Mahere Rautaki Hukihuki | Annual Plan 2025

for

Murupara Area School

2025

Principal`s Endorsement:	
Board of Trustees endorsement:	
Submission date to Ministry of Education:	

Murupara Area School will provide every opportunity for ākonga/students to excel and reach their individual potential.

'Students achieving success through celebration of their identity, Language and Culture'
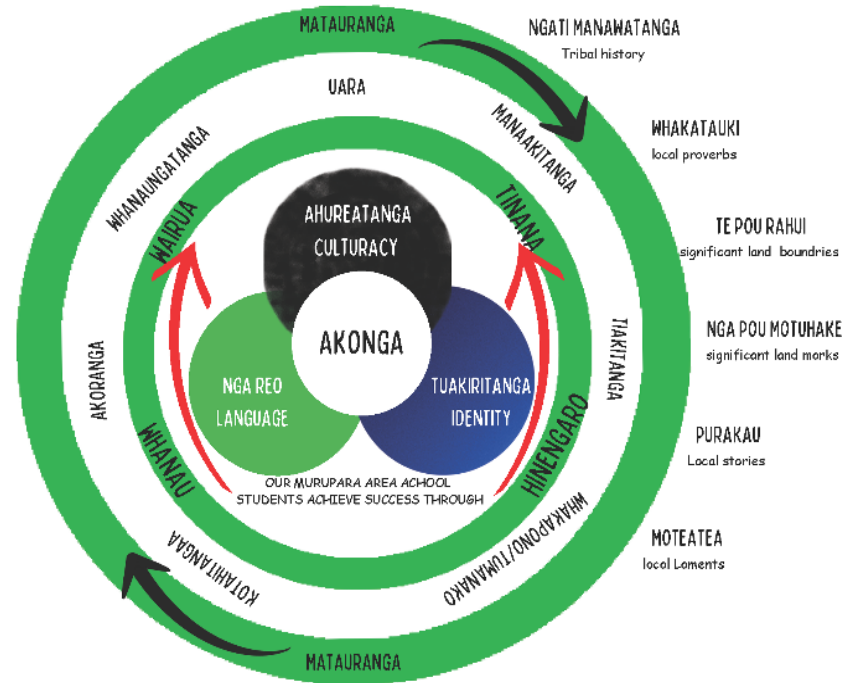
Vision

Kia ū te manawanui o ngā ākonga ki nga taumata ākonga ki ngā taumata tiketike o ngā whetu

Principles

Everyone has the potential to achieve their personal best

Te Ao Māori

Murupara Area School is situated in the heart of Ngāti Manawa rohe. Ninety nine percent of our students are Māori, the majority of whom are wither Ngati Manawa or Ngāi Tūhoe. Our student's whakapapa to the four marae in our town; Moewhare, Painoaiho, Rangitahi, Tipapa and to Harehare in Kaingaroa. The school is supported by local kaumātua and kuia in our whakaruruhau, who are consulted regularly regarding tikanga and kawa. Whilst embracing iwitanga, Ngāti Manawatanga lies at the heart of the school. We are supported by Te Runanga o Ngāti Manawa. We engage with Te Kura Kaupapa Motuhake o Tawhiuau, the local kura ā iwi. Te Reo Māori is learnt by all studnets at Murupara Area School. We celebrate identity, language and culture.

Uara

Whānaungatanga—To belong and make connections from ourselves, to others and to the environment. Concepts of importance are whakapapa, roles and responsibilities, and tuakana teina

