



Makara Model School
AOV
2023

Strategic Goals, and links to NELPs

Strategic Aim 1:

NELP 5: World class inclusive public education (*New Zealand education is trusted and sustainable*).

At Mākara Model School we provide a safe and supportive environment for all of our students, community and staff, ensuring Culturally Responsive practices and inclusivity.

Strategic Aim 2:

NELP 2: Barrier Free Access (*Great education opportunities and outcomes are within reach for every learner*)

At Mākara Model School each student achieves their best in all areas of the curriculum.

Data Targets:

Reading, Writing and Maths - 85% at or exceeding expectation

Reading, Writing and Maths - 90% making expected or accelerated progress

Strategic Aim 3:

NELP 3: Quality Teaching and Leadership (*Quality teaching and leadership make the difference for learners and their whānau*)

At Mākara Model School we are active participants in our learning through a wide range of balanced opportunities, celebrating our strengths and developing our practice.

NELP 4: Future of learning and work (*Learning is relevant to the lives of New Zealanders today and throughout their lives*)

Strategic Aim 4:

NELP 1: Learners at the Centre (*Learners with their whānau are at the centre of education*)

With wellbeing at the core, we grow interconnected relationships as we embody Te ara o te Mākara.

We will be focusing on:

- *ensuring that we are safe and inclusive and free from racism, discrimination, and bullying*
- *strengthening the quality of teaching our learners receive to give our learners the skills they need to succeed in education, work and life*
- *collaborating more with whānau, employers, industry and communities*
- *taking account of learners' needs, identities, languages and cultures in their practice, and*
- *incorporating te reo Māori and tikanga Māori into everyday activities.*

Annual Report Statement for 2023

Mākara Model School Board of Trustees acts as a good employer, including:

- taking all reasonable steps to build working relationships based on trust, confidence, and good faith
- complying with the conditions contained in employment contracts for teaching and non-teaching staff
- complying with the legislation on employment and personnel matters
- treating employees fairly and properly in all aspects of their employment as required by the Education and Training Act 2020.

EEO REPORT

In the past year we have ensured that when recruiting staff we have appointed the person most suited to the advertised position taking into account their skills, experience, qualifications and aptitude for the position.

When recruiting we have worded any advertisements in such a way as to ensure we have a wide pool of possible applicants with a broad range of talents.

The employment process is designed so as to ensure that diversity in staffing is recognised and we endeavour to employ a diverse range of people from the suitable applicants received (for example, ethnicity, age, gender, disability, tenure, hours of work, etc) and the employment requirements of diverse individuals/groups.

Staff are all encouraged and supported to undertake training and development both within the school setting and beyond.

Our use of distributive leadership encourages all staff to take on responsibility as a step to further promotion and enables them to take advantage of career development opportunities. All employees have the opportunity to take on a range of school responsibilities on an equal basis when these are identified.

The employment and personnel practices are fair and free of any bias as we seek to meet the requirements of the E.E.O policy and find the most suitable applicants for a position.

2023 Reflections

School Organisation and Structures

In 2023 we have maintained 4 classes/teachers. Our junior class, Piwakawaka has NE – Year 1 students. Our second junior class, Tui has Year 2-3 students. Our middle class, Kiwi is Year 4-5 and our senior class, Karearea is Year 6 - 8.

Tuakana-Teina is widely used throughout the school week and it is fully ingrained in our school culture. Tuakana-Teina is used for academic work such as buddy reading and maths and also for sports/PE such as supported swimming and social science/science activities where students are whanau grouped to suit activities. Students are expected to help each other when they can and we encourage friendships and interactions between all ages and genders.

