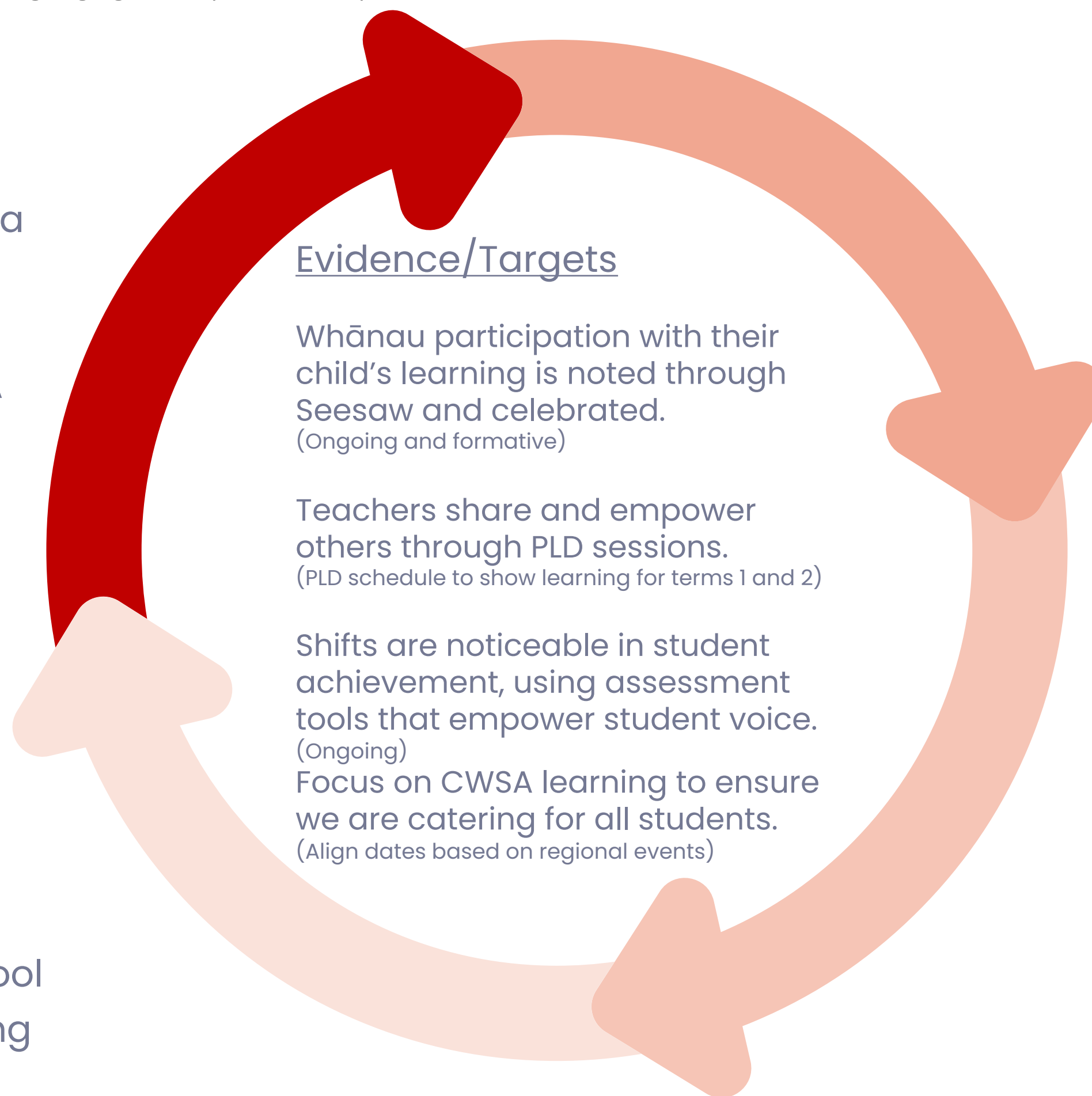
What/How

- Increase whanau participation with a focus on the reading together programme.
- Resource junior school through BSLA
- Resource middle school with a TA reading specialist.
- Resource senior school with Lexia.
- Resource Te Pūwhāriki with IT
- Provide for CWSA learners

Mathematics

What/How

- Consolidate DMIC in Te Pūwhāriki
- Provide for CWSA learners
- Explore E-Asttle as an assessment tool
- Resource STEAM to maximise learning and to cater for CWSA learners.



Writing

What/How

- Use E-Asttle as an effective teaching and assessment tool.
- Develop student agency for learners to identify their strengths and their next steps.
- PLD with new curriculum
- Provide for CWSA learners

PLD throughout the year

What/How

- Ongoing PLD prioritized to the needs of learners.
- Provide PLD for beginning teachers.
- Align PLD opportunities with the school strategic plan.
- Provide PLD for the use of ipads to enhance student learning



Property and Playgrounds

Annual plan 2024

NELP: Future of Learning and Work

P7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work.

Bike Track

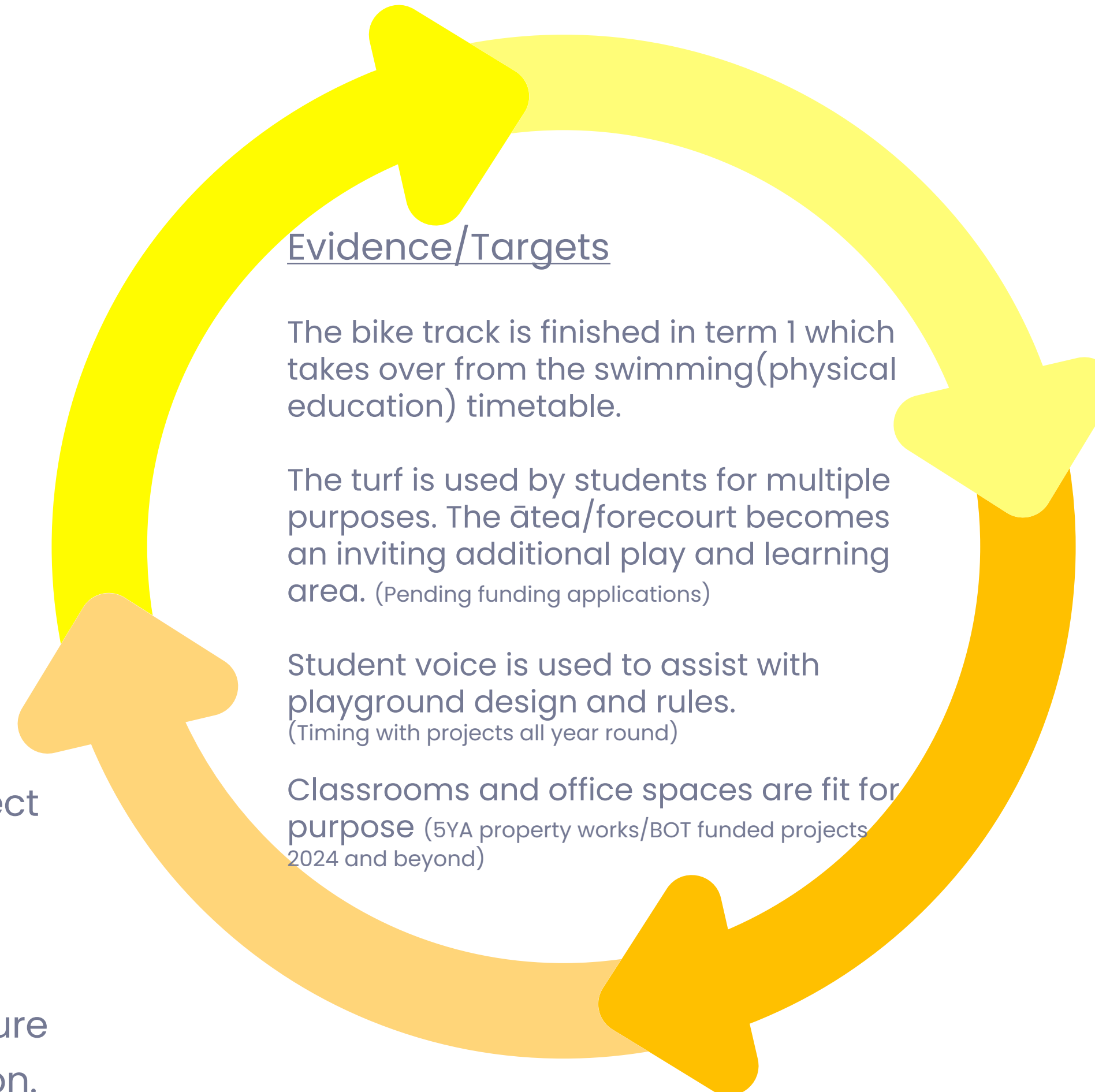
What/How

- The bike track is used by students during class time (timetabled), to encourage and improve student well being.
- The bike track becomes a feature in our school, promoting cycling within our community.

Classrooms, office spaces

What/How

- Classroom and school environment reflect innovation and 21st century learning pedagogies.
- Heat pumps and air con are provided as part of 5YA funding. Electrical infrastructure is improved with solar panels as an option.
- Ventilation improved in smaller spaces.



Turf, Ātea, Shade and Field

What/How

- The Astro turf and ātea (courtyard) are turfed or re-turfed.
- Shade is provided for juniors over playground and in play areas.
- Field is realigned after bike track is complete and new rugby posts are purchased and installed.

Playground design (Senior school)

What/How

- Senior school students help with playground design. (Student leadership committees are established)
- Play equipment is prioritized
- Funding options are investigated and utilized through the principal.



Integration

Annual plan 2024

NELP: Quality teaching and Leadership

P6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

Math/Pangarau

What/How

- Explore learning contexts where maths can be integrated i.e PE.
- Provide PLD for cross curriculum integration.

Reading/Panui

What/How

- Fund a librarian who integrates themes that support our curriculum.
- Explore learning contexts where reading can be integrated.
- Provide reading texts that are interest based for learners.
- Implement the Reading Together programme.

Writing/Tuhituhi

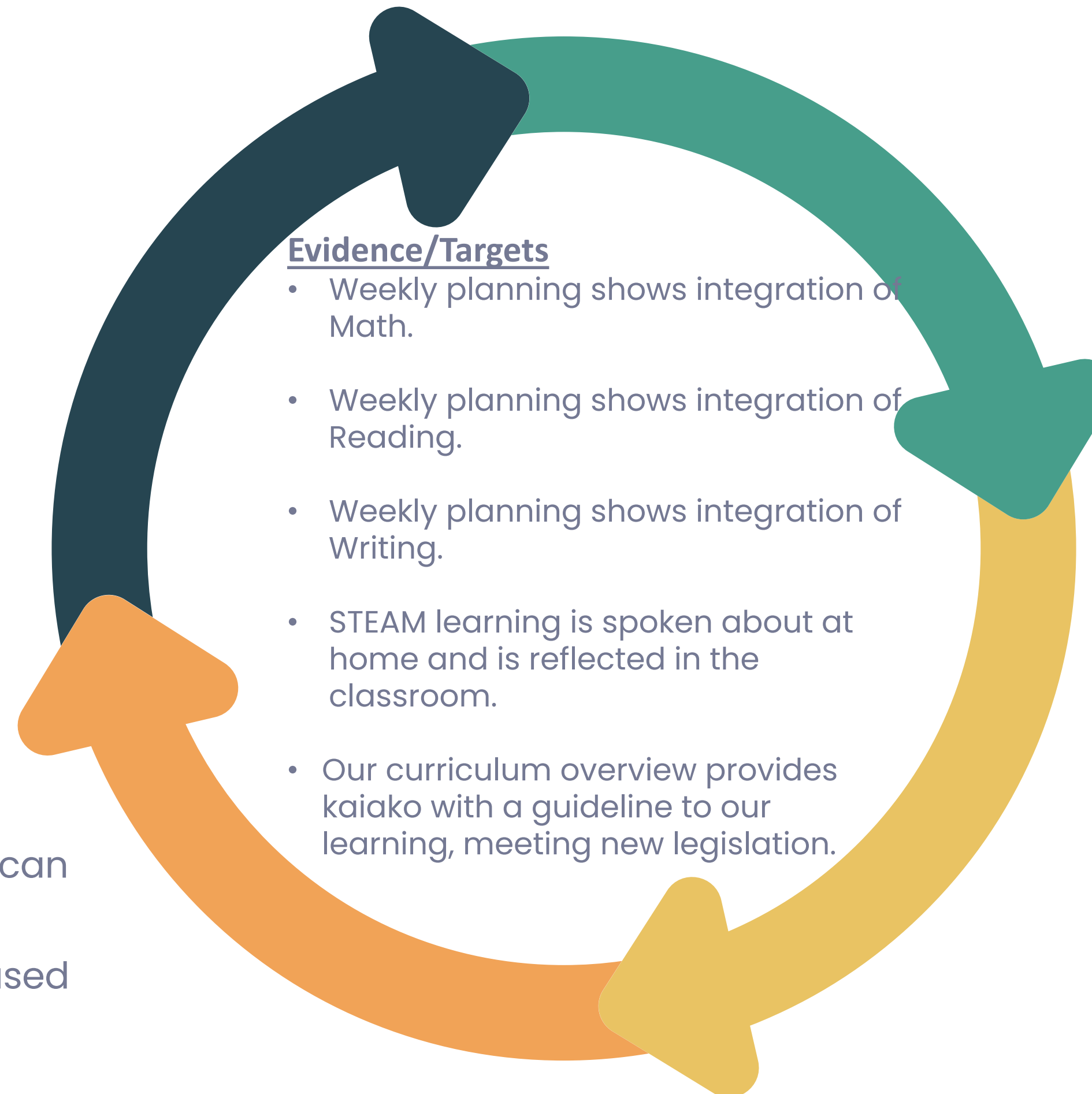
What/How

- Explore learning contexts where writing can be integrated i.e EOTC. Show this is our planning.
- Develop consistency using the Maungatapu school writing standards.
- Successes are shared and celebrated..
- Develop consistency with the integration of writing across the curriculum.

STEAM

What/How

- STEAM lessons set the foundation for inquiry learning in class.
- Promote STEAM as learning of the future and develop kaitiakitanga among learners (EOTC).
- Develop coding, engineering and robotics that can be used in the classroom.





CONSULTATION

Ma tō rourou, ma tōku rourou



COMMUNITY VOICE

Positives and areas for improvement. Community survey information shared with teachers from 2023.



TEACHER VOICE

Staff feedback incorporated through team leaders and team minutes. Survey documents shared SWOT analysis completed



STUDENT VOICE

Student voice is incorporated through the community survey. Students to partake in strategic plan.



TANGATA WHENUA VOICE

Tangata whenua voice included in big picture planning 2024 - 2026