



# Strategic & Annual Implementation Plan 2025

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**Term Dates: Term 1: Monday 3 February – Friday 11 April (10 weeks)**

**Term 2: Monday 28 April – Friday 27 June (9 Weeks)**

**Term 3: Monday 14 July – Friday 19 September (10 weeks)**

**Term 4: Monday 6 October – Wednesday 10th December (9.5 weeks)**

The Key  
2373 Te Anau Mossburn Highway  
**Te Pepeha O te Kura O Mararoa**

Kia Ora Koutou  
Ko Takitimu te Maunga  
Ko Mararoa te Awa  
Ka tu Matau i runga i nga whenua O Ngai Tahu, Kati Mamoe me Waitaha  
Ko Mararoa matau Kura  
Ko The Key Ahau  
No Reira, tena koutou, tena koutou, tena koutou katoa

School Background: Mararoa School is located at 'The Key', 25 kilometres East from Te Anau, Fiordland. Our small, rural school operates as a family unit where there is an inclusive environment of trust, sharing and respect for others and the environment, and where children feel secure and enjoy success in everything they do. Our local community supports us in everything we do and is actively involved in many of our school programmes. It is a well-documented fact that schools which enjoy a high level of support from parents and people within the community, have happier children who are rich in experiences and secure in a supportive environment, and our Mararoa students reflect this.

## Strategic Plan 2024 - 2025

### Our Vision

#### **'Key Learning for Life's Journey'**

Mararoa students will be positive, responsible learners who are able to successfully step forward in life's journey.

At Mararoa it is our vision to provide each of our children with 'Key Learning for Life's Journey' to enable them to be confident, connected, actively involved, lifelong learners.

Our school equips children with the skills and knowledge to become positive, responsible learners and enables them to embark upon a successful, life-long journey of learning.

**Our Values** – Excellence, Innovation, Inquiry & Curiosity, Equity, Community & Participation, Ecological Sustainability, Integrity, Respect. Our Values guide us in what we do.



**Caring for Others**



**Caring for Ourselves**



**Caring for the Environment**

## Key Competencies



Thinking: Students will think for themselves, Think of others, Be able to forward think to measure consequences and actions



Using Language Symbols & Texts: Students will talk & Listen to others, Use correct written & oral grammar, Read and interpret print & images, Have competent spelling, writing & ICT skills, Have useful Mathematical skills



Relating to others: Students will learn to be respectful, listen and value differences, help each other, contribute responsibly, take on roles and responsibilities.



Participating and Contributing: Students will participate in team and group activities, Value other's contributions, share ideas, be prepared to give things a go, lead by example



Managing Self: Students will be organised, set goals, make plans, complete tasks, meet deadlines

## Principles

**High Expectations, Treaty of Waitangi, Cultural Diversity, Inclusion, Learning to Learn, Community Engagement, Coherence, Future Focus**

### Our Beliefs about effective teaching and Learning Programmes

**Students learn best when they feel supported, accepted and included. This will be achieved by:**

- Providing students with opportunities to engage with, practice and transfer new learning

**Students learn best when they are given time and opportunities to think critically and creatively. This will be achieved by:**

- Providing them with the opportunities to engage with, practice and transfer new learning.

**Students learn most effectively when they understand what they are learning, why they are learning it and how they will be able to use their new learning. This will be achieved by:**

- Supporting students to make connections across learning areas as well as home & the wider world practices

**Teachers, children and parents have a consistent understanding of learning expectations. This will be achieved by:**

- Developing and communicating clear statements of learning expectations to all. Reporting meaningful student achievement information to all involved in children's learning.

**All students can learn and succeed. This will be achieved by:**

- Gathering, analysing and using reliable assessment information to inform teaching and learning programmes. Providing children with purposeful learning experiences using a range of resources, tools and approaches, including e-learning.

**Children learn best in a stimulating, safe, well maintained environment. This will be achieved by:**

- Providing child centred classroom environments, providing well maintained resources.

## Mararoa Curriculum Delivery Statement

### **'Key Learning for Life's Journey'**

Our School Vision is for Mararoa students to be positive, responsible learners who are able to successfully step forward in life's journey. Our Principles, Values and Key Competencies are the base on which we build and link our learning together.

The eight learning areas: English, Mathematics & Statistics, The Arts, Health & Physical Education, Learning Languages, Science, Social Science and Technology are our key areas for learning.

When designing and reviewing our Curriculum Delivery, we will select achievement objectives from each learning area in response to the identified interest and learning needs for the children.

Values and Key Competencies will not be assessed or reported to the Board of Trustees in isolation, but will be included into learning area assessment. Children will be given the opportunity to self-assess key competencies and values.



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**Caring for Others**



**Caring for Ourselves**



**Caring for the Environment**



This Strategic Plan: At the end of 2024, the Mararoa School Community was consulted. The Plan includes the communities aspirations and priorities identified as being crucial to providing their tamariki with quality teaching and learning at Mararoa School for the next year. The school will implement an annual plan of high quality teaching and learning programmes based on the needs of the students, priorities of the community alongside the requirements of the seven National Education & Learning Priorities (NELP's). The School Community (families/whanau, students/tamariki & teaching staff/kaiaako) have identified the following goals to prioritise over the 2023/2024 period.

## Mararoa School Strategic Goals 2025-2026

### **Strategic Goal (A) Embed Literacy & Numeracy**

To raise student achievement in Literacy & Numeracy across the school. Continue to embed the Structured Literacy (Ideal - Learning Matters approach) & Numeracy (Prime Maths approach) which were introduced in 2024.

### **Strategic Goal (B) Give Effect to Treaty of Waitangi, Te Tiriti O Waitangi**

Mararoa School will give effect to Te Tiriti of Waitangi by working to ensure plans, policies, and local curriculum reflect local tikanga Maori (customs or practices), matauranga Maori (knowledge) and Te Ao Maori (relationships between nature and people).

### **Strategic Goal (C) Grow well-being to be future ready**

To provide akonga with a robust teaching and learning programme based on the Refreshed Curriculum that equips all students with tools to enhance their well-being. Students will use these tools to be emotionally and socially ready for future learning.



**Caring for Others**



**Caring for Ourselves**



**Caring for the Environment**

## Mararoa School Strategic Goals Plan 2025–2026

Strategic Goals	Link to Board Primary Objective	Links to Education requirements	The what?	How will we achieve or make progress towards our strategic goal?	How will we measure success? What measures, evidence and processes will be used to identify and monitor progress?
	Link to Board Primary Objective	Education requirements	What Do you expect to see?	How will we achieve or progress our goal?	How we will measure success
<p><b>Strategic Goal (A) Embed Literacy &amp; Numeracy</b></p> <p>To raise student achievement in Literacy &amp; Numeracy across the school. Continue to embed the Structured Literacy (Ideal - Learning Matters approach) &amp; Numeracy (Prime Maths approach) which were introduced in 2024.</p>	<p><a href="#">All of section 127(1) applies</a></p>	<p><b><u>Objective 1: Learners at the Centre</u></b></p> <p><u>Priority 2:</u> Have high aspirations for every learner/akonga, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p><b><u>Objective 2: Barrier Free access</u></b></p> <p><u>Priority 3:</u> Reduce barriers to</p>	<p>Structured Literacy and Numeracy Programmes &amp; approaches being refined and embedded across the school.</p> <p>All akonga being engaged with their learning.</p>	<p>Timetable Structured Literacy &amp; Numeracy approaches for at least one hour per day.</p> <p>Identify akonga who require targeted assistance to raise their achievement in Literacy &amp; Numeracy.</p> <p>Provide extra assistance to targeted cohorts who may require</p>	<p>Baseline data analysed from End of 2024 Year Literacy &amp; Numeracy results.</p> <p>Compare baseline data with Mid Year &amp; End of 2025 data.</p> <p>Students will be able to talk about their Literacy and Numeracy learning.</p>

		<p>education for all, including for Maori and Pacific learners/akonga, disabled learners/akonga and those with learning support needs</p> <p><u>Priority 4:</u></p> <p>Ensure every learner/akonga gains sound foundations skills including language, literacy and numeracy</p>		<p>extra teaching and learning.</p> <p>Invite whanau and caregivers into school to learn the Structured Literacy and Numeracy approaches alongside their tamariki.</p>	
<p><b>Strategic Goal (B) Give Effect to Treaty of Waitangi, Te Tiriti O Waitangi</b></p> <p>Mararoa School will give effect to Te Tiriti of Waitangi by working to ensure plans, policies, and local curriculum reflect local tikanga Maori (customs or practices),</p>	<p>All of section 127(1) applies</p>	<p><b><u>Objective 1: Learners at the Centre</u></b></p> <p><u>Priority 1:</u></p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p><b><u>Objective 2: Barrier-free access</u></b></p> <p><u>Priority 3:</u></p> <p>Reduce barriers to education for all,</p>	<p>Our school learning programmes reflect our communities priorities for their tamariki.</p> <p>School leaders, teachers, akonga and whanau are excited and engaged with their learning.</p> <p>Teachers are clear</p>	<p>Teachers will continue to upskill their knowledge of Maori Culture, Customs and Beliefs.</p> <p>There will be regular input &amp; consultation from our Maori whanau to help develop a culture at Mararoa School that</p>	<p>Maori whanau and local iwi &amp; tapu will have meaningful and enduring relationships with Mararoa School.</p> <p>Akonga will naturally integrate Te Reo Maori throughout their school life.</p> <p>Use attendance data to ensure all students are attending school to</p>

<p>matauranga Maori (knowledge) and Te Ao Maori (relationships between nature and people).</p>		<p>including Maori and Pacific learners/akonga, disable learners/akonga and those with learning support needs</p> <p><b>Objective 3: Quality teaching and leadership</b></p> <p><u>Priority 5:</u> Meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning</p> <p><u>Priority 6:</u> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>and confident in their delivery of Te Reo Maori (Language) Te Ao Maori (World) Tikanga Maori (Protocols) Matauranga Maori (Knowledge)</p>	<p>reflects giving effect to Tiriti o Waitangi.</p> <p>Specifically timetable teaching and learning time that encompasses all things Te Ao Maori.</p>	<p>their full potential.</p> <p>Data will come from tamariki's Literacy and Numeracy results Mid &amp; End of Year 2025.</p>
<p><b>Strategic Goal (C) Grow well-being to be future ready</b> To provide akonga with a robust teaching and learning programme based on the Refreshed Curriculum that</p>	<p>All of section 127(1) applies</p>	<p><b>Objective 1: Learners at the centre</b></p> <p><u>Priority 1:</u> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p><u>Priority 2:</u> Have high aspirations for</p>	<p>Students will be engaged in their learning in a variety of situations: independent, group, whole class.</p> <p>Students will be using the Key</p>	<p>Students will be explicitly taught the Key Competencies. Key competencies are the capabilities people have and need to develop,</p>	<p>End of 2024 attendance data to have a baseline measure of student attendance.</p> <p>Teachers will use an Overall Teacher Judgement (OTJ) against Key Competencies for</p>

<p>equips all students with tools to enhance their well-being. Students will use these tools to be emotionally and socially ready for future learning.</p>		<p>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</p>	<p>Competencies independently to assist them with their learning.</p>	<p>to live and learn today and in the future.</p>	<p>students.  End of 2025 students will self evaluate against Key Competencies.</p>
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# Annual Implementation Plan – Annual Target

## Strategic Goal (A) Embed Literacy & Numeracy

To raise student achievement in Literacy & Numeracy across the school. Continue to embed the Structured Literacy (Ideal – Learning Matters approach) & Numeracy (PrIme Maths approach) which were introduced in 2024.

### Annual Target/Goal:

**Goal:** To raise student achievement in Literacy and Numeracy across the school.

**Target:** Using the baseline data (End of Year 2024) in Literacy to form cohorts of students who require targeted teaching and learning in Literacy. At the End of 2025, 80% (26/33) of students will be at or above their expected level in Reading, Writing and Spelling.

**Target:** Using the baseline data (End of Year 2024) in Maths to form cohorts of students who require targeted teaching and learning in Maths. At the End of 2025, 80% (26/33) of students will be at or above their expected level in Mathematics.

### What do we expect to see by the end of the year?

1. Staff will have developed a school wide progression for the implementation of the Structured Literacy Reading and Spelling approach.
2. Staff will have developed a school wide progression for the implementation of the Structured Maths approach.
3. Staff will have an increased and growing understanding of the best way to develop their knowledge of the Structured Literacy and Maths approaches.
4. Staff will have an understanding of the Mararoa School Communities priorities for their students.

Term One	Term Two	Term Three	Term Four
<ul style="list-style-type: none"> <li>● Assessments Wk 1-3</li> <li>● Staff Meeting – Target students from assessment data Wk 8</li> <li>● Edge Training to formulate data entries</li> </ul>	<ul style="list-style-type: none"> <li>● Staff Appraisals</li> <li>● Professional Learning Group</li> <li>● Moderation – Reading</li> <li>● Assessment training – eastTtle writing</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum unpack</li> </ul>	<ul style="list-style-type: none"> <li>● Resource audit</li> <li>● Unpacking data in school and nationally</li> <li>● Review Assessment schedule</li> <li>● Community</li> </ul>

<ul style="list-style-type: none"> <li>Professional Readings - some in Staff Meeting, some independently</li> <li>Professional Development Literacy Term 1-4</li> <li>Reporting to BOT WK10</li> </ul>			Consultation
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Resources required:

- PLD Literacy - Teaching Staff & Teacher Aide
- Moderation from another school
- eastTtle training
- Community Consultation - areas requiring consultation, plan to implement consultation

**Strategic Goal (B) Give Effect to Treaty of Waitangi, Te Tiriti O Waitangi**

Mararoa School will give effect to Te Tiriti of Waitangi by working to ensure plans, policies, and local curriculum reflect local tikanga Maori (customs or practices), matauranga Maori (knowledge) and Te Ao Maori (relationships between nature and people).

**Annual Target/Goal:**

**Goal:** Maori achieving as Maori - tamariki being able to have access to te ao Māori, the Māori world

**Target:** Grow community engagement and partnership to support our Maori learners.

**What do we expect to see by the end of the year?**

- Our end of year Literacy and Numeracy data for our Maori students will show that they are Maori achieving as Maori.
- Maori whanau and local iwi and hapu have meaningful and enduring relationships with Mararoa School.