During 2022/3 we continued PB4L (positive behaviour for learning started in 2019) which has had a positive impact on our practices around behaviour management as we have been able to focus and reflect on what we are doing and why we are doing it with trained facilitators to support us. The Mākara Way values were updated via community consultation and student work in 2022, to give us goals for our behaviour and values we adhere to, it has been highly successful with students and staff having ownership of it, it is living and thriving in the school and we continued to develop it in 2023. It is now becoming embedded in our school culture and is highly effective and valued by all - with progressions developed for clear goal setting and student agency

All students have the same home learning expectations, and we use this as a way of helping parents understand what we are learning about at school. Reading is encouraged and expected at home for all students and junior students have a regime of reading and structured literacy spelling words, with parents having high contact with the teacher to ensure things are going well at home. Oral language is well supported in the junior classes with families being given the weekly topic in advance so they can support their child in sharing ideas and information with the class. This focus continues through into the senior classes with collaboration encouraged and debating a popular and much enjoyed school event. A school wide focus on listening skills and dictation through Structured Literacy has seen an improvement in communication skills and general behaviour during group or whole school sessions. Contact between the school and families is high, we encourage parents to come into the school and have high levels of communication with them.

There is a school newsletter every fortnight and we have regular hui's to celebrate student success and show the work students have been working on. Families are always welcome and we get good turnouts for these, particularly in the end of term hui's and powhiri. We also have events such as picnics, art celebrations, hangi, school cross country, swimming displays, athletics events, sports days to celebrate events like the Olympics or Commonwealth Games, discos, concerts, productions, pet day and camps/overnight stays. Our community is always very supportive of these events as well as helping with the regular trips we take students on.

Review of Charter and Consultation

The charter is reviewed annually and periodically during the year with board members. Levels of consultation within the school community are high with surveys taking place regularly for students, staff and families. During 2023 we surveyed the school community on our health curriculum and our digital reporting trial. We are using Hero for this, to promote live reporting. A parent information evening is being held to inform our parents about how to use the app, interpret results and communicate through this. We will also be covering the updated curriculum, how our programmes work, structured literacy and our garden to table sustainability programme,

CURRICULUM OVERVIEW

Strategic Aim 1

At Mākara Model School we provide a safe and supportive environment for all of our students, community and staff, ensuring Culturally Responsive practices and inclusivity.

Strategic Aim 1:		Outcomes	Timeline and Responsibility	Evidence / AOV
2022	<p>NELP 5: World class inclusive public education (<i>New Zealand education is trusted and sustainable</i>).</p> <p>Actions:</p> <ul style="list-style-type: none"> • Provide a broad range of opportunities to develop a holistic child. • Build culturally responsive practices. • Engage with our community, with particular focus given to our Maori community. • Grow understanding of Tikanga and Reo within the school - incorporating seamlessly into classrooms, hui's and events • Ensure staff are capable and confident of supporting NZ unique identity. 	<p>Indicators:</p> <ul style="list-style-type: none"> - Community Hui Feedback - Regularly creating a pathway for more community involvement, exploring different methods of consultations (in whatever way possible during our covid levels) - Student Achievement: We aim to have our Māori students achieving at a commensurate level with their peers. - Classrooms Integration - Termly observations to assess the development of Te Ao Māori within the classroom setting. - Staff Goals - One of the coaching goals throughout the year will be around supporting the implementation of Te Ao Māori in the classroom. - All students - Te Reo being used with more confidence and accuracy across the school and in classrooms 	<p>Term 1 and 2 Terms 1 and 2 All staff</p> <p>Term 2</p> <p>Term 3 and 4 All staff</p> <p>All staff</p> <p>All staff</p> <p>Term 3 and 4 Whaea T</p>	<p>Link community survey report.</p> <p>Goal setting meetings</p> <p>Link in T2 assessment report</p> <p>Link in T4 assessment report</p> <p>Education Perfect Te Reo for staff</p> <p>Kapa Haka and Te Reo for tamariki.</p>
2023	<p>As above, and: WIST Roles set up for 2023 to help support this. We need to have more opportunities for consultation/events/voice with our</p>	<p>Indicators:</p> <ul style="list-style-type: none"> - Capital Kiwi kiwi release: attended powhiri to welcome a second group of kiwi to the area. 	<p>Term 1 Andy/Evelyn/Caro All year Evelyn</p>	<p>PB4L: cards for classrooms</p> <p>PB4L behaviour management flowchart</p>

mana whenua/Māori stakeholders within our school and wider community.
 Find, research and implement good practise to help our Māori students to achieve and be successful. This will also help all of our students.
 Continue with Education Perfect to strengthen staff Te Reo knowledge and pronunciation.
 Utilise Whaea Ti to continue the setup for a MMS Kapa Haka group, as well as teaching our older students and preparing them for running and being part of a Powhiri, including proper protocol.

