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# Tua Marina School - Te Kura o te Tua Marino



Tua Marina School

Tua Marina School Strategic Plan 2024 - 2025

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# Vision

*Tua Marina School - Te Kura o te Tua Marino*

*Creating the calm beyond - Hanga Atu ki te Tua Marino*



*Tua Marina School*

Working together to grow a healthy and happy community  
where every learner succeeds.

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# Tua Marina School

## Te Kura o te Tua Marino

- Tua Marina School was established in 1871 as a symbol of how Māori and European Settler children could heal the wounds of the previous conflicts and move forward through education together.
  - We are a U3 semi-rural, full-primary school, located approximately 10 kilometres from Blenheim alongside SH1 and the main rail link to Picton set in a lovely rural aspect reflecting the community from the Tuamarina township, Waikakaho valley, Koromiko and Rarangi settlements.
  - The roll ranges from 100-145 students currently supported by five teachers, 2 teacher aides, a Principal and other wonderful support staff.
  - Approximately 15% of the students identify with Maori being their first or second ethnicity, and the remainder are mostly of NZ/European descent.
  - The site is owned by, and has historic and cultural significance to Ngāti Rarua being opposite one of our most significant landmarks in NZ history - the Wairau Affray / The Defence of the Wairau.
  - Te Kura o te Tua Marino operates an enrolment zone, the boundaries of which are: north of the Wairau River; west to the Waikakaho stream then up to the top of the mountain and an imaginary line to the coast; half way between Tua Marina and Picton; east to Rarangi; and south along the main road to the Wairau Bridge. The majority of the children in this zone travel to school by bus from either the Rarangi or Waikakaho route.
  - Our buildings consist of six classrooms, a hall with 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 tiger-turf sports surface, adventure playgrounds, native gardens, a large sports field, and a swimming pool.
  - The school promotes a caring, inclusive, family orientated environment with a focus on creating an engaging and successful positive learning environment for every one of our students. All students are valued and inclusive education needs are well supported. Tua Marina School welcomes all learners in our community and is committed to their presence, participation, engagement, and achievement!
  - Te Kura o te Tua Marino 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 sporting activities as well as extension activities for gifted and talented students.
  - Tua Marina School develops effective home/school relationships and promotes an open door policy encouraging the parents, whānau and local community to take an active role in the life of the school and their child's learning.
  - As in our vision "Creating the calm beyond, Hanga Atu ki te Tua Marino" we strive to send our students at the end of year 8 off happy and healthy with a sound academic and all round base to succeed in further education and beyond. These leavers generally attend our local colleges - Marlborough Boys', Marlborough Girls, or Queen Charlotte.
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## Tua Marina School

A board's primary objectives in governing a school are to ensure that:

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

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# Strategic goals for meeting primary objectives

1. Strengthen and document our localised curriculum with contextualised experiences and practices, and celebrate our unique points of difference. (Bruce)
  2. Design and implement a progressional Values and Hauora system that is recognised in the actions showcased in our community. (Gemma, Steph)
  3. Create consistent systems and practices that reinforce positive behaviours for learning. (Sarah)
  4. Develop and enhance engaging, inspirational physical space that support enhanced learning and hauora for all tamariki. (Roz, Vic)
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Tua Marina School

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## Links to NELPS, other National Education Plans/strategies

[NELP Table](#)

[Nga Kawatau](#)

ERO reports

[Creating Educationally Powerful Partnerships](#)

[Niho Taniwha](#)

Pae Ora

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# Strategies for achieving or making progress towards goal 1

