

2025

Lower Moutere School Strategic and Annual Plan



Lower Moutere School

"To be the best that we can be"



Bevan Clark







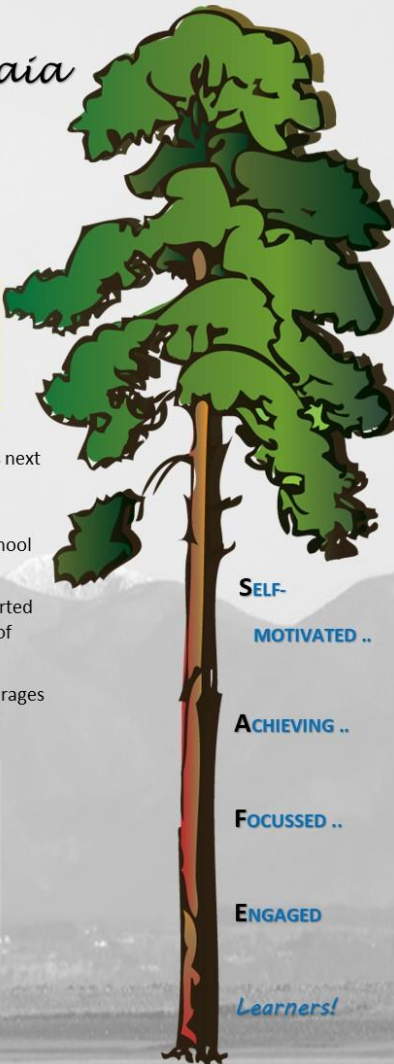
Lower Moutere School

20/03/2025

2023 – 2025 Strategic Plan – Lower Moutere School

-LOWER MOUTERE SCHOOL-

To be the best that we can be! ~ Kia Kaha—Kia Maia

				
Domains	<p><i>Our people –</i> To tatou iwi <small>Article 1: Whanaungatanga</small></p>	<p><i>Our place –</i> To maatau waahi <small>Article 2: Whakaute</small></p>	<p><i>Our practice –</i> A maatau mahi <small>Article 3: Whaitake</small></p>	
Strategic goals	<p>At Lower Moutere School, our staff, students and community will have strong connections, that strengthen and nurture learning opportunities.</p>	<p>At Lower Moutere School, we engage with our environment and local features, so that our learning is real, relevant and authentic.</p>	<p>At Lower Moutere School, our practice is connected, creative and innovative in meeting the needs of our students.</p>	
Initiatives	<ul style="list-style-type: none"> Empower all learners in our school to reach their full potential and engage in purposeful learning Continue to nurture and support hauora / wellbeing across our school for staff and students Embed school values & learning dispositions to strengthen school culture Grow our staff and students to develop their capabilities and skills as leaders and learners of the future 	<ul style="list-style-type: none"> Craft and embed a localised curriculum that is integrated and takes opportunity of our local area wherever possible Provide our students with opportunities to develop a knowledge and understanding of local stories and the significance of Maori and local history Instil in our school, a commitment to life-long learning and Relationship Based Learning underpinning our learner qualities Continue to enhance learning spaces in our school 	<ul style="list-style-type: none"> Ensure that students can say what they are learning, how they are learning and what is next in their learning Teachers will design and implement programmes of learning that aligns with school pedagogy—what am I teaching and why? Actively ensure that our learners are supported in developing their strengths, and in areas of growth Nurture a mindset in our school that encourages and supports conditions for innovation and creativity 	
Successes!	<p>Our staff are highly skilled and motivated to explore, engage and teach our learners.</p> <p>Our whanau and community are valued as essential partners in helping children thrive.</p> <p>We all feel supported in a school culture that values us all.</p>	<p>Our students will experience a rich and engaging learning environment that embraces the qualities and opportunities that the local area can offer.</p> <p>Our school is a taonga—a treasure, valued by all.</p>	<p>Students can articulate their learning.</p> <p>All staff are responsible for leading and teaching in ways that achieve our strategic vision, values, goals and initiatives.</p> <p>We support ways to know more about learning and our learners.</p>	
Values	 <p>Respect yourself...Tokomanawa</p>	 <p>Respect others...Te Mana Tangata</p>	 <p>Respect your environment ... Te mana whenua</p>	 <p>SELF-MOTIVATED ..</p> <p>ACHIEVING ..</p> <p>FOCUSSED ..</p> <p>ENGAGED</p> <p>Learners!</p>

Strategic Goal	At Lower Moutere School, our staff, students and community will have strong connections, that strengthen and nurture learning opportunities.				
<i>Our People – To tatou iwi</i> Article One - Whanaungatanga	Initiative: Empower all learners in our school to reach their full potential and engage in purposeful learning				
Key Action One	Accountable	Responsible	Resources	Completed By	Internal Review
Continue to upskill with Structured Literacy pedagogy and teaching resources across the school.	Deputy Principals (Unit Holder – KM)	All Teaching Staff	F/T Unit recognition.	On-going as more information is released from the MOE.	Mid-Year
Deepen our understanding of standardised and formative assessment practice specifically aligned to structured literacy and mathematics approaches.	Deputy Principals	All Teaching Staff	MOE Advisors – Curriculum	EOY	Mid-Year
Analyse information gathered to make informed decisions about the allocation of resources and support required for identifying cohorts of students.	Deputy Principals and Principal	All Teaching Staff LSC SENCO	Staff and Syndicate meeting time Teacher Aide Supports	Ongoing	Mid-Year
Through inquiry, identify, monitor and review the achievement of identified students over a period of a term, analysing the student data. Use this to respond to the needs of the child and make the appropriate referrals. Include TA voice in analysis of achievement.	Deputy Principals SENCO LSC	All Teaching Staff Teacher Aides	Teacher Aide Time, Syndicate meetings, Learning support Budget. Voice Collection (RBL) Release Time	Ongoing	Mid-Year
Moderate and report on student achievement as part of the school's reporting procedures. Data entered into Edge and analysed.	Principal	All Teaching Staff	Staff and Syndicate Time	Reporting to Parents timeline established at the start of the year.	Review of Assessments in 2025

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Strategic Goal	At Lower Moutere School, our staff, students and community will have strong connections, that strengthen and nurture learning opportunities.				
<i>Our People – To tatou iwi</i> Article One - Whanaungatanga	Initiative: Continue to nurture and support hauora / wellbeing across our school for staff and students.				
Key Action Two	Accountable	Responsible	Resources	Completed By	Internal Review
Board of Trustees monitors the well-being of staff and students, through regular check-in's and school monitoring.	Board of Trustees.	Principal Deputy Principals All Staff	Regular Feedback – Staff Rep	On-going	Mid-Year
SWIS worker and other appropriate outside agencies are available for all students depending on the need, to support student and family.	Sue Shand – DP	All teaching staff, Social worker, Outside agencies.	SWIS - RTL LSC MOE LS RT LiT	Each Term caseloads are reviewed and spaces made available.	Mid-Year
Students are explicitly taught skills on how to look after themselves, monitor own health and take responsibility for this.	Deputy Principals	All teaching staff.	PP4L Life Ed CRT Caz School Values	On-going	Mid-Year



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<i>Our People – To tatou iwi</i> Article One - Whanaungatanga	Initiative: Embed school values & learning dispositions to strengthen school culture				
Key Action Three	Accountable	Responsible	Resources	Completed By	Internal Review
S- Self Motivated A- Achieving F- Focused E- Engaged 'Superstars' awards reflect the school values and staff monitor in-class distribution and to who.	Mike Lynch – Deputy Principal	All Staff	Acorn incentives for senior students PB4L resources	Review at the end of each term Syndicate support and review at staff meetings.	Mid-Year
The school will continue to embed the practices for Teir 2 PB4L. SET data will maintain 90%	Mike Lynch	All Staff	On-going staff development – release time.	Review at the end of each term Supported by MOE advisor.	Mid-Year
Behaviour will be monitored and appropriate interventions put in place to support students and wellbeing of all. Continue to keep parents informed of behaviour expectations and school values.	Senior Leadership Team	All Staff	Staff Meetings Parent Information SMS data	Revisit at the start of each term.	Mid-Year

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<i>Our People – To tatou iwi</i> Article One - Whanaungatanga	Initiative: Grow our staff and students to develop their capabilities and skills as leaders and learners of the future				
Key Action Four	Accountable	Responsible	Resources	Completed By	Internal Review
Principal Appraisal and Development Goals	Board of Trustees	Presiding Member	Through External appraiser	Term Two 2026	Mid-Year
Whole Staff Growth Cycle – development goals identify the growth that staff wish to engage in. Principal appraisal to continue in research base.	Principal	All Staff	Resources identified as part of the Growth Cycle inquiry.	Term One 2026	Mid-Year
Staff development will focus on engaging teacher priorities and identified needs across the school for 2025. These needs will include BSLA for Junior school and moving into the middle and senior school and Maths curriculum refresh across the school.	Deputy Principals Principal F/T Unit Holder (KM)	All Teaching Staff	RTLB Facilitating BSLA development through funded project. Readers at all levels.	On-going	Mid-Year
Embed across the school practices that align with school-wide pedagogical practices that support student learning and raising a cultural awareness in our practice.	Principal	All Staff	Staff meeting time, syndicate meetings and growth cycle and observations. TOD's	Discuss each term for identified next steps.	Mid-Year

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Strategic Goal	At Lower Moutere School, we will engage with our environment and local features, so that learning is real, relevant and authentic.
<i>Our Place– – To maatau waahi</i> Article Two - Whakaute	Initiative: Craft and embed a localised curriculum that is integrated and takes opportunity for our local area wherever possible.

Key Action One	Accountable	Responsible	Resources	Completed By	Internal Review
Continue to consult with our whanau across all aspects of Lower Moutere school where appropriate.	Principal	Teaching Staff Students Parent Community	Collection of Voice GAP analysis Staff Meeting Time	On-going	Mid-Year
Embed into our learning process, localised curriculum document and cultural emphasis.	Principal	Senior Team – DP's All Teaching Staff	Localised curriculum feedback and revised documentation Localised resources – e.g Lara Wio & Janzoon	Term Three 2025	Mid-Year
Review the planning framework that we use at school to ensure it reflects the curriculum refresh and the structured approach toward literacy and mathematics.	Deputy Principal's		Current planning overview Staff meeting time KA TOD's Health curriculum consultation 2025	Term Three 2025	Mid-Year

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<i>Our Place– To maatau waahi</i> Article Two - Whakaute	Initiative: Craft and embed a localised curriculum that is integrated and takes opportunity for our local area wherever possible.				
Key Action Two	Accountable	Responsible	Resources	Completed By	Internal Review
Through the Kahui Ako, work with the WST / AST and all staff to develop the local stories that are supported by our local Maree – Te Awhine and Kahui Ako.	WST	Teaching Staff supported by AST and WST	Kahui Ako and Local Marae Mana whenua	On-going	Mid-Year

			BOT Māori Rep R.T.M – Maili Barber		
Engage with our Māori Rep to lead discussions with Māori Whanau to determine areas of priority for Local stories and specific areas of learning.	Māori Rep	Principal and SLT	BOT meeting Time, Support for Whanau engagement time.	Term Two 2025	Mid-Year
Seek opportunities to engage with Rangitane (Landowners) when appropriate and relevant.	Māori Rep and Principal	Principal & Senior Management	Māori Rep Rangitane	On-going	Mid-Year



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<i>Our Place</i> – – <i>To maatau waahi</i> Article Two - Whakaute	Initiative: Instil in our school a commitment to lifelong learning and relationship based learning (RBL) under pinning our learner qualities.				
Key Action Three	Accountable	Responsible	Resources	Completed By	Internal Review
With the focus from the Kahui ako being on the structured literacy rollout and structured mathematics rollout, we will work collaboratively with our colleagues from the Kahui Ako to embed the knowledge and practices into our daily practice.	WST AST	All Staff	WST release time AST in school and voice collecting KA TOD's	On-going	Mid-Year
Continue to collect voice from all stakeholders and use this as a guiding tool for future decisions – next steps and affirmations.	WST SLT	Principal	Parent Survey 2025	On-going	Mid-Year

Strategic Goal	At Lower Moutere School, we will engage with our environment and local features, so that learning is real, relevant and authentic.				
<i>Our Place– To maatau waahi</i> Article Two - Whakaute	Initiative: Continue to enhance learning spaces in our school.				
Key Action Four	Accountable	Responsible	Resources	Completed By	Internal Review
The Board of Trustees will seek suggestions from staff, students and community on what enhancements could be explored to support and enhance the school environment.	Subcommittee of the BOT	SLT	Release Time Staff Meeting time Time to consult with the community	On-going	Mid-Year
Work with the PM on identifying tasks within the 5yp to maintain and enhance the school environment.	Project Manager Principal	Principal	MOE Funding	Term Two 2025	Mid-Year
Seek solutions to lack of space across the school	BOT with MOE	BOT	School Funds	On-going	Mid-Year
Strategic Goal	At Lower Moutere School, our practice is connected, creative and innovative in meeting the needs of our students.				
<i>Our Practice– A Maatau mahi</i> Article Two - Whakaute	Initiative: Ensure that students can say what they are learning, how they are learning and what is next in their learning. Teachers will implement programs of learning that aligns with school pedagogy – what am I teaching and why?				
Key Action One and Two	Accountable	Responsible	Resources	Completed By	Internal Review
Through voice collection and interviews of students, along with peer observation, we will focus on clear learning intentions and deliberate acts of teaching that ensure students clearly understand and can articulate what they are learning and why.	Deputy Principals AST / WST – Voice collection process.	All Teaching Staff	Release Time Staff Meetings	On-going	Mid-Year
Staff PLD that uses HITS to support teacher understanding and professional knowledge.	Principal	Deputy Principal WST	Syndicate and staff meetings	Term Two 2025	Mid-Year
Video analysis of teaching in action will support staff to know what they are doing in their practice and better refine this.	Deputy Principals	All Teaching Staff	Release Time for peer analysis.	Term Three 2025	Mid-Year

			Syndicate and staff meetings.		
School wide pedagogical practice is understood by all staff and they can articulate what they are teaching and why, linking this to sound pedagogy.	Principal	All Teaching Staff	Staff meeting supported at syndicate levels.	On-going	Mid-Year
Teachers Growth cycles development is linked to this key action.	Principal	All Teaching Staff	Release for interviews with staff, staff meetings.	On-going	Mid-Year
Teacher Reflections are better linked to this outcome and new actions derived from their reflections.	Principal	All Teaching Staff	Staff meetings 1:1 Meetings	Term One 2026	Mid-Year

Strategic Goal	At Lower Moutere School, our practice is connected, creative and innovative in meeting the needs of our students.				
<i>Our Practice– A Maatau mahi</i> Article Two - Whakaute	Initiative: Nurture a mindset in our school that encourages and supports conditions for innovation and creativity.				
Key Action Three	Accountable	Responsible	Resources	Completed By	Internal Review
Question for Staff to reflect on – How does LMS support innovation and creativity? Develop a STEM space to support delivery of Science, Technology, Engineering and Mathematics for our students.	Principal F/T Unit	Deputy Principals Tamsin	Syndicate planning time Staff Only Day.	On-going	Mid-Year
Through planning overviews for the year, ensure that we have provided a balance of curriculum exposure to allow for creativity in the ARTS and creative disciplines.	Principal	Deputy Principals	Syndicate Planning time Suter Gallery	On-going	Mid-Year

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Summary of our Action Plan

- **Clearer curriculum:** Enhancing our knowledge-rich curriculum grounded in the science of learning by further developing our understanding and delivery of the new Mathematics curriculum and structured literacy approach.
- **Better approach to literacy and numeracy:** Implementing evidence-based instruction in early literacy and mathematics.
- **Smarter assessment and reporting:** Reviewing our current assessment program to ensure consistent modes of monitoring student progress and achievement.
- **Improved teacher training:** Providing upskilling and professional development in the BSLA (Structured Literacy) and structured Mathematics.
- **Stronger learning support:** Targeting effective learning support interventions for students with additional needs coupled with locating adequate resourcing to provide for this.
- **Greater use of data:** Using data and evidence to drive consistent improvement in achievement.
- **Attendance Action Plan.:** Reviewing and improving our existing attendance management process inline with the STAR model and obligations arising from the introduction of Attendance management plans.

Where we are at currently:

This year Lower Moutere School has appointed a new tumuaki / principal. We are in a process of reviewing actions undertaken from previous action plans and ensuring the wishes and desires of the Lower Moutere community are being met. We will consult on our strategic plan this year with our community and develop a new plan for the next three years based on their feedback.

Regulation 9(1)(e)

How will our targets and actions give effect to Te Tiriti o Waitangi:

Lower Moutere School, like many schools in New Zealand, aligns its practices with the principles of Te Tiriti o Waitangi (The Treaty of Waitangi) through a combination of initiatives, policies, and educational approaches. Here are some ways schools typically implement these principles, which we have continuously implemented at Lower Moutere School:

1. Partnership

- **Whānau Engagement:** *Actively collaborating with whānau, hapū, and iwi in decision-making and school activities. Lower Moutere may work closely with local iwi (Ngāti Rārua, Ngāti Tama, Te Ati Awa or other iwi in the Tasman region) to ensure cultural representation and input. We have been in regular contact with our landowner iwi, Rangitane, to ensure the school has a relationship with them – despite the distance.*
- **Shared Governance:** *Encouraging Māori representation on the Board of to ensure equitable governance and shared leadership.*

2. Protection

- **Cultural Safety:** *Valuing and protecting te reo Māori and tikanga Māori through policies and practices that support Māori learners' identity, language, and culture.*
- **Equity in Education:** *Addressing any disparities in achievement for Māori learners by providing targeted support, culturally responsive teaching, and inclusive practices*

3. Participation

- **Curriculum Design:** *Ensuring the New Zealand Curriculum reflects mātauranga Māori (Māori knowledge) through Te Ao Māori perspectives and by incorporating Māori history, legends, and values.*
- **Te Reo Māori & Tikanga Māori:** *Integrating te reo Māori and tikanga Māori into daily school life, such as greetings, waiata, karakia, kapa haka (when able to gain a suitable tutor), and mihi whakatau for welcoming guests.*

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Examples Specific to Lower Moutere School:

- **Cultural Celebrations:** *Holding events like Matariki celebrations, where students learn and engage with Māori traditions and stories.*
- **Learning Contexts:** *Including local Māori history and stories relevant to the Moutere area in classroom teaching.*
- **Relationships with Iwi:** *Building connections with local iwi to guide the school on Māori protocols, provide support for Māori students, and offer professional development for teachers.*

Regulation 9(1)(g)

Information on teaching and learning strategies:

Through actively engaging with quality professional development opportunities within Structured Literacy and Mathematics we will give affect to the new curriculum for the benefit of all learners. To allow us to focus our attention specific cohorts identified through both standardised and formative assessment will be targeted and monitored throughout the year. These targeted students will be reassessed periodically through the year and programs adjusted to meet their changing needs. This methodology is reflective the practice we employ for all learners.

Regulation 9(1)(f)

2025

Student Achievement Targets



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Bevan Clark
Lower Moutere School
20/03/2025

Reading

Strategic Goal:

Empower all learners in our school to reach their full potential and engage in purposeful learning

Regulation 9(1)(a)

Annual Target/Goal:

Our target group for Reading is a group of Year Two and Three students who are below expectation or at risk of beginning below expectation at the end of the school year.

This group contains, five year two students, consisting of two boys and three girls. There are also two year three students, one girl and one boy. In this group there are six New Zealand European students and one Māori Student.

Regulation 9(1)(a)

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

By the end of the year 83% of these students will be reading at expectation. 17% of these students will have made accelerated progress across the year. Accelerated progress is moving more than three sub-levels within a standardised test.

Regulation 9(1)(d)

Actions <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe	How will you measure success? <i>Regulation 9(1)(d)</i>
Through Standardised and formative assessments	Deputy Principal / SENCO	Teacher Aide and Deputy Principal time	Weeks Two – Four	A group will be identified and a program established to meet their learning needs.

identify a target group of students.				
Define the needs of these students and create a targeted learning program to meet these needs.	Deputy Principal / SENCO	Staffing Time	Week Five – Six	An outline of the students needs will be produced and our planning structures will show this.
Allocate resource to this program and establish desired outcomes.	Principal	2025 Budget	Week Six	There will be adequate resourcing for this intervention
Begin the intervention	Deputy Principal / SENCO	Staffing Time	Week Six	The students will be learning.
Review the intervention mid-year.	Principal / Deputy Principal	Staffing Time	Term Two – Week 8	We will have seen an appropriate shift in achievement from these students.
Make any alterations to the program to meet the learning needs of the students.	SENCO	Staffing Time	Term Two – Week 9	If there have been any changes identified, these will be acted on accordingly.
Perform a needs analysis with the teaching staff to identify any additional professional learning and development required.	SENCO / Principal	SENCO Time	Term Two – Week 9	The staff working with these students will be surveyed and any extra pld identified will be provided.
Review end of year assessment data.	SENCO / Principal	SENCO Time	Term Four – Week 4	The students will be reviewed using standardised and formative assessment data to establish the extent of the shifts in learning.
Make recommendations for next year’s programs and budget allocation.	SENCO / Principal	SENCO Time	Term Four – Week 4	

Mathematics

Strategic Goal:

Empower all learners in our school to reach their full potential and engage in purposeful learning

Regulation 9(1)(a)

Annual Target/Goal:

Our target group for Mathematics is a group of Year Five students who are below expectation or at risk of beginning below expectation at the end of the school year.

This group contains, three male students and three female students. There are 4 New Zealand European Students, One Māori student and one student from another ethnicity.

Regulation 9(1)(a)

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

By the end of the year 83% of these students will be reading at expectation. 17% of these students will have made accelerated progress across the year. Accelerated progress is moving more than three sub-levels within a standardised test.

Regulation 9(1)(d)

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