



Harakeke is a plant highly valued by our ancestors both Pakeha and Māori. It is becoming increasingly recognised as a plant that will be important in the future. We have chosen this plant to symbolise our beliefs, teaching and learning at Makarora school. It links our past with the present and future, and connects us with our environment. Tikanga of the harakeke tells us that the ancestors surround the young at the centre of the bush protecting and nurturing them until they become the ancestors at the outer edges. When harvesting leaves we take from the older outside and always return any unused to the base of the bush so it can continue to support the plant's growth.

Strategic Plan 2024 – 25

Mission Statement:

Makarora School will in partnership with parents and caregivers, create a challenging but nurturing environment, that encourages children to take leader-ship of their own quality learning in a respectful and responsible manner.

Vision:

Children at Makarora School have the very best education and will leave here with the knowledge of how to learn and the desire to do so. All children have the right to learn and the opportunity to be teachers. Our children will have the skills to live life to the fullest in the wider world: to accept challenges, ask questions, take risks, manage change resiliently and have inquiring minds.

It is important to present children with alternative views and encourage them to use their initiative and make informed choices in life. Students learn to be inclusive of others and are confident in themselves in a culturally diverse world.

We are located in a unique environment which creates the opportunity for children to learn how to respect, understand and care for nature and the wider world. We accept responsibility to protect the planet and her resources for future generations to enjoy – Think global, do local.

It takes a village to educate a child and that it is a shared responsibility to provide quality education for our children. Quality teachers establish a community that loves learning and encourages students to accept responsibility for their own learning.

School and Community 2024:

Makarora School is situated at the head of Lake Wanaka in the Makarora Valley, adjacent to Mount Aspiring National Park. The school and adjoining community centre share facilities and grounds. The school also hosts the Dave Osmers Makarora Community Library, which is attached to the school and operates through the QLDC public library system. At the beginning of 2024 there were 10 Y1-6 children from 8 families attending the school. One child identifies as Māori (Ngāi Tahu), 5 as NZ Pakeha, one North American, one South American and two Australian.

Cultural Diversity:

The Board believes it is important to take all reasonable steps to provide instruction in tikanga Māori and te reo Māori. When developing policies and procedures every endeavour will be made to reflect New Zealand's cultural diversity and the unique position of the Māori culture. Parents of Māori students will be consulted either individually or collectively (as they decide appropriate) to ensure the school goals, targets and strategies are appropriate to meet any specific needs of Māori children. Teaching practice will support preferred learning styles of Māori students.

Special needs and abilities:

The goals, targets and strategies included in this charter reflect the needs students at risk as well as those with special talents. Ongoing monitoring and reviewing of the strategic plan ensures the school is responsive to the needs of individual or groups of children. The school has established a focus on wellbeing, resilience and self worth through a programme of mindfulness and encouraging ownership of the local curriculum. The focus of belonging / whānaungatanga underlies the teaching.

Consultation Statement:

In preparing the goals, targets and strategies for the 2023 charter the Principal reported consultation with the parents of the school, with the Board of Trustees and with each family of any identified Māori student either at end of 2022 year or beginning of 2023, with consideration of self review information, assessment results and consultation with teachers and other education personnel. In 2021 there was a full Community consultation with a facilitator about goals, targets and strategies followed up by progress meetings and the sharing of the New Charter for 2022 onwards.

In 2024, the new Principal is establishing an ongoing consultation strategy alongside the Board, with all parents, students, wider community and with the family of our Māori student.

Timeline:

February/March 2024

Present 2024 annual implementation plan and targets to Board. Finalise annual implementation report and variance report, send to accountants for inclusion with annual accounts. Present updated charter and targets for 2023 –2024 to Board.

Send Strategic Plan to MOE by 1 March
Send Annual Implementation Plan to MOE by 31 March

May 2024 - October 2024

Consult with Board on strategic direction
Consult with Board/parents on local curriculum
Present annual report to Community
Ongoing monitoring of strategic goals
Report to Board through Principal's report
Send 2024 annual report to MOE by 31 May

November 2024

Draft budget to match strategic plan

December 2024

Report to Board/parents /community on strategic goals and local curriculum

February/March 2025

Present annual implementation report to Board
Present updated strategic plan to Board
Send to MOE

Strategic goals:

OBJECTIVE 1: LEARNERS AT THE CENTRE - Safe

We accept responsibility for own learning in a challenging environment:

The school-wide focus of wellbeing of self, whanau, school and the community in a positive educational environment will be achieved by using local resources and forging stronger bonds with a supportive and engaged community . **Whanaungatanga/Belonging.**

Children successfully use work and study skills allowing them to become self-managing, lifelong learners. They accept responsibility for self, while working within a nurturing, but challenging environment, that encourages quality learning, promotes healthy lifestyles and respects, understands and cares for nature.

So that.....we establish ourselves as successful lifelong learners.

OBJECTIVE 2: BARRIER-FREE ACCESS - Inclusive

We effectively communicate and interact with others:

Children communicate effectively and confidently in a range of ways and purposes. They interact appropriately with people across varied situations, accepting and valuing diversity and differences, valuing people and accepting responsibility for their own actions.

Barriers to learning foundation numeracy and literacy are reduced.

So that.....we are socially and emotionally competent, resilient and optimistic about the future.

OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP -Te Tiriti o Waitangi

Value bi-cultural diversity:

Children are comfortable culturally, speaking Maori in everyday contexts and participating in cultural activities. They respect and value te reo and tikanga.

Children learn their shared Aotearoa/NZ HISTORY through quality leadership and teaching

So that.....we are confident in our identity, language and culture as a citizen of New Zealand.

OBJECTIVE 4: FUTURE OF LEARNING AND WORK – Highest attainment

Effectively gather information and confidently problem solve:

Children effectively gather, critically evaluate, use and present information for a variety of purposes using a range of sources and technologies and thinking skills. They effectively and confidently use problem solving strategies in many contexts and apply to everyday situations.

So that.....we participate and contribute confidently in cultural, local, national and global contexts.

THINK GLOBAL, DO LOCAL.

Makarora School Strategic Plan 2024-2025

LEARNERS AT THE CENTRE - Safe

Goal 1 : *What are we aiming for?*

We accept responsibility for own learning in a challenging environment:

Objective 1

How we will make it happen ?

The school wide focus of wellbeing of self, whanau, school and the community in a positive educational environment will be achieved by using local resources and forging stronger bonds with a supportive and engaged community .

Whanaungatanga.

Children successfully use work and study skills allowing them to become self-managing, lifelong learners. They accept responsibility for self, while working within a nurturing, but challenging environment, that encourages quality learning, promotes healthy lifestyles and respects, understands and cares for nature.

Successful lifelong learner.

Strategies and actions—What we will do:

- Students' outcomes improve as they feel supported, encouraged and resilient. They will be empowered as they build their self-worth and take ownership of their learning. Continue using pedagogical approach that is supportive while encouraging enjoyment of learning, and maintain a strong home /school partnership. **Belonging/whanaungatanga.**
- Identify learning and wellbeing needs through individualised programmes.
- Continue Mindfulness activities that assist children to manage their thinking and behaviour.
- Use teaching and assessment processes that assist children to understand and accept responsibility for their own learning.
- Fulfil national requirements of literacy and numeracy teaching, including establishing a structured literacy programme.
- Work with eldest children to develop leadership roles. Start devolving leadership downwards to next eldest children.
- Develop programmes that encourage students to collaborate and take action as a response to an identified issue (inquiry learning) from the three year curriculum plan. ANZH strand implemented through this .
- Staff undertake professional development that will assist in meeting needs of students developing self management skills through a localised curriculum. Support for implementing Te Matāiho.
- Use IT as a communication tool between school and home and facilitate online learning when necessary.
- Continue Enviroschool activities including recycling, and identifying local issues
"think global act local "
- Enhance collaboration and involvement in activities with local schools.

Targets—how we will know we have got there?

We establish ourselves as successful lifelong learners:

All children are able to set learning goals, evaluate their own learning and share progress with parents at least twice per year

Children take ownership of their daily learning; they know what they are learning and what success looks like. The school community supports the school programmes, and is nurturing and supportive allowing the children to feel valued.

The physical environment enables and supports learning opportunities.

Student achievement outcomes regularly improve

There is a home/school partnership for learning

Makarora School participates in activities with other schools.

Children have at least 10 swimming sessions a year

Makarora School Strategic Plan 2024-2025

BARRIER-FREE ACCESS - Inclusive

Goal 2: *What are we aiming for?*

We effectively communicate and interact with others:

Objective 2

How we will make it happen ?

Children communicate effectively and confidently in a range of ways and purposes.

They interact appropriately with people across varied situations, accepting and valuing diversity and differences, valuing people and accepting responsibility for their own actions.

Barriers to learning foundation numeracy and literacy are reduced.

Children are socially and emotionally competent, resilient and optimistic about the future.

Strategies and actions—what will we do?

- Teach children music using waiata and a variety of instruments
- Teach all children te reo and tikanga Māori
- Work collaboratively with peers from local schools in activities, such as writing and sharing information
- Establish a structured literacy programme using formative and summative assessment, The Code, Better Start Literacy Approach, comprehension and writing
- Utilise QLDC Library to ensure all children have a range of reading material that engages them, including online
- Ensure numeracy is taught using materials and problem solving, and incorporated into everyday activities
- Review maths equipment, resources and teaching strategies to ensure they are meeting the needs of students
- Ensure teachers provided STEAM type activities to teach maths in context
- Invite people with expertise or differing backgrounds, especially from the local community, to assist in delivery of school programmes.
- Involve the children in programmes outside of school
- Invite other schools to visit or visit other schools to interact with children in the local area
- Continue to work with our Enviroschools facilitator
- Provide more sporting opportunities - involvement in local schools sports where possible

Targets—how we will know

we have got there?

We are socially and emotionally competent, resilient and optimistic about the future.

All children take part in activities and talk about their work and what they have learned at Assembly and sharing with other local children.

All children are making progress in reading, writing and maths through 1 hour of each per day. Good oral skills and manners are displayed.

All children are able to share mihimihi with friends, family and visitors, and explain what they are doing.

Children welcome visitors to school with mihi, mihimihi, waiata and older children take responsibility for leading and introducing appropriate formalities and thanking.

All children work effectively with a range of people in a range of situations (especially visitors to school).

We encourage and enjoy positive involvement with the community.

Makarora School Strategic Plan 2023-2025

QUALITY TEACHING AND LEADERSHIP - Te Tiriti o Waitangi

Goal 3: *What are we aiming for?*

We value bi-cultural diversity:

Objective 3

How we will make it happen ?

Children are comfortable culturally, speaking te reo Māori in everyday contexts and participating in cultural activities.

They respect and value te reo and tikanga and learn their shared Aotearoa/ NZ history through quality leadership and teaching

They are confident in their identity, language and culture as a citizen of New Zealand.

Strategies and actions—what will we do?

- All staff embed te reo and tikanga Māori in daily learning. Work alongside Careen to develop a structured and appropriate delivery.
- Use local speakers of Māori and develop involvement with local schools, for example Mata-au kapahaka festival
- Deliver a local curriculum that integrates knowledge and experience of te ao Māori , using place based learning.
- Teach Mātauranga Māori alongside other knowledge systems.
- Celebrate Matariki with the community and possibility other small schools.
- Consult with Whānau Māori on specific goals and programmes to ensure their tamariki are progressing at least to their expected age level.
- Plan programmes to ensure they are provided with opportunities to develop talents in areas important to Māori.

Targets—*how we will know we have got there?*

We are confident in our identity, language and culture as a citizen of New Zealand.

Y4–6 can share their mihi and explain

Y1-3 children can share a simple mihi

Te reo and tikanga Māori are embedded in our daily learning across the curriculum.

Mātauranga Māori and te ao Māori are referenced across all learning areas.

Māori students are all working at or above their expected age level for reading writing and maths.

Makarora School Strategic Plan 2024-2025

FUTURE OF LEARNING AND WORK – Highest attainment

Goal 4: *What are we aiming for?*

**We effectively gather
information and confidently
problem solve**

Objective 4

How we will make it happen ?

Children effectively gather, critically evaluate, use and present information for a variety of purposes using a range of sources and technologies and thinking skills.

They effectively and confidently use problem solving strategies in many contexts and apply to everyday situations.

Children participate and contribute confidently in cultural, local, national and global contexts

THINK GLOBAL, DO LOCAL.

Strategies and actions — *What we will do ?*

- Our three year plan based on local curriculum will provide opportunities for inquiry learning for all children; and an opportunity to integrate curriculum areas. Different presentation formats will be used and technology skills developed further.
- Teachers will take part in professional development activities to increase IT capabilities and delivering the Digital Technologies curriculum : teaching students the theory of how technology works, and how they can use that knowledge to solve problems.; equipping them with the necessary digital skills to take part, create and thrive in a fast-evolving world.
- Work with other small schools to promote IT as a communication and collaboration tool .
- Provide and teach how to effectively and safely use tools such as iPads and laptops.
- Roll over enrolment in Mathletics and Reading Eggs to support learning at home and school.
- Provide more sporting opportunities.
- Be involved in Enviroschools programmes eg building challenge
- Teachers provided training and encouragement to deliver STEAM type projects; teaching maths in context

Targets — *how we will know we have got there?*

We participate and contribute confidently in cultural, local, national and global contexts.

Y2 –6 Children are able to find, information in texts to answer questions and present information from a range of sources , in a variety of ways , for a range of purposes.

Children participate in local projects that reflect global issues.

Children are engaged and driving their learning through topics that embrace learning across the curriculum.

Students are learning to be creators, not just consumers, of technology

OBJECTIVE 1: LEARNERS AT THE CENTRE - Safe

Accept responsibility for own learning in a challenging environment::

Object 1—The school wide focus of wellbeing of self, whanau, school and the community in a positive educational environment will be achieved by using local resources and forging stronger bonds with a supportive and reengaged community . **Whanaungatanga**.

Children successfully use work and study skills allowing them to become self-managing, lifelong learners. They accept responsibility for self, while working within a nurturing, but challenging environment, that encourages quality learning, promotes healthy lifestyles and respects, understands and cares for nature.

Successful lifelong learner.

- **Leadership skills eldest pupil and fed downwards** Evolved as eldest pupil left in Term 4 and new eldest pupil(s) stood up - requires careful and progressive support
- **Mindfulness journals and activities** Up until end of Term 3 - successful for increasing mindfulness
- **Greater collaboration with local schools** Not achieved in 2023 - other things going on

Makarora School Annual Report 2023

OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP -Te Tiriti o Waitangi

Value bi-cultural diversity:

Children are comfortable culturally, speaking Maori in everyday contexts and participating in cultural activities. They respect and value te reo and tikanga. (Shared NZ HISTORY) + Teacher/Leadership quality.

Confident in their identity, language and culture as a citizen of New Zealand

- **Matariki celebrations + local school** Didn't happen this year
- **Localised curriculum considering local iwi** Delivered through topics
- **Mihi and waiata**
Daily karakia and waiata - karakia mo te kai; karakia mutunga introduced in Term 4
Continued practice to mihi all visitors
- **Teacher PD - further implementation of ANZH**
Kai - history of kumara
Need to integrate this into 2024 curriculum, especially through all topics.
New Principal has undertaken PD for this

OBJECTIVE 2: BARRIER-FREE ACCESS - Inclusive

Effectively communicate and interact with others:

Children communicate effectively and confidently in a range of ways and purposes. They interact appropriately with people across varied situations, accepting and valuing diversity and differences, valuing people and accepting responsibility for their own actions.

Foundation numeracy and literacy/ barriers to learning reduced.

Socially and emotionally competent, resilient and optimistic about the future.

- **Playgroup buddy reading** Playgroup has not been regularly active since mid-2023
- **Continue to invite community members into school** The door is open
- **Collaboration with local schools** Not achieved in 2023 - other things going on
- **Wai Wanaka and Enviroschools** Enviroschools facilitator visited Term 4 to make plans for 2024
- **Swimming and Ski programmes**
Term 1&4 10 swimming lessons each; Term 3 4 ski sessions at Cardrona

- **Compliance:**

- * ERO—focus wellbeing , Hauora. - ongoing
- * Development of Local Curriculum - 3 year plan
- * Review /revision School with community -
- * Electrical upgrade—small schools - completed
- * Implementation of Curriculum Refresh - ongoing.

OBJECTIVE 4: FUTURE OF LEARNING AND WORK – Highest attainment

Effectively gather information and confidently problem solve:

Children effectively gather, critically evaluate, use and present information for a variety of purposes using a range of sources and technologies and thinking skills. They effectively and confidently use problem solving strategies in many contexts and apply to everyday situations. (DIGITAL TECHNOLOGIES).

Participating and contributing confidently in cultural, local, national and global contexts.

- **Implement 3 Year Local Curriculum Plan and NZ Curriculum Refresh**
Topics: Taonga, Explorers, Gone, Kai - all successful in engagement and learning outcomes, with presentations on classroom walls and at assemblies
- **STEM, IT skills - further development.** MinecraftEdu, Sphero,
- **Pr1me maths**
All students using coursebooks and practice books; , not so effective for new entrants and other non-readers; needs to be used alongside other pedagogy; we need to cover refreshed NZ maths curriculum

OBJECTIVE 1: LEARNERS AT THE CENTRE - Safe

We accept responsibility for own learning in a challenging environment so that.....we establish ourselves as successful lifelong learners.

The school wide focus of wellbeing of self, whānau, school and the community in a positive educational environment will be achieved by using local resources and forging strong bonds with a supportive and engaged community . Whanaungatanga.

Enviroschools Building Challenge - partnership

Whānau/community occasions to forge bonds and discuss school vision and strategies

Children successfully use work and study skills allowing them to become self-managing, lifelong learners.

They accept responsibility for self, while working within a nurturing, but challenging environment, that encourages quality learning, promotes healthy lifestyles and respects, understands and cares for nature.

Successful lifelong learner.

Clarity in the classroom : learning intentions, success criteria, formative assessment

PAUSE BREATHE SMILE

Our Outside Classroom: local bush, including new track

OBJECTIVE 2: BARRIER-FREE ACCESS - Inclusive

We communicate effectively and confidently in a range of ways and purposes so that.....we are socially and emotionally competent, resilient and optimistic about the future.

Students interact appropriately with people across varied situations, accepting and valuing diversity and differences, valuing people and accepting responsibility for their own actions.

Mihimihi, whakatauki, tikanga, circle time, oral skills

Barriers to learning foundation numeracy and literacy are reduced.

Structured Literacy Programme, shared planning

Maths activities and problem solving; integrated into inquiry and STEAM projects

Children are socially and emotionally competent, resilient and optimistic about the future.

PAUSE BREATHE SMILE

Makarora School

Annual Implementation Plan

2024

Compliance

- ERO focus on wellbeing , Hauora. Ongoing.
- Implement Te Mātaiaho - the refreshed NZ Curriculum
- One hour each of reading, writing, maths per day
- Continue to develop local curriculum
- Implement any new policies eg no cellphones at school
- Review/revise Strategic Plan with whānau and wider community

OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP -Te Tiriti o Waitangi

We all value bicultural diversity

so that.....we are confident in our identity, language and culture as a citizen of Aotearoa/NZ

Children are comfortable culturally, speaking te reo Māori in everyday contexts and participating in cultural activities.

Whakatauki o te wiki, Rakau teaching, te reo me tikanga daily across curriculum, collaborate with local schools - Matau-au Kapahaka

They respect and value te reo and tikanga and learn their shared Aotearoa/ NZ history through quality leadership and teaching

Te Matauranga Maori - building; astronomy - Takapō visit; festivals; games, - Ngā tāonga takaro (PD), clothing, Maramataka,

They are confident in their identity, language and culture as a citizen of New Zealand.

Mihimihi, Today in NZ History, Commonwealth Games

OBJECTIVE 4: FUTURE OF LEARNING AND WORK – Highest attainment

We effectively gather information and confidently problem solve:

so that....we participate and contribute confidently in cultural, local, national and global contexts

Children effectively gather, critically evaluate, use and present information for a variety of purposes using a range of sources and technologies and thinking skills.

Inquiry Topics: building, space, play, fashion; Google workspace, online self-managed portfolios

They effectively and confidently use problem solving strategies in many contexts and apply to everyday situations. "Think like a scientist," Inquiry topics, self-driven learning

Students are learning to be creators, not just consumers, of technology Students are learning to be creators, not just consumers, of technology Coding: plugged&Unplugged

Children participate and contribute confidently in cultural, local, national and global contexts

Matau-au Kapahaka Festival, Enviroschools building challenge