	2024	2025
<b>Strategy 1:</b>	Review and reset our assessment and reporting map incorporating the utilisation of key local curriculum opportunities.	Embed the utilisation of assessment and reporting map. Strengthen our moderation processes through our Piritahi connections.
<b>Strategy 2:</b>	Identification of local learning experiences by engaging and recording key educationally powerful partnerships from our wider community. And ensuring 10 hours of Reading and Writing and 5 hours of Maths instruction per week.	Documented utilisation of local learning experienced, environments and people from across our community
<b>Strategy 3:</b>	Support the ongoing use of Ready to Read Phonics Plus texts and BSLA into Literacy teaching practice.	Ensure all junior school staff are trained in and embedding Best Start Literacy Approach practices and systems for Years 0 - 3
<b>Strategy 4:</b>	An EOTC graduated biannual programme is created and trialed	Graduated biannual EOTC programme is reviewed by key stakeholders and strengthened as appropriate to enable barrier free access to a range of EOTC opportunities across the 8 Years learning

## Strategic Goal 1:

Strengthen and document our localised curriculum with contextualised experiences and practices, and celebrate our unique points of difference. (NELP 1, 2, 3, 4, 5, 6, 7)

### Priority learners and Target for them:

70% of all Year 0 - 2 have finished BSLA texts and learning approaches by the end of Year 2 and 90% by the end of Year 3 by end of 2025 in reading.

75% of ESOL students achieve their year group expectations by the end of 2024 in reading.



Tua Marina School

# Strategies for achieving or making progress towards goal 2

	2024	2025
<b>Strategy 1:</b>	Review and reset our school values by the end of 2024	Explicitly plan for and teach to support students development of our school values
<b>Strategy 2:</b>	Creation of graduate profile of our year 8 student that showcases our school values and is able to move from Tua Marina School with a sense of the calm beyond	Back map our values graduate profile to provide 2 yearly milestone markers of what this graduate would showcase on their journey through Tua Marina School.
<b>Strategy 3:</b>	Enable students to participate in opportunities to showcase our values to the community through their actions and representation such as Kapahaka. Promotion of attendance rates at school and representing the school, and supports available.	Ensure that all students have had the opportunity to showcase our school values through a range of documented opportunities and experiences across their 8 years and shown leadership in at least one area. Strengthen our attendance recognition processes.
<b>Strategy 4:</b>	Partner with local health experts and Te Whatu Ora to trial Mental health resources with our Year 5 - 8 students to increase their resilience and Hauora.	Review and strengthen our Hauora programmes with the incorporation of the Pae Ora model, the 'It Starts With Me' programme and termly Hauora surveys.

## Strategic Goal 2:

Design and implement a progressional Values and Hauora system that is recognised in the actions showcased in our community. (NELP 1, 3, 6, 7)

### Priority learners and Target for them:

- All students are able to identify a range of opportunities they have taken to show their use of our school values. All Māori and Pacific learners, disabled learners and those with learning support needs are able to identify a way in which they have shown leadership in an opportunity showcasing our values or Hauora.
- Increase regular attendance (defined as attending over 90% of the term) to 70% by the end of 2024.



Tua Marina School

# Strategies for achieving or making progress towards goal 3

## Strategic Goal 3:

Create consistent systems and practices that reinforce positive behaviours for learning. (NELP 1, 3, 6)

### Priority learners and Target for them:

Ensure 100% of learners feel we have a consistent behaviour development system that enables them to feel they are safe, included and free from racism, discrimination and bullying here at Tua Marina School.

	2024	2025
<b>Strategy 1:</b>	Creation and promotion of a positively geared behavioural development plan	Embed our positively geared behavioural Development plan to ensure consistent practices across our organisation.
<b>Strategy 2:</b>	PB4L leadership team identified. Twice termly release funded for leaders to attend professional development before leading all staff in training.	All staff are inducted into and continue professional learning for tier 1 Positive Behaviour 4 Learning systems and supports.
<b>Strategy 3:</b>	Hold periodic PB4L assemblies to unpack and promote school wide usage of positive behaviours and showcase through shared learning experiences.	Enable students to contextualise schoolwide positive behaviour expectations for specific learning environments both inside and while representing our school.
<b>Strategy 4:</b>	Design and implement a focus system to reinforce and recognise positive behaviours and contributions.	Use comparative data to review the effects of Positive Behaviour reinforcement system





Tua Marina School

# Strategies for achieving or making progress towards goal 4

## Strategic Goal 4:

Develop and enhance engaging, inspirational physical spaces that support enhanced learning and hauora for all tamariki. (NELP 1, 2, 3, 4, 5)

Priority learners and Target for them:

75% of all target writing students experience greater than expected progress annually and those that reach their year appropriate benchmark in writing have an example of their writing published and displayed in our playscape.

	2024	2025
Strategy 1:	Design and enact a fiscally sustainable paint maintenance plan that enhances our learning environment to feel engaging and inspirational for our learners and instills them with a sense of pride.	Working with Ngati Rarua to create and display imagery that represents our place in a rich cultural history and enables our Māori students to feel their culture is valued.
Strategy 2:	Erect a railway carpark fence in partnership with Kiwirail to ensure our community is and feels safe to experience learning here on site.	Enhance our old playground space into a community creating shade area through the securing of grant funding for shade systems.
Strategy 3:	Partnering with our PTA and a BOT grants officer, to secure funds to enable the progression of prioritised site development projects.	Review the Tua Marina School Site Development Proposal with key stakeholders and identify future priorities for PTA fundraising and grant applications.
Strategy 4:	Incorporation of learning into the playscape by showcasing examples of quality reading, writing and maths from key age groups in/onto our outdoor learning spaces.	Developing and displaying a 'writers walkway' around our site whenua, utilising intriguing, inclusive and playful reading opportunities on a range of medium.



Tua Marina School

# Through the Education and Training Act 2020

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## Giving effect to Te Tiriti o Waitangi

- (1) The main provisions of this Act that recognise and respect the Crown's responsibility to give effect to Te Tiriti o Waitangi are—
- (a) section 4, which states that the purpose of this Act includes establishing and regulating an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships; and
  - (b) section 5(4)(c)(iii), which provides that any statement of national education and learning priorities issued by the Minister must be consistent with objectives for early childhood, primary, and secondary education and learning that include instilling in each child and young person an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori; and
  - (d) section 127(1)(d), which provides that one of a board's primary objectives in governing a school is to ensure that the school gives effect to Te Tiriti o Waitangi, including by—
    - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
    - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
    - (iii) achieving equitable outcomes for Māori students; and
- (2) Other provisions related to Te Tiriti o Waitangi in the context of the regulation of the education system include—
- (a) the definition of school community in section 10(1), which includes a Māori community associated with a school; and
  - (h) section 597(2)(d), which provides that a good employer in the education service is an employer who operates an employment policy containing provisions requiring recognition of the aims and aspirations of Māori, the employment requirements of Māori, and the need for greater involvement of Māori in the education service.
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Tua Marina School

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# We measure evidence and processes to evaluate progress

1. Monitoring and reporting on Māori learner achievement

2. Te Reo me ōna tikanga in curriculum and professional development

3. Development of resources to capture histories and stories of all Te Tau Ihu iwi

4. Providing education that is inclusive and reflective of Māori learners and Māori knowledge

5. Active input by Māori in education governance

6. Strengthening relationships between Tua Marina School and Māori

1. We know who our Māori whānau are (iwi, hapū, whānau).
  2. We know our whānau whakapapa links to Te Taihū. We understand who our rūnanga mātua are and how to connect with them.
  3. We will complete the Hautū self evaluation tool/Ka Hikitia measurable gains framework and have identified next steps for the school.
  4. We understand the implications of The Education Act in terms of Te Tiriti o Waitangi.
  5. We prioritise critical consciousness as school leaders (BoT, Principals, SLT) to understand our role in disrupting racism and discrimination. We ensure staff, leaders, whānau and BoT engage in Culturally Relational and Responsive pedagogy, learning and understanding their role in disrupting racism and discriminatory practices.
  6. We actively grow Māori into leadership and governance roles.
  7. It is expected that discipline procedures are mana enhancing and restorative.
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