- Whaea T continuing with Te Reo and Kapa Haka, including prep for Kahui Ako Cultural Festival, teaching Kura Ahurea waiata
- Andrew attending Kura Ahurea TOA meetings
- Evelyn teaching waiata for production and Kahui Ako Cultural Festival
- Powhiri to welcome new students and staff; mihi whakatau at start of year
- Karakia implemented in every class, consistent across whole school
- Te Ao Māori trip to do walking tour for culturally significant sites
- Matariki trip to Te Papa
- Matariki whānau day term 3 week 1 to celebrate Matariki
- Andrew and Caro attending Leadership Wānanga day for Kahui Ako to work with Wellington Tenths Trust

Andy All year
 Evelyn Term 3

Term 1 & 2 Caro

Term 3 Evelyn

Term 2 Evelyn

Term 2 Evelyn

Term 3 Caro

All year Caro /
 Andy

updated for teachers to use, easier to follow.

Values [sticker charts](#) for each child on display on classroom walls

History of Mākara Talk: [Notes](#) and [slides](#)

[Kura Ahurea lessons and notes from Andy](#)

[Kura Ahurea mini-wananga 13/11/23](#)

[WIST Role for Cultural Responsiveness](#)

[Cultural Responsiveness / Wellington Tenths Trust Maori World View / Toa](#)

[Waita Slideshows / MMS Kapa Haka](#)



Strategic Aim 2:

At Mākara Model School each student achieves their best in all areas of the curriculum.

	Strategic Aim 2:	Outcomes	Timeline and Responsibility	Evidence / AOV
2022	<p>NELP 2: Barrier Free Access <i>(Great education opportunities and outcomes are within reach for every learner)</i></p> <p>Actions:</p> <ul style="list-style-type: none"> • Provide highly engaging programmes • Provide a range of support and extension programmes inside and outside of the classroom. • Grow student agency in their learning • Investigate live reporting for instant and timely sharing of goals and next steps. • Introduce Structured Literacy and The Code throughout the school - starting with Tui and Kiwi classes (WIST Role) 	<ul style="list-style-type: none"> - Literacy Data - baseline established using IDEAL Platform - Writing data baseline established using PILOT rubric - Holistic overview - Maths baseline established using rubric for whole curriculum OTJ - Set up of the platform for live reporting. - Support and extension programmes undertaken - to engage and shift achievement - Understanding of agency developed and ways to implement in the classroom programmes explored - Coaching and mentoring tied into PD opportunities for teachers 	<p>Term 2-4 All staff Term 2 All staff</p> <p>Term 1, 2023</p> <p>Ongoing</p> <p>Evelyn</p>	<p>Links to planning and photos: Writing group plan</p> <p>Links to Structured Literacy Data</p> <p>RTLB and Structured Literacy PLD</p>

2023

As above, and:
Continue on Structured Literacy journey, making use of physical resources and iDeal platform in class. Look at ways to increase student agency and how this can increase student achievement. Look into Number Agents for support in Mathematics.
Use HERO to keep parents informed of students' progress and next steps.
WIST role to ensure Digital Tech curriculum is being incorporated into classroom practise at all levels, along with all other areas of the curriculum.

- Literacy Data is up from what we were doing this time last year
- Writing Data is up from this time last year
- Maths data is up from this time last year
- HERO has been set up and live reporting is happening now through the HERO app
- Support and extension programmes are now running in
- Everyone is now using Decodable Readers that have now been scanned and most teachers are sharing these home with parents
- CAMS tests were offered and a number of students entered these
- Writing Extension was offered through the Elsie Locke Writing Competition and we had a number of students enter this
- Goal setting with parents and students, students involved in conversations about their goals
- Otago problem challenge to extend students in maths in Kārearea
- Maths PLD with Julie Roberts started in Term 3 to look into best practise in maths, especially in regards to the refreshed curriculum

All staff **Andy**
All year **Andy**

Term 2 start;
rest of year
All year **Andy**
/ Evelyn

All year **Andy**

Term 3 **Andy**

Term 3 **Andy**

Term 3 All
teachers

All Year
Chlynése

Term 3 **Caro**

[Digital Tech Curriculum resources](#)

[Number Agents Resources](#)

All learners in Kārearea participated in the Otago problem solving challenge. We had 100% participation, with 3 learners achieving a merit certificate and 1 learner obtaining a certificate of excellence.

