



Tua Marina School

## TUA MARINA STRATEGIC PLAN 2021-2024

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# INTRODUCTORY SECTION

# Tua Marina School Vision and Values

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Working Together to Grow a Healthy and Happy Community Where  
Every Learner Succeeds

## **Manaaki**

Kindness

Willingness to help others, understand someone's feelings and show kindness.

## **Whakaute**

Respect

Having regard for yourself and others.  
Caring for yourself and others.

## **Takohanga**

Responsibility

Willingness to be answerable, trustworthy and accountable for your own actions and behaviour.

## **Matatika**

Integrity

Telling the truth.  
Being Honest.  
Doing the right thing even when no one's watching.

## Tua Marina School Profile

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Tua Marina School is a semi-rural, full-primary school, located approximately 10 kilometres from Blenheim on the road to Picton on State Highway 1. The school faces away from the road with a lovely rural aspect. We welcome all learners in our community and are committed to their protection, participation, engagement, progress and achievement.

The Tua Marina School community consists of families who live mainly in the Tua Marina township, the Waikakaho Valley, Koromiko and the nearby Rarangi settlement.

We are a U3, Decile 9 school with a starting roll of 110 in 2022 that we expect to grow to 120 by the end of the year. We employ seven teachers, three teacher aides, a caretaker, a cleaner and an office person. 17% of the students identify with Maori being their first or second ethnicity and the remainder are mostly of NZ/European descent.

The school operates an enrollment zone. A few out of zone children are accepted each year depending on places available.

The majority of the children travel to school by bus: most of the in-zone children come on the Rarangi bus and a few travel on the Waikakaho bus.

The school was established in 1871. The buildings consist of six classrooms, a hall with a library attached, an administration area, a staffroom, a teacher resource room, and several other offices/breakout areas. The buildings are set in pleasant surroundings with large trees bordering a generous playing field, and a native forest area. There is a hard court area, an all weather sports surface, three adventure playgrounds, native gardens, a large sports field, and a swimming pool. You could say we are very well resourced!

Tua Marina School develops effective home/school relationships. While Covid-19 has meant a disruption to normal operation, the school promotes an open door policy encouraging the parents and local community to take an active role in the life of the school and their child's learning. The school has the support of a committed Board of Trustees, PTA, and enthusiastic and willing parents and caregivers. The parents provide assistance with a variety of educational activities and there is strong support for Pets Day and inter school fixtures. The PTA organizes/assists with several fundraising activities including discos, a hāngi and the annual Christmas Fair.

Traditionally Tua Marina was a dairy farming area. However, the blocks of land have been subdivided and the farming has become more diverse, with a move into viticulture. There has been a growing trend towards lifestyle blocks in Rarangi and many parents commute to Blenheim to work.

Students leave at the end of Year 8 and in general attend Marlborough Boys' College, Marlborough Girls' College, or Queen Charlotte College.

Tua Marina School belongs to the Wairau Cluster group which consists of five small schools situated geographically close to each other. The children meet once a term for a range of sporting activities.

The school is a part of the Piritahi Kāhui Ako which is a cross sector group representing twenty one schools drawn from the primary and secondary sector in the region.

The school values e-learning and is a Network for Learning (N4L) school. There is wireless ultrafast broadband access in all classrooms and ICT resources continue to be a focus for development. Each classroom has a ratio of 1 device to 1 student and we are a Google Apps for Education school.

A full school Education Outside the Classroom programme is offered with overnight trips, camps, biking, tramping, skiing and beach craft features.

## Recognising New Zealand's Cultural diversity

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

Tua Marina School actively develops culturally responsive practices. All cultures within our school are valued, accepted, and celebrated through encouragement of an inclusive school culture and values. Staff members ensure that students from all cultures are treated with respect and dignity, and constantly work towards maximizing the potential of each student.

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

Practices include:

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

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

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



# STRATEGIC SECTION

# Strategic Goals

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## Whānaungatanga

### Stewardship

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

## Kia arotahi ngā hua akonga mana nui

### Responsive curriculum - effective teaching and opportunities to learn

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

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## Ako

### Evaluation, inquiry and knowledge building

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- Collaborate with COL to optimize teacher performance

## Ako

### Professional capability and collective capacity

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- Support each member of staff to deliver excellent learning opportunities

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## Manaakitanga

### Educationally Powerful Connections

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

## Kaiako mana motuhake

### Leadership

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



## Strategic Plan 2021-2024

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### Statement:

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

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

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

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

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

Evaluation Indicator	2021	2022	2023	2024
<b>Whānaungatanga</b> Stewardship	<ul style="list-style-type: none"> <li>● Appoint, induct and support new Principal</li> <li>● Training and support for new Chair</li> <li>● Implement Schooldocs</li> <li>● Carry out NZSTA Boardsure process and action</li> <li>● Support 150 Year anniversary celebration</li> <li>● Action plan for outcomes of curriculum, taha hinengaro (mental and emotional well being), performance management and social science review</li> </ul>	<ul style="list-style-type: none"> <li>● Consult on consultation</li> <li>● Induct and support new Trustees</li> <li>● Review impact of new vision</li> <li>● Complete fourth cycle of Hautū review and action</li> <li>● Action plan for outcomes of EOTC, digital learning, taha wairua (spiritual well being) and maths reviews</li> </ul>	<ul style="list-style-type: none"> <li>● Carry out NZSTA Boardsure process and action</li> <li>● Review the evaluation and review cycle and process and identify foci for review</li> </ul>	<ul style="list-style-type: none"> <li>● BOT self-review</li> </ul>
<b>Kaiako mana motuhake</b> Leadership for Equity and Excellence	<ul style="list-style-type: none"> <li>● Work with Evaluation Associates to support Acting principal and new principal</li> <li>● Develop teacher Professional Growth Cycle/ Appraisal process</li> <li>● Participate in Leading Adult Learning PLD</li> <li>● Develop relationships with cultural experts to enable local curriculum learning</li> <li>● Regularly update Self Evaluation Document</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to build relationships with cultural partners</li> <li>● Deep analysis of success factors and identify strategies/ interventions to sustain these</li> <li>● Review teacher Professional Growth Cycle/ Appraisal process</li> <li>● Regularly update Self Evaluation Document</li> </ul>	<ul style="list-style-type: none"> <li>● Refine teacher Professional Growth Cycle/ Appraisal process</li> <li>● Regularly update Self Evaluation Document</li> <li>● Maintain relationships with cultural partners</li> </ul>	<ul style="list-style-type: none"> <li>● Regularly update Self Evaluation Document</li> </ul>

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**Kia arotahi ngā hua  
akonga mana nui**

Responsive  
curriculum, effective  
teaching and  
opportunity to learn

- Continue Poutama Pounamu PLD to develop culturally responsive practices.
- Maths PLD to improve consistency in pedagogy, assessment understanding and positive learning dispositions among students.
- Improve communication between teachers and whānau to support learning partnership.

- Embed Poutama Pounamu practices and continuum.
- Embed maths practices
- Review communication systems.

- Refine communication systems.
- Review Poutama Pounamu continuum.

- Curriculum review

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**Manaakitanga**

Educationally  
Powerful  
Connections

- Develop cultural learning visits between full primary schools
- Curriculum development using Local Curriculum Toolkit
- Continue developing understanding and enacting high quality pedagogy
- Work with Poutama Pounamu mentors
- Sustain and invest in high quality relationships with whānau
- Collaborate with COL and clusters
- Co-construct 'induction' and welcome for new families- termly Mihi Whakatau

- Complete Curriculum development
- Work with Poutama Pounamu mentors
- Sustain and embed 2022 developments
- Develop progress trajectory tool (Hero SMS?)

- Sustain and grow relationships

- Review Curriculum development

<p><b>Ako</b> Professional capability and collective capacity</p>	<ul style="list-style-type: none"> <li>• Submit Mathematics PLD proposal to MOE and engage in PLD</li> <li>• Poutama Pounamu PLD</li> <li>• Support/ PLD for teachers in leadership of inclusive education</li> <li>• Further PLD in dyslexia and decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Learning PLD</li> <li>• Revisit writing PLD and agreements on quality practices</li> <li>• Continue Poutama Pounamu PLD</li> </ul>	<ul style="list-style-type: none"> <li>• Embed digital learning PLD</li> <li>• Embed writing PLD</li> <li>• Reading PLD</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit maths PLD and agreements on quality practices</li> </ul>
<p><b>Ako</b> Evaluation, inquiry and knowledge building for improvement and innovation</p>	<ul style="list-style-type: none"> <li>• Align Poutama Pounamu shadow coaching with Professional Growth Cycle</li> <li>• In house PLD unpacking The Nature of Learning- Seven Principles of Learning</li> <li>• Sustain culture of trust, vulnerability and open to learning</li> <li>• Continue ALL and ALIM</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Recovery PLD</li> <li>• Sustain culture of trust, vulnerability and open to learning</li> <li>• Embed 7 principles of learning across curriculum areas</li> </ul>	<ul style="list-style-type: none"> <li>• Sustain culture of trust, vulnerability and open to learning</li> <li>• Review understanding of 7 principles of learning across curriculum areas</li> </ul>	<ul style="list-style-type: none"> <li>• Review understanding of 7 principles of learning across curriculum areas</li> </ul>

# ANNUAL SECTION

## Annual Targets

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Goal 1-Manaakitanga: Educationally powerful connections.

Goal 2-Kia arotahi ngā hua akonga mana nui: Responsive curriculum, effective teaching and opportunity to learn.

Goal3- Hauora: Wellbeing.

Please refer to detailed one year action plan:

[2023 Annual Plan](#)

## Supporting Documentation

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The following documentation supports us in improving student achievement:

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

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

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

The following documentation supports us in fostering positive community partnerships:

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



# PROCEDURAL SECTION





## PROCEDURAL INFORMATION

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



**Acting Principal:** Janette Packman

**Date:** 1 March 2023