Akoranga—To become lifelong learners about ourselves, the wider community and Te Ao. Concepts of importance are goal setting, resilience, and self-directed learning
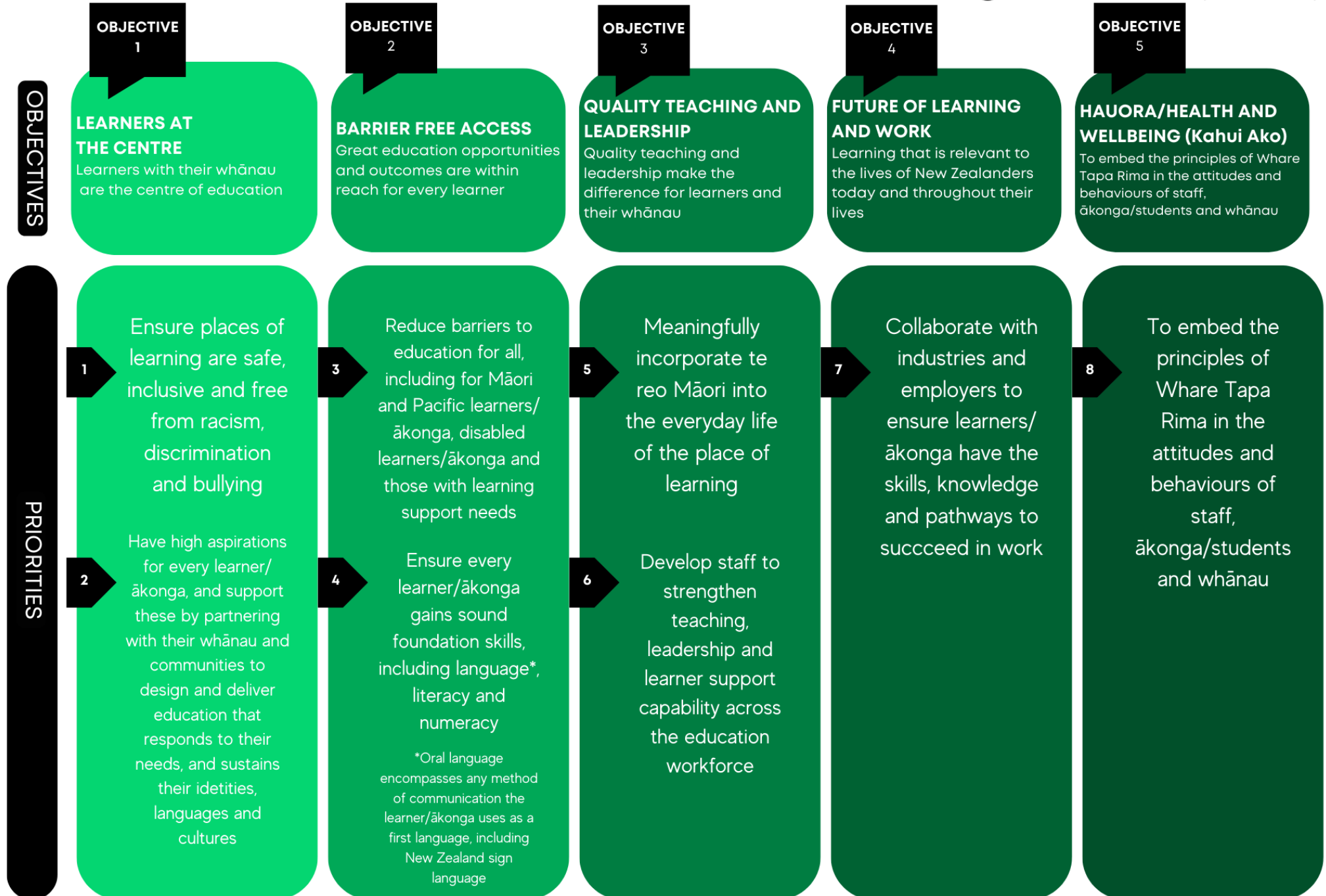
Kotahitanga—Kotahi te Whakaaro, Kotahi te hīkoi—one vision same goal. Concepts of importance are ownership, collaboration, and problem solving

Manaakitanga—To show kindness to oneself, others and to the environment. Concepts of importance are hospitality, empathy and respect

Tiakitanga—Guardianship concepts of importance, caring for ourselves, caring for our environment, sustainability, and healthy communities

Whakapono/Tūmanako—To believe in one's self, the mana of the environment. Concepts of importance are integrity respect and perseverance, confidence, communication and growth mindset.

The Statement of National Education and Learning Priorities (NELP)

OBJECTIVES

OBJECTIVE 1

LEARNERS AT THE CENTRE
Learners with their whānau are the centre of education

OBJECTIVE 2

BARRIER FREE ACCESS
Great education opportunities and outcomes are within reach for every learner

OBJECTIVE 3

QUALITY TEACHING AND LEADERSHIP
Quality teaching and leadership make the difference for learners and their whānau

OBJECTIVE 4

FUTURE OF LEARNING AND WORK
Learning that is relevant to the lives of New Zealanders today and throughout their lives

OBJECTIVE 5

HAUORA/HEALTH AND WELLBEING (Kahui Ako)
To embed the principles of Whare Tapa Rima in the attitudes and behaviours of staff, ākonga/students and whānau

PRIORITIES

1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

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 idetities, languages and cultures

3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

*Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

5 Meaningfully incorporate te reo Māori into the everyday life of the place of learning

6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succceed in work

8 To embed the principles of Whare Tapa Rima in the attitudes and behaviours of staff, ākonga/students and whānau

MURUPARA AREA SCHOOL POU & STRATEGIC GOALS FOR 2025			
TAHA HINENGARO (Matauranga, Whakaaro, Ako)	**TAHA WHĀNAU** (Localised Curriculum)	**TAHA TINANA** (Physically Seen Doing, Observations)	**TAHA WAIRUA** (Tōna Ahuatanga/Ngākau Māhaki/Manaaki)
1. We help our students achieve to their potential 2. Our Students are proficient in literacy, numeracy and in the use of digital technologies 3. Every student experiences success in NCEA 4. We increase staff capability to ensure student capability 5. We support our staff in their professional growth	6. Our students have a strong sense of their own identity 7. Murupara Area School strives to have positive communications and relationships with students/ whānau/iwi/community	8. Murupara Area School seeks to be a safe, inclusive place for everyone 9. Collaborate with industries, employers and tertiary providers to offer multiple pathways for our students.	10. We identify and reduce barriers that impact on participation, engagement, learning and achievement 11. To significantly improve student attendance by developing and implementing a comprehensive, Ministry of Education-aligned Attendance Management Plan, published online by Term 1 2026, and subject to periodic review

TAHA HINENGARO (MATAURANGA, WHAKAARO, AKO)

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsible	Monitoring and Review
1. We help our students achieve to their potential	Learners at the centre	Priority Learners will be identified	• Priority Learners targets will be amended to focus on accelerated progress for all in line with the refreshed curriculum.	All staff	KI, JU and PN's
			• Systems will be revised and strengthened to provide consistency across the school in line with the phases	All staff	Weekly Hub Hui checks
			• Student voice system is developed and implemented by the end of 2025	KI	KI
		The system for academic mentoring of Years 11 – 13 students will be strengthened	• Weekly monitoring by principal of hub hui meetings where the key agenda item is student achievement.		
			• Principal reports to the board, will use robust and reliable data showing analysis and next steps for development		
		Implement 1 hour per day (Yr 1-8) Reading, Writing and Math	• At the end of each calendar year PN will oversee teaching staff compile an assessment plan of standards to be taught with the associated credits.	All staff	PN, DP and Principal
			• There will be a measurable shift in achievement across reading, writing and maths	All Staff	

TAHA HINENGARO (MATAURANGA, WHAKAARO, AKO)

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsible	Monitoring and Review
2. Our students will be proficient in literacy and numeracy and in the use of digital technologies	Barrier Free Access	100% of students who have been enrolled at Murupara Area School for the preceding year and have been attending a minimum of 70% will gain numeracy and literacy Year Level: / End of Year Target Yr 9 mx — 4p Yr 10 mx — 5p Yr 9 eng — 4p Yr 10 eng — 5p	• Regular check points for achievement to ensure that appropriate measures are put in place to support students in danger of not achieving. • Block courses offered early in Term 1 and Term 3 to close the gap for some students who have had learning gaps. • Regular reporting of student NCEA achievement and attendance to whanau. • All teachers are teachers of literacy and will meet once weekly at Hub Hui to identify those students who are at risk of not gaining literacy. Families of those students will be contacted and learning plan will be co construted to support student success. This will also apply to Numeracy • In 2025 Year 10 and Year 9 students tracking at Level 4/5 will be tested in Literacy and Numeracy using the new corequisite standards.	**DP**-Julie Teachers of years 5 to 8 Careers, Hub Leaders DP, Hub Leaders, All staff All Rangipo staff All Rangipo staff. Hub Leader rangipo and DP Julie	DP, hub leader and teachers reflections Student reflections 'learning about learning' As per the reporting schedule Hub Leaders Quality weekly assurance checks.

TAHA HINENGARO (MATAURANGA, WHAKAARO, AKO)

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsible	Monitoring and Review
3. Every student experiences success in NCEA	Barrier Free Access	Table is for all students: 	Year Level:	Target of Roll Achieving
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Year 11	80%
Year 12	90%
Year 13	75%
Literacy Year 11	90%
Numeracy Year 11	90%		• All students are effectively supported to achieve a minimum of 16 internal credits per subject, guided by clearly communicated, well-managed, and quality-assured assessment plans	All Rangipo staff	KI and PN's

TAHA HINENGARO (MATAURANGA, WHAKAARO, AKO)

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsible	Monitoring and Review
4. We increase staff capability to ensure student capability	Quality Teaching and Leadership	Review and strengthen the Professional Growth Cycle Increase Staff Capability	• Review and strengthen the Professional Growth Cycle to ensure alignment with the strategic goals	KI, JU	Termly

TAHA HINENGARO (MATAURANGA, WHAKAARO, AKO)

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsible	Monitoring and Review
5. We support our staff in their professional growth	Quality Teaching and Leadership	Offer targetted PLD to staff to develop confidence and capability	**Implement PLD by** • Supporting schools to understand and start to implement Te Mātaiaho | the refreshed NZ curriculum. • Support staff to understand the new phases (phase 1-5) and how each phase is guided by the 'Understand, Know and Do' framework	KI, JU, WK and BC	By the end of 2025

TAHA WHĀNAU (LOCALISED CURRICULUM)

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsible	Monitoring and Review
6. Our students have a strong sense of their own identity	Hauora Health and Wellbeing	Continue to deliver localised curriculum (Ngati Manawa) that is responsive to their needs and sustains their own identity, language and tikanga	• To ensure that local history and knowledge of Ngāti Manawa continue to be celebrated through festivals and events	All Staff MW and MT to lead	MT and MW

TAHA WHĀNAU (LOCALISED CURRICULUM)

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsible	Monitoring and Review
7. Murupara Area School strives to have positive communications and relationships with students whanau/iwi/ community	Learners at the centre	Progress open communication with all stakeholders of Murupara Area School To strengthen community ties to enable authentic partnership	• Continue to hold community events at school,tauira whakamura, communicate through facebook, newsletters, marae hui • Student voice system is developed and implemented by the end of 2025	All staff Principal	KI to monitor and review KI

TAHA TINANA (Physically Seen Doing, Observations)

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsible	Monitoring and Review
8. Murupara Area School is a safe, incusive place for everyone.	Learners at the Centre	Enhance our environment so that it is aesthetically pleasing to promote learning and teaching opportunities beyond the classroom Maintain the financial health of Murupara Area School	• Removal of old Lino and replacement with new flooring to ensure a safe environment • Review the feasibility of the Senior student covered area outside cooking room, • Board training for new trustees in regards to finance and setting budgets	Principal and EO Pete, Anaru, KI LSM and The Board	As required To be completed end of 2025 As required

TAHA TINANA (Physically Seen Doing, Observations)

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsible	Monitoring and Review
9. Collaborate with industries, employers and tertiary providers to offer multiple pathways for our students	Future of Learning and Work	Grow our existing networks and create an electronic directory of industries, employers and teriary providers that the school works with Strengthen collaboration with external agencies to support student, whānau and Hāpori well-being.	• Create a list of providers by which to grow our networks for Trades, Gateway and Employment • Trades and Gateway reporting termly and end of year to the Board	FH FH	Completed by end of 2025 As per Board work schedule

TAHA WAIRUA (TŌNA AHUATANGA/NGĀKAU MĀHAKI/MANAAKI)

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsible	Monitoring and Review
10. We identify and reduce barriers that impact on participation,engagement, learning and achievement	Barrier Free Access	Regular review of Ensure consistent practice by both staff and stduents. Te Ara Whakamana	• Clear consequences and concise actions understood by staff and students.	All staff All staff	Report back monthly in staff meetings
11. To significantly improve student attendance by developing and implementing a comprehensive, Ministry of Education-aligned Attendance Management Plan, published online by Term 1 2026, and subject to periodic review	Barrier free Access	To increase regular attendance by 15% to meet MOE targets. Develop Murupara Area School Exemption from Attendance Policy and implement Create Parent exemption Request letter template and Principal approval form and implement	**Improve Attendance rates (MOE)** • Percentage of akonga attending school regularly (Attending more than 90%, an average of 9 days a fortnight) • Percentage of akonga attending school regularly (Attending more than 70%, up to 80%, missing two to three days a fortnight) • Percentage of akonga who are chronically absent (Attending 70% or less,missing three or more days a fortnight)	All staff JU to lead Priincipal Principal	Monthly principal reports Everyday Matters termly report

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TAHA WAIRUA (TŌNA AHUATANGA/NGĀKAU MĀHAKI/MANAAKI)

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsible	Monitoring and Review
11. To significantly improve student attendance by developing and implementing a comprehensive, Ministry of Education-aligned Attendance Management Plan, published online by Term 1 2026, and subject to periodic review	Barrier Free Access	A Clear process will be developed to identify and respond to student absences is implemented. Implement a Stepped Attendance Response Framework that outlines targeted strategies and interventions for students at various attendance thresholds (e.g., 3, 5, 10, or more days absent in a term), ensuring timely and appropriate support to improve attendance.	• A measurable reduction in the percentage of students exceeding key attendance thresholds (e.g., 5 or 10 days absent per term) due to the timely and effective implementation of targeted support strategies and interventions.	JU to lead. Learning advisors to monitor daily attendance. PLD whole staff	Monthly Principal reports