Kārearea [Elections](#) and Market Day

CAMS test were offered and we had [students achieving Achieved, Merit, and Distinction](#)

[Maths PLD](#) with Julie Roberts [Open Ended Questions](#)

[Extension / Support Programme timetable](#)

				<p>Students submitted a sample of writing to enter the Elsie Locke 2023 competition</p> <p>Learning celebration</p> <p>SENCO reports: March; Term 2</p>
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Strategic Aim 3:
 At Mākara Model School we are active participants in our learning through a wide range of balanced opportunities, celebrating our strengths and developing our practice.

	Strategic Aim 3:	Outcomes	Timeline and Responsibility	Evidence
2022	<p>NELP 3: Quality Teaching and Leadership (<i>Quality teaching and leadership make the difference for learners and their whānau</i>)</p> <p>NELP 4: Future of learning and work (<i>Learning is relevant to the lives of New Zealanders today and throughout their lives</i>)</p> <p>Through coaching and Mentoring:</p>	<ul style="list-style-type: none"> - Clear rubrics of progression created to support teacher planning, and student recognition of next steps in learning - Skills and Values integrated into everyday planning and goal setting - Use of a variety of tools and approaches to develop student agency - including teacher PD around what student agency looks like for children at different levels - Observations and student voice to gauge their ability to articulate their learning and next steps - Coaching and mentoring in place for teacher growth - Tuakana teina in place for students to grow, within a structured and facilitated approach. 	<p>Ongoing</p> <p>Andy (+all staff)</p> <p>All staff</p> <p>Walkthroughs student voice</p> <p>Ongoing with all staff</p> <p>Andy</p>	<p>Reading Rubric Writing Rubric Junior Writing Rubric Senior Maths Rubric</p> <p>Mākara Values Rubric</p> <p>Readings for PD within staff meetings and coaching</p> <p>Walkthroughs completed using template T3.</p> <p>Buddy times between senior class and</p>

- *Provide teacher development in innovative ways of teaching and learning.*
- *Develop teacher practice to provide a range of support and extension opportunities inside and outside of the classroom.*
- *Providing teachers' the opportunity to enquire into practice and share expertise with others.*
- *Help teacher to develop their students' Agency (linked to Strategic Aim 2) - and engagement in learning*
- *Developing our Mākara Model School Curriculum, integrating the Values, Skills and Vision.*
- *Providing opportunities for Tuakana Teina (Ako) - as part of the school wide programmes*
- *Ensuring children know their learning goals, and how they can achieve them, and are able to articulate what they are learning.*

younger classes, scheduled for every Friday, with specific needs identified by teachers matched to Kārearea students who are confident in those areas.
Buddy reading between Kiwi class and Tui class.

2023

Continuing using and following the Long Term Plans for Reading, Writing, and Maths.
Look at PD opportunities for Writing, and Maths, to help strengthen these areas. Move beyond Narratives and Recounts. Regular group and targeted work, with anecdotal records, to help inform teaching and track our students.
Use of appropriate, approved, reliable assessment methods and tools to help inform teaching and track our students.
Start to use more 'contract' opportunities e.g. 'Must do', 'May do', 'Can do' to encourage agency and provide structured choice.
Continue tuakana teina time for our senior students to help provide learning opportunities and have this align with our Ako value

Supporting teachers with resources to help run effective classroom programmes
Maths PD is being run for Term 3 with Julie Roiberts
inquiring into best practise
Students have been working on Descriptive Writing and Persuasive Writing for PILOT
Assessment data collection improving across school through use of things like PAT, IKAN, etc.
Classroom contracts and/or rotations in learning sessions.
Tuakana Teina happening between senior and junior classes
Staff study of books - Teach like a Pirate; Leaders Eat Last; Effective Classroom Management

Term 2 (Decodable Readers) **Andy**
Term 3 (Maