



Mauriceville School

Principal's endorsement:

Board of Trustees' endorsement:

Submission Date to Ministry of Education:

31 March 2024

About Mauriceville School and Community

Mauriceville School was established in April 1887 and was originally known as Mauriceville Railway School due to its proximity to the railway lines that run behind the school. Later it was known as Mauriceville East School and more recently as Mauriceville School.

Mauriceville sits within an area known by Māori as Tapere-nui-a-Whātonga or the Great food basket of Whātonga. The area between the Wairarapa and Central Hawkes Bay was known to early European settlers as the 70 mile bush; with the area between Kopuaranga and Woodville known as the 40 mile bush. In Māori times the bush was rich in native birds - Kaka, Kiwi, Huia, Kokako, Tui, Piopio and Korimako. The local iwi are Ngāti Rangitane and Ngāti Kahungunu. Remnants of this great bush area are preserved at Pūkaha/Mt Bruce and the school has strong links with the area.

The area was first settled in 1872, as the Scandinavian workers brought in to clear the Seventy-Mile Bush began to move north from <u>Kōpuaranga</u>, these workers were mostly mixed Danish, Norwegian and Swedish families. By 1897, the area's main industries were dairy farming and lime burning; there were two schools, a railway station, two post/telegraph offices, a Lutheran Church, several clubs and a public hall in Mauriceville. The community has a rich heritage dating back to the Scandinavian settlers with many descendants of the early settlers still living within the wider Wairarapa area and taking an interest in the school and community.

Mauriceville School is a full primary school, located 26 km north-east of Masterton. All students come from the local area. At the beginning of 2024 the school roll is 13 students. Opportunities are provided for students to participate in exchanges with other rural schools through initiatives like Rural Kids, as well as collaborative sporting and learning exchanges. The school is overseen by the Board of Trustees made up of parent representatives and local community members with a strong interest and passion for the school.

The main block accommodates a large open plan classroom, which has the ability to be separated into two rooms if necessary. Classrooms have big screen televisions, student chrome books and lpads, and well set out learning space. This building also has the office and staffroom in it. Buildings and grounds are well maintained, bright, open and welcoming. The grounds hold two adventure playgrounds, a tennis court, sandpit, large open field area, a flying fox and the community hall.

Mauriceville school continues to focus on improving pedagogical knowledge of teachers in order to provide effective and equitable learning opportunities that enable acceleration of progress and achievement. Mauriceville School has a cultural mix of approximately 40% Māori and 60% New Zealand European students. The progress of Māori ākonga is monitored in school-wide data gathering. The school consults and reports to the community on the achievement of Māori students. Links are made with local iwi where possible and we access resources to support our Māori students to develop positive self image, pride in their culture and a sense of belonging. Regular monitoring of student achievement and programme information is reported to the Board of Trustees, individual ākonga, parents and the community at regular intervals during the year.

The school is part of the Whakaoriori Kāhui Ako/Community of Learning which support the school to raise achievement, support wellbeing/Hauora, student engagement and develop knowledge of Wairarapatanga.

Community consultation for the Strategic plan was conducted in 2023 and a new plan is being drafted. The Charter and Annual plan are updated annually. New planning and reporting regulations from the MOE are reflected in key school documents.

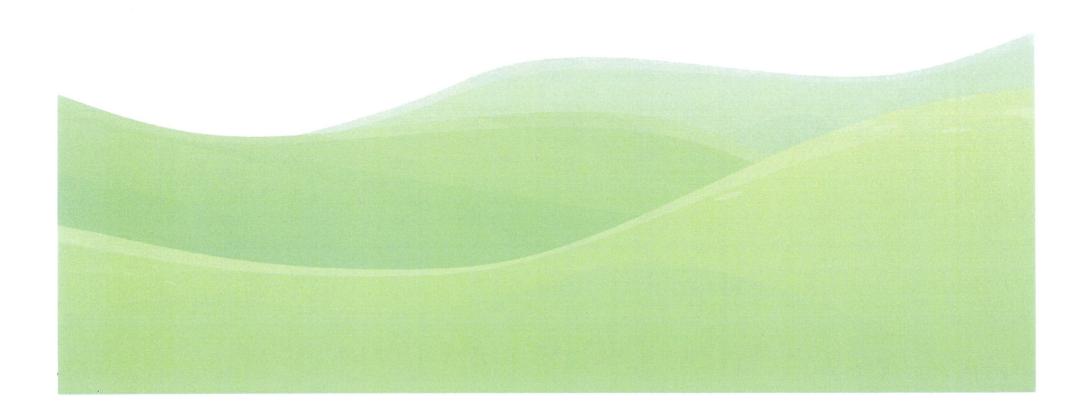
The following National Educational Learning Priorities will be reflected in our strategic plan

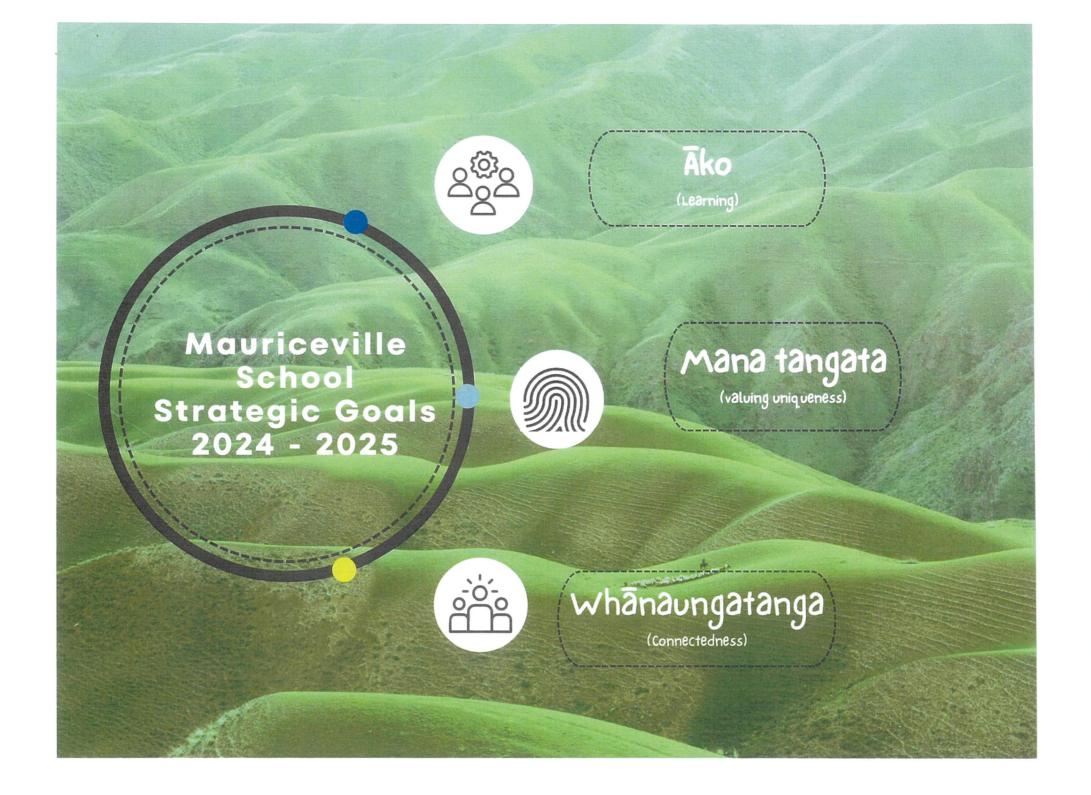
1: Learners at the Centre, 2: Barrier Free Access, 3: Quality Teaching and Leadership, 4: Future of Learning and Work,

5: World Class Inclusive Public Education.

All programmes will be based on the Te Mātaiaho (The Refreshed NZ Curriculum) and the schools local curriculum documents.

The school provides an inclusive, safe physical and emotional environment for ākonga. Programmes will be supported by the school's policies, procedures, maintenance and financial plans, job descriptions, performance management systems and health and safety strategies.







Mauriceville School Strategic Plan 2024 - 2025



Learning Together, Learning Forever

School Values

We are **Proud**

We are **Responsible**

We show **Integrity**

We are **Determined**

We are **Engaged**

Āko

(Learning)

Ākonga achieve success through a place based curriculum that ignites passions, empowers them to take ownership of their learning and be agents for change.

Teachers practice is creative and innovative to meet the interests and needs of ākonga.

Mana tangata

(Valuing uniqueness)

Provide an environment where ākonga can achieve their aspirations, celebrate their success and be confident in their educational journey.

Whanaungatanga

(Connectedness)

Create a safe, inclusive and supportive environment where ākonga develop a sense of connectedness with others and the physical environment.

Strategic Goal

Initiatives/Actions

NELP Priorities



Ako

Learning

- Improve literacy and mathematics achievement
- Reading Recovery and Early Literacy Support programme
- Better Start Literacy Approach
- Undertake Mathematics PLD in 2024
- Implement Structured Literacy, schoolwide in 2025
- Complete the Springboard Strategic Leadership Programme

NELP 1.2: Have high aspirations for every learners/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.

NELP 2.1: Reduce barriers to education for all, including for Mãori and Pacific learners/ākonga and those with learning support needs

NELP 2.2: Ensure every learning/ākonga gains sound foundation skills in language, literacy and numeracy

NELP 3.2: Develop staff to strengthen teaching, leadership and support capability across the education workforce



Mana Tangata Valuing Uniqueness

- Revise, update and implement the local school curriculum
- Grow understanding of how to improve teaching and learning for ākonga Māori 2024-2025
- Develop programmes that actively engage learners and lead to student ownership of learning - Garden to Table, Enviro-Schools
- Support, foster and provide learning opportunities for all students

NELP 1.1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

NELP 1.2: 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.

NELP 2.1: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga and those with learning support needs

NELP 3.1: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.



Whanaungatanga Connectedness

- Partner with whānau & community
 - student/parent/teacher conferences
 - In time reporting (Etap)
 - Attendance at parent school events
 - o participation in curriculum planning sessions
- Participate in
 - Whakaoriori Kāhui Ako
 - o Rural Kids Initiative
- Connect with local iwi, community & stakeholders

NELP 1.2: 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.

NELP 2.1: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga and those with learning support needs

Strategic Plan Roadmap

	2024	2025	2026			
2002	Mathematics PLD Develop Mathematics Implementation plan	Implement new Mathematics pedagogy	Evaluate Mathematics changes			
Ako Learning	Staff training in phonics, BLSA and Early Words Complete Springboard Strategic Leadership Course	Implement school wide s Use new learning from Spr Leadership to develop f	ingboard Strategic			
Mana Tangata	Revise, update and implemen	t the local school curriculum				
Valuing Uniqueness	Engage students in various opp EnviroSchools, Rural Schools pr	ortunities to grow their learning rogrammes, Kāhui Ako collaborati	- Garden to Table,			
-`\\\- 	Grow understanding of Imp Etap 'in time' reporting	lement 'in time' reporting to parents	Evaluate and refine 'in time' reporting			
Whanaungatanga Connectedness	Increase partnerships with whānau and community through school events and collaboration in planning the strategic direction of the school					



Mauriceville School (2911) Annual Plan 2025

Learning Together, Learning Forever

Strategic Goals 2024 - 2025

Āko - Learning



Ākonga (students) achieve success through a place based curriculum that ignites passions, empowers them to take ownership of their learning and be agents for change. Teachers practice is creative and innovative to meet the interests and needs of ākonga (students).

Mana Tangata - Valuing Uniqueness



Provide an environment where ākonga (students) can achieve their aspirations, celebrate their success and be confident in their educational journey.

Whānaungatanga - connectedness



Create a safe, inclusive and supportive environment where ākonga (students) develop a sense of connectedness with others and the physical environment.



Strategic Area: Āko - Learning

Ākonga (students) achieve success through a place based curriculum that ignites passions, empowers them to take ownership of their learning and be agents for change.

Teachers practice is creative and innovative to meet the interests and needs of ākonga (students). **NELPS:3.6 and 2.4**

Target: For our priority learners to make accelerated progress in Reading, Writing and Maths towards meeting curriculum expectations.

	Key Initiatives	Actions	Responsibility	Time Frame	Indicators of Success	Outcome
	Introduction and implementation of the mathematics learning	Planning and accessing PLD opportunities for PRIME mathematics for our kaiako (teachers).	PLD provider	2025	Increased teacher understanding, knowledge and confidence in our structured Mathematics programme.	
	programme PRIME.	Ensuring our kaiako (teachers) have the knowledge and resources required to teach our structured mathematics approach, PRIME Math.	Principal and Principal Release Teacher and support staff	2025	Teaching programmes and lessons are	
					aligned to student needs and learning	
		Identify our priority learners/groups in mathematics using placement assessment and testing. Evaluate this.		2025	goals through the use of robust assessment data.	
	Implementation of the structured literacy	Kaiako, (teachers) continue to liaise with our structured literacy provider around the teaching, learning and	PLD provider	2025	Increased teacher understanding, knowledge and confidence in our	
	approach, Better Start	assessment cycle of Better Start to Literacy (BSLA).			structured Literacy programme.	
	to Literacy (BSLA)	Ensuring our kaiako (teachers) have the knowledge and	Principal and Principal	2025		
		resources required to teach our structured literacy approach.	Release Teacher and support staff		Teaching programmes and lessons are aligned to student needs and learning	
		Identify our priority learners/groups utilising baseline assessment tests.	Support stall	2025	goals through the use of robust assessment data.	
	Explore and begin to	Collate and gather information regarding the refreshed	PLD provider Ministry of Education	On going	Increased teacher understanding, knowledge and confidence in the	
	understand and where possible, implement the refreshed	Mathematics and English curriculum including Tāhūrangi resources, workshops and PLD days.	Kahui		referenced curriculum.	
	Mathematics and	Access PLD workshops provided to better understand			Further aligning to the Education	
	fc	progress outcomes and teaching sequence and assessment for all phases of the curriculum.	Principal and Principal Release Teacher and support staff	On going	standards.	
		Regularly discuss, review and explore the curriculum.			Professional growth and learning.	
		Regularly discuss, review and explore the conficultiff.		On going	Teaching programmes and lessons are aligned to student needs and learning goals.	



Strategic Area: Mana Tangata - Valuing Uniqueness

Provide an environment where ākonga (students) can achieve their aspirations, celebrate their success and be confident in their educational journey. NELPS:2.3 and 2.4

Target: Increase and sustain student attendance to 90% by fostering a positive school culture where students are motivated to attend.

Key Initiatives	Actions	Responsibility	Time Frame	Indicators of Success	Outcome
Work alongside Mana Whenua to develop our local history and strengthen connections to our local areas.	Identify our local area and key geographics points. Revise and update our local curriculum plans and documents. Regularly communicate and visit our key local stakeholders such as Pūkaha, lwi and local people.	Principal Release Teacher Support staff Local community	2025 and on going	Increased knowledge about our local area. Strengthening local connections and community engagement Strong sense of belonging for our school ākonga (students) and community.	
Develop and implement engaging and inclusive programs that actively involve our ākonga (students), fostering their participation, growth, and success in both academic and extracurricular activities.	Explore, understand and then implement the 'Garden to Table' school programme. Invite our local ENVIRO facilitators to school to plan, share and implement the ENVIRO school values and actions. Visit other schools and connect with our ENVIRO school community Attend the Tracking and trapping and Science RoadShow workshop	Garden to Table PLD and ENVIRO schools PLD provider Principal, Principal Release Teacher and support staff Community support whānau	2025 and on going	Increased teacher understanding, knowledge and confidence in these programmes. Wider community engagement. Student learning programmes are diverse, passionate drive and align to student aspirations.	
Build a program aimed at fostering the growth and improvement of teaching and learning strategies, ensuring inclusive and effective support for all ākonga	Our ākonga (students) will attend a range of activities that are aligned with their learning goals and interests. Develop a flexible and inclusive curriculum that reflects diverse learning styles, cultural backgrounds, and academic needs. Promote cultural competency in the classroom by including diverse perspectives and materials that reflect the backgrounds of all students.	Principal, Principal Release Teacher and support staff Whānau and community.	On going	Kaiako (teachers) will have a better understanding of our ākonga (students) and what makes them learn.	



Strategic Area: Whānaungatanga - Connectedness

Create a safe, inclusive and supportive environment where ākonga (students) develop a sense of connectedness with others and the physical environment. NELPS:1.1 and 1.2

Target: Increase community and parent engagement by 30% by the end of the school year through a series of inclusive and collaborative initiatives aimed at strengthening partnerships and enhancing student success.

Key Initiatives	Actions	Responsibility	Time Frame	Indicators of Success	Outcome
Be a part of the <i>Rural</i> School Kids Programme with our Southern and Northern rural schools and communities.	Attend Rural School Swimming, Athletics and Sports. Establish a connection with the staff, team and communities at our Southern and Northern Rural Schools. Work alongside Wairarapa REAP to strengthen these connections.	Principal, Principal Release Teacher and support staff REAP Wairarapa and Rural School Communities	2025 and on going	Kaiako (teachers) and ākonga (students) will form a deeper connection with other local Rural Schools. Strong sense of belonging for our school ākonga (students) and community.	
Continue to increase our community engagement at school events.	Create a space for termly whānau engagement opportunities. a. Term 1 whānau picnic b. Term 2 Learning Conversations c. Term 3 Pet Day d. Term 4 Learning Conversations and End of year celebrations At our termly engagement events, create a time and space for whānau voice and feedback to be collected around the strategic aims and goals for our school. Have 2 'Working Bee' events at our school.	Principal, Principal Release Teacher and support staff School Community Whānau Community	2025 and on going	Increased whānau engagement and voice. Strengthen our strategic planning for the future. Our school grounds become an environment that is safe, clean and fun.	
Further embed our School Management System (SMS) ETap for communication, assessment and reporting.	Communicate to our whānau community the role and purpose of ETap. If required, run a workshop for whānau to attend. Share in time reporting data to parents through ETap. Use the 'Parent' section of the ETap app to communicate daily, weekly notices to our whānau community.	Principal, Principal Release Teacher and support staff Whānau and community and ETap PLD providers	On going	Kaiako (teachers) will have a better understanding of our School Management System (SMS). Strengthen our communication from school to home and vice versa. In time reporting can be achieved.	