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Build connections with</li> </ul>	<ul style="list-style-type: none"> <li>Open Day/Night -</li> </ul>	<ul style="list-style-type: none"> <li>School History &amp;</li> </ul>	<ul style="list-style-type: none"> <li>School Te Reo sequence</li> </ul>

Iwi/Marae/Tangata <ul style="list-style-type: none"> <li>• Data Collection</li> <li>• Teacher PLD</li> <li>• Teacher Professional Growth Cycle</li> </ul>	Matariki	Narrative <ul style="list-style-type: none"> <li>• Te Ao visual in school</li> </ul>	of Learning <ul style="list-style-type: none"> <li>• Maori Action Plan</li> <li>• Create School Waiata/Haka</li> </ul>
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Resources required:

- Contacts for Marae/Tangata
- School History – experts – school Haka to come from area history
- Visual plan for school

**Strategic Goal (C) Grow well-being to be future ready**

To provide akonga with a robust teaching and learning programme based on the Refreshed Curriculum that equips all students with tools to enhance their well-being. Students will use these tools to be emotionally and socially ready for future learning.

**Annual Target/Goal:**

**Goal:** Akonga to be emotionally and socially ready for learning.

**Target:** Akonga are able to self manage themselves and be ready for learning. Their 2025 school year attendance data will show the students attending school regularly.

**What do we expect to see by the end of the year?**

1. Students who are actively engaged in their learning.
2. Students are able to articulate the purpose of their learning.
3. Students who are able to articulate what the Key Competencies are. Students describe how using these in their everyday lives benefits them both in and out of Mararoa School.

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>• Data Collection</li> </ul>	<ul style="list-style-type: none"> <li>• Develop succession plan</li> </ul>	<ul style="list-style-type: none"> <li>• Key Competency Visuals</li> </ul>	<ul style="list-style-type: none"> <li>• Students self-evaluate</li> </ul>

## Mararoa School Curriculum Targets 2024

**School Name:** Mararoa Primary

**School Number:** 3984

**Strategic Aim:** All students at Mararoa School are able to access the NZ Curriculum as evidenced in relation to their expected level of achievement.

**Annual Aim:** To continue to target achievement in literacy in order to increase the number of students achieving at, or above the expected level for **reading**.

**Target:** To raise literacy achievement in reading through targeting a group of 8 students currently sitting below their expected reading level so that 100% have made progress, and 50% (4/8) are achieving at or above expected level at the end of the school year.

**Baseline Data:** At the end of the 2023 year, 8/38 (21%) were identified as achieving below or at risk of falling below the expected level in reading. Data was collected through day to day observations of students' current reading achievements. One of these students moved onto College or another school leaving 7/35, (20%) at risk readers at the beginning of the 2024 school year.

Within the remaining group of 8 'at risk' readers, 28% (2/7) students identified as Maori, and 57% (4/7) were male.

**Analysis of Data:** Three of the students are in the senior end of the school, and these students have been identified as having learning difficulties. The data from the remaining 5 students are from the same cohort year who began school during Covid lockdown times.

**Results:** Reading data from the end of the 2024 year resulted in 3/7 (42%) remain below their expected reading achievement level and 4/7 (57%) are now at or above their expected achievement in reading. All of these students will continue to be monitored throughout their schooling at Mararoa School.

## 2024 EOY

Actions (What did we do?)	Outcomes (What happened?)	Reasons for the variance (Why did it happen?)	Evaluation (What happens next?)
<p>Teachers used previous years data to identify students who require targeted teaching (small group/one to one lessons) in reading.</p> <p>Junior Class teacher and TA were enrolled in Ideal, Learning Matters Structured Literacy(SL) PLD.</p> <p>Junior class (and struggling readers in Senior class) were given instruction with decodable readers.</p> <p>Staff meetings discussions around timetabling being able to visit other schools who are successfully using SL in their programmes</p>	<p>4 Junior Class students and 3 Senior Class students identified and given targeted lessons. 3/7 remain below expected level for reading.</p> <p>Ongoing PLD for these teachers so in the future they are able to incorporate SL seamlessly in literacy lessons.</p> <p>Harder to source age relevant decodables for older students. Less engagement from senior students.</p> <p>Sometimes readings with the best of intentions were best followed up with 'real' classroom teaching and learning examples to clarify what the readings were about. Staff did not visit any other schools.</p>	<p>While all targeted students made some progress, 3 students remain at risk of not achieving their expected level in reading.</p> <p>On ongoing journey.</p> <p>Need to find age appropriate texts for older students to help engagement.</p> <p>Not enough relievers for this to happen.</p>	<p>May have to look closely at the budget to allow for extra Teacher Aide staff to allow for further targeting of all of these students.</p> <p>Ongoing journey for both Junior Class teacher and Senior Class teacher to ensure consistency across school for SL</p> <p>Budget for literacy resources.</p> <p>Until more relieving staff are found, this will not occur.</p>

Teaching staff aligned their Professional Growth Cycles with the school wide Literacy Strategic Goals.

Goal kept targeted readers at the forefront of teaching staff's planning, data collection and evaluation.

Informed Planning for 2025: Continuation of SL PLD across school. Purchase Decodable texts across school that are age relevant. Employ additional staff (Teacher Aide) to access small groups of students for targeted literacy lessons. Attend Professional Development courses which are relevant for Mararoa Staff. Allow teachers to use their professional judgements when making decisions on best learning practices for their students. A focus on back to basics - oral language and listening skills (desire to improve retention skills).

## **2025 Goals**

### **Strategic Goal (A) Embed Literacy & Numeracy**

To raise student achievement in Literacy & Numeracy across the school. Continue to embed the Structured Literacy (Ideal - Learning Matters approach) & Numeracy (Prime Maths approach) which were introduced in 2024.

### **Strategic Goal (B) Give Effect to Treaty of Waitangi, Te Tiriti O Waitangi**

Mararoa School will give effect to Te Tiriti of Waitangi by working to ensure plans, policies, and local curriculum reflect local tikanga Maori (customs or practices), matauranga Maori (knowledge) and Te Ao Maori (relationships between nature and people).

### **Strategic Goal (C) Grow well-being to be future ready**

To provide akonga with a robust teaching and learning programme based on the Refreshed Curriculum that equips all students with tools to enhance their well-being. Students will use these tools to be emotionally and socially ready for future learning.

 **Caring for Others**

 **Caring for Ourselves**

 **Caring for the Environment**

# Working Plan for Board



## Annual Plan 2025

### **Finance (1:1-1:6)**

- Implement sound Financial Systems
- Prepare and revise budget for 2025/2026
- Effectively report and monitor budget figures of the actual spend throughout the year to the BOT
- Ensure our budget is of a standard that will easily service our school property, health & safety, infrastructure, personnel and community
- Complete annual report & publish on school website
- Lodge annual report with MOE
- BOT Treasurer and Principal to present monthly accounts & spending to the BOT

### **Property (2:1-2:6)**

- Update 5 year asset replacement plan and prioritise spending for 2025/2026
- Check accuracy of asset register
- Regularly check playground area and equipment to ensure it is safe for use
- Treatment & Maintenance of Swimming Pool
- Regular inspection of equipment installed for ORS funded student

### **Health & Safety (3:1-3:6)**

- Ensure the school environments meets Ministry of Health standards and guidelines
- Monthly inspection of property as per Property Management Policy
  - Ongoing review of school behaviour programme - review DEBUG early Term 1
- Implement Health & Safety Policies including Risk Analysis Management forms for extra curricular activities outside of school
- Continue water quality and testing programme.
- Bi annual First Aid training for staff - most are due 2025 for renewal

### **Curriculum (4:1-4:10)**

- High quality Numeracy & Literacy Programmes
- Employ additional Teaching Staff where required
- Keep up to date & relevant cumulative records Term 2 & 4
- Reevaluate Year 7 & 8 Leadership programme for 2025
- Keep up to date data & learning goals of all students, including students identified as being at risk of falling below expected levels
- Te Ao Maori integrated into classroom programmes
- Foster relationships with Takutai o Te Tiriti (Colac Bay) Marae
  - Ensure Year 7 & 8 students receive a well rounded technology programme - Fiordland College 2025
- Balanced use of digital technology into all Curriculum programmes across school

### **Personnel (5:1-5:9)**

- Develop teaching staff Professional Growth Cycle & strengthen peer review process
- Develop effective timetable for teacher aides & support staff
- Review and sign revised job descriptions for all staff
- Research most relevant Professional Development courses for teaching staff
  - Continue Professional Development for Principal
    - Ongoing Board of Trustee training
    - Ongoing Office Management Training
- Timetable Teacher Only Days as appropriate throughout the year
  - School Development Day - November

### **Documentation & Review (6:1-6:9)**

- Review School Strategic Plan/Annual Plan in line with **Refreshed Curriculum & Full Consultation and Update of Strategic and Annual Implementation Plan.** Submit to Ministry of Education
  - Follow 3 Year School Self Review Programme
- Deliver regular & current Newsletters, School FaceBook page, School Stream App & Website
  - Parent Teacher Association - School Consultation
- Fundraising - set priorities for benefit of Mararoa School
  - Conduct Community Consultation regularly
  - Update Contact numbers of school community
- Transitioning programmes in place - LSC from Fiordland

### **Legislation (7:1-7:4)**

- Roll Returns completed in timely manner
- Report Attendance & school open for instruction to Board of Trustees
  - Confirm 2026 school dates by Term 3 2025
- Ensure all Policies and Procedures are current and in line with 3 year self-review plan

- Revise School Policies & Procedures as per School Docs

**FINANCE: We believe to meet our school beliefs to ensure students at Mararoa School have the best opportunities for learning we will:  
IMPLEMENT SOUND FINANCIAL PROPERTY SYSTEMS**

	<b>Target</b>	<b>Time Frame</b>	<b>Budget where applicable</b>	<b>Personnel Responsible</b>	<b>Actioned</b>
<b>1.1</b>	Prepare and revise budget for 2025/2026	January, July, November	N/A	Principal, Office Manager, Education Finance Company, BOT Finance Representative	
<b>1.2</b>	Effectively report and monitor budget figures of the actual spend throughout the year to the BOT	At each Board Meeting	N/A	Principal, Office Manager, BOT Finance Representative	
<b>1.3</b>	Ensure our budget is of a standard that will easily service our school property, health & safety, infrastructure, personnel and community	Term 1-4	N/A	Principal, Office Manager, Education Finance Company, BOT Finance Representative	
<b>1.4</b>	Complete annual report & publish on school website	March	N/A	Principal, Office Manager	
<b>1.5</b>	Lodge annual report with MOE	March	N/A	Principal, Office Manager	

1.6	BOT Treasurer and Principal to present monthly accounts & spending to the BOT	At each Board Meeting	N/A	Principal, Office Manager, BOT Finance Representative	
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**PROPERTY: We believe to meet our school beliefs to ensure students at Mararoa School have the best opportunities for learning we will:**

**ENHANCE THE SCHOOL'S PHYSICAL ENVIRONMENT & MAINTAIN A SAFE ENVIRONMENT**

	Target	Time Frame	Budget where applicable	Personnel Responsible	Actioned
2.1	Update 5 year asset replacement plan and prioritise spending for 2025/2026	February, June, November	As required	Principal, Board of Trustees	Meeting held with Anna McFaul (MOE Property) & Richard Smith (SQS) 21/02/2025) for 10Y Planning.
2.2	<p>Check accuracy of asset register.</p> <ul style="list-style-type: none"> <li>• Purchase furniture as needed</li> <li>• Purchase and update digital devices as required</li> <li>• Purchase and delete Library books</li> <li>• Maintain purchasing of Curriculum resources based on priorities and requests</li> </ul>	Term 1-3	\$2500	Principal, Office Manager	

	(including Literacy & Numeracy resources)				
<b>2.3</b>	Capital Works - where identified from 10 Year Plan	When identified	5YA Budgeted for & Ministry Budgeted for		To come from 20/02/ meeting
<b>2.4</b>	Regularly check playground area and equipment to ensure it is safe for use	Throughout the year		BOT Health & Safety Representative, BOT Property Representative	
<b>2.5</b>	Treatment & Maintenance of Swimming Pool	Term 1 & Term 4	PTA Donation to cover pool chemical	Office Manager, PTA Representative, Property Representative	
<b>2.6</b>	Regular inspection of equipment installed for ORS funded student	Term 1-4	Ministry of Education	Principal, ORS Teachers	Check code of compliance has been given for historical ORRS work

**HEALTH & SAFETY: We believe to meet our school beliefs to ensure students at Mararoa School have the best opportunities for learning we will: ENHANCE THE SCHOOL'S PHYSICAL ENVIRONMENT & MAINTAIN A SAFE ENVIRONMENT**

	<b>Target</b>	<b>Time Frame</b>	<b>Budget where applicable</b>	<b>Personnel Responsible</b>	<b>Actioned</b>
<b>3.1</b>	Ensure the school environments meets Ministry of Health standards and guidelines	Throughout the year Termly practise School Evacuations (Fire, Earthquake, Lockdown) Term 1 & 4 - Shade sail over sandpit. Sandpit maintenance Term 3.		Principal, BOT Property Representative, BOT Health & Safety Representative	Log whole school drills in Edge SMS

<b>3.2</b>	Monthly inspection of property as per Property Management Policy	Monthly prior to Board Of Trustees Meeting		BOT Property Representative, BOT Health & Safety Representative	
<b>3.3</b>	Ongoing review of school behaviour programme. Write up new Behaviour Policy to go on School Docs/website	Throughout the Year Review DEBUG Behaviour programme	Prize box contents - \$100	Principal	
<b>3.4</b>	Implement Health & Safety Policies including Risk Analysis Management Forms	Throughout the Year		Principal & Teaching Staff	
<b>3.5</b>	Continue water quality and testing programme	Throughout the Year Clean & Replace Filters for drinking water at source - completed annually in February		School to complete	
<b>3.6</b>	Bi annual First Aid training for all staff	Due by Term 2 2025		Principal, BOT Health & Safety Representative	

**CURRICULUM: We believe to meet our school beliefs to ensure students at Mararoa School have the best opportunities for learning we will: PROVIDE BEST QUALITY TEACHING & LEARNING PROGRAMMES TO DEVELOP SELF MOTIVATED INDEPENDENT LEARNERS SO THAT EVERY STUDENT REACHES THEIR MAXIMUM POTENTIAL**

	<b>Target</b>	<b>Time Frame</b>	<b>Budget where applicable</b>	<b>Personnel Responsible</b>	<b>Actioned</b>
<b>4.1</b>	High quality Numeracy & Literacy Programmes <ul style="list-style-type: none"> <li>At least 1 Hour</li> </ul>	Term 1-4			

	<p>per day each of Literacy &amp; Numeracy teaching</p> <ul style="list-style-type: none"> <li>• Integrate Inquiry Programmes as much as possible</li> <li>• Maths Programme update &amp; Review mid year</li> <li>• Target student Mathematics Target: to raise engagement and achievement for all students in Maths with a focus on learners working below or who are at achievement</li> </ul>			<p>Teaching Staff Principal</p>	
<p><b>4.2</b></p>	<p>Employ additional Teaching Staff where required</p> <ul style="list-style-type: none"> <li>• Employ Teacher Aide to support across school 9.30-12.30 Monday-Friday</li> <li>• Employ full-time teacher aide (shared</li> </ul>	<p>Evaluate each term</p>		<p>Principal</p>	

	position) to support very high needs ORS funded student <ul style="list-style-type: none"> <li>• Employ specialist personnel to assist with classroom programmes for expert teaching</li> </ul>	As required			
<b>4.3</b>	Keep up to date & relevant cumulative records	Term 1-4		Teaching Staff Principal	
<b>4.4</b>	Integrate enviroschool principles into relevant curriculum areas <ul style="list-style-type: none"> <li>• Inquiry, Clubs Day</li> <li>• Whole School Foci - Enviro day End T1 2025</li> </ul> Cross Curricular Activities - <a href="#">Link Here</a>	Term 1-4  Term 1 - Relationships, Growing our Future Term 2 -  Term 3 -  Term 4 -		Teaching Staff Principal Board of Trustees PTA	
<b>4.5</b>	Implement Year 7 & 8	Term 1		Principal	

	Leadership Programme			Teaching Staff	
<b>4.6</b>	<p>Keep up to date data &amp; learning goals of all students</p> <ul style="list-style-type: none"> <li>including students identified as being at risk of falling below expected levels</li> </ul>	<p>Term 1-4</p> <p>Written Report to parent/caregivers at least twice per year</p>		<p>Teaching Staff</p> <p>Principal</p>	
<b>4.7</b>	<p>Te Ao Maori integrated into classroom programmes</p> <ul style="list-style-type: none"> <li>Use Kapahaka online programme - on waitlist</li> </ul>	<p>Term 1-4</p>		<p>Teaching Staff</p>	
<b>4.8</b>	<p>Foster relationships with Takutai o Te Tiriti (Colac Bay) Marae</p>	<p>Term 1-4</p>		<p>Principal</p> <p>Teaching Staff</p>	
<b>4.9</b>	<p>Ensure Year 7 &amp; 8 students receive a well rounded technology programme</p>	<p>Term 1-3 -Fiordland College</p>	<p>Bus- Ministry Funded for over 8 students</p>	<p>Principal</p> <p>Teaching Staff</p>	
<b>4.10</b>	<p>Balanced use of digital technology into all Curriculum programmes across school</p> <ul style="list-style-type: none"> <li>Implementation of Refreshed Curriculum</li> <li>Use of Google</li> </ul>	<p>Term 1-4</p>			

	Classroom Year 4-8				
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**PERSONNEL: We believe to meet our school beliefs to ensure students at Mararoa School have the best opportunities for learning we will: CONTINUE TO EMPLOY HIGH QUALITY, SUITABLY TRAINED STAFF WHO ARE VALUED & PROVIDED WITH RESOURCES (BOTH PHYSICAL & EMOTIONAL) TO ENSURE DELIVERY OF HIGH QUALITY TEACHING & LEARNING PROGRAMMES AT MARAROA SCHOOL**

	<b>Target</b>	<b>Time Frame</b>	<b>Budget where applicable</b>	<b>Personnel Responsible</b>	<b>Actioned</b>
<b>5.1</b>	Develop teaching staff Professional Growth Cycle & strengthen peer review process	Term 1-4		Teaching Staff Principal	
<b>5.2</b>	Develop effective timetable for teacher aides & support staff	Term 1-4		Teaching Staff Principal	
<b>5.3</b>	Review and sign revised job descriptions for all staff <ul style="list-style-type: none"> <li>• Ensure staff appraisals are completed in timely manner</li> </ul>	Term 1  Cycle ends Term 2 Begin new cycle Term 3		Teaching Staff Principal  Principal	
<b>5.4</b>	Research most relevant Professional Development courses for Teaching Staff	Term 1-4	\$2500	Principal	
<b>5.5</b>	Continue Professional Development for Principal <ul style="list-style-type: none"> <li>• Wellbeing fund</li> <li>• Beginning</li> </ul>	Term 1-4	\$6000 2024 - not spent, minutes in board notes confirm to carry excess over to 2025		

	Principal Meetings <ul style="list-style-type: none"> <li>• Principal Conference</li> <li>• Basin Principal Cluster</li> </ul>				
<b>5.6</b>	Ongoing Board of Trustee Training	Term 1-4	\$600	Board of Trustee Presiding Member	
<b>5.7</b>	Ongoing Office Management Training	Term 1-4		Office Manager	
<b>5.8</b>	Timetable Teacher Only Days <ul style="list-style-type: none"> <li>• 2025 Ministry Days for Refreshed Curriculum - Dates to be confirmed</li> </ul>	Term 1: March 17 Term 3:		Principal Board of Trustees	
<b>5.9</b>	School Development Day <ul style="list-style-type: none"> <li>• Finalise graduation processes</li> <li>• Data collection</li> <li>• Begin to organise 2026 school year (dates, targets/goals)</li> </ul>	Term 4		Teaching Staff Principal Office Manager	



	<p>priorities for benefit of Mararoa School</p> <ul style="list-style-type: none"> <li>• PTA - Priorities - Staffing reserve, Resources for classrooms</li> <li>• Year 7 &amp; 8 Leadership Camps - students to fundraise for these</li> <li>• Board of Trustees - Staffing reserve Mavora Explorer Fundraiser</li> <li>• Cattle Scheme - Staffing reserves</li> <li>• Upgrading Technology Devices</li> </ul>	<p>Deep Cove (Yr 7/8) May 19-23</p> <p>Wellington (Yr 7/8) August 26-29</p>	<p>\$10,000 each from PTA, Board of Trustees &amp; Cattle Scheme</p> <p>\$4000 for school camps and leadership (Deep Cove/Wellington)</p>	<p>&amp; Cattle Scheme Committees</p> <p>Year 7 &amp; 8 Parents and students</p> <p>Board of Trustees</p> <p>Teaching Staff</p>	
<p><b>6.6</b></p>	<p>Conduct Community Consultation regularly</p> <ul style="list-style-type: none"> <li>• School Docs review of policies regularly scheduled</li> <li>• Curriculum Reviews shared with community</li> <li>• Community consultation</li> </ul>	<p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1</p>		<p>Principal Board of Trustees</p>	

	-Leadership Programme, Strategic Planning input	Term 4			
<b>6.7</b>	Update Contact numbers of school community	Term 1 and as required			Office Manager Bus Controller
<b>6.8</b>	<p>Transitioning programmes in place</p> <ul style="list-style-type: none"> <li>• Playcentre</li> <li>• Home based caregivers</li> <li>• Kindy &amp; Early childhood centres</li> <li>• Fiordland College (Year 8 transitioning)</li> <li>• Other education providers (Year 8 Leavers)</li> </ul>	Initial Contact Term 1 then ongoing as required			Principal Teaching Staff
<b>6.9</b>	Revise School Policies & Procedures as per School Docs	Throughout year - ongoing			Principal Teaching Staff Board of Trustees

**LEGISLATION: We believe to meet our school beliefs to ensure students at Mararoa School have the best opportunities for learning we will:**

**COMPLY WITH ALL GENERAL LEGISLATION REQUIREMENTS**

	<b>Target</b>	<b>Time Frame</b>	<b>Budget where applicable</b>	<b>Personnel Responsible</b>	<b>Actioned</b>
<b>7.1</b>	Roll Returns completed in timely manner	March & July		Principal Office Manager	
<b>7.2</b>	Report Attendance & School open for instruction to Board of Trustees	Each Board of Trustees Meeting		Principal Office Manager Board of Trustees	
<b>7.3</b>	Confirm 2026 school dates by Term 3 2024	Term 3		Principal Board of Trustees	
<b>7.4</b>	Ensure all Policies and Procedures are current and in line with 3 year self-review plan	Term 1-4		Principal Board of Trustees	

## TIMETABLE FOR CROSS CURRICULAR ACTIVITIES 2025

Activity	Date (if known)	Actioned
Waitangi Day	Fiordland College 7th February - Nick Low to speak to Yr 4-8 Yr 0-3 to go to Events Center for an arts activity (music and dance)	Used community vans
Year 7 & 8 Athletics Sports	Wednesday 19 February (TJ parent manager)	
Athletics Sports	Basin - 7th March (PA Teacher attending) Northern - 13th March Junior Athletics - TBC	
Swimming Sports	Basin - Northern - Primary School Swimming -	
Year 7 & 8 Swimming Sports	Tuesday 25th February (AD parent manager)	
Swimming	Term 1 & 4 - Classroom skill programme Term 1 - Daily aqua aerobics fitness programme Term 4 - Swim Safe Lessons (outside tutors) Term 4 - Year 5-8 Deep Water Skills (or whole school at Mossburn/Blackmount pools)	
Digital Citizenship	Contact John Parsons re dates	
Life Education Van	February 19/20 Juniors - Resilience Seniors - Puberty	
Clubs Day	Thursday 10th April	

Year 7 & 8 Leadership Programme Camps	Term 1: Being Leaders lessons Term 2: Deep Cove Term 3: Wellington Term 4:	
Careers Day- Year 8's	As planned by students and school	
Cross Country	Basin: May 16th Northern: Thursday June 5th Southland: Friday June 13th	
Winter Sports Programme	Thursday Thursday	
Gymnastics	Term 1 -Weeks 9/10	
Speech Competition	School - Northern - Southland	
Pet Show	Term 4 - Mararoa to host - probably in Te Anau at Rugby Grounds	
Book Fair		
Art Exhibition & Wapiti Art	Term 4	
Year 8 Graduation & School Presentations		
End of Year Fun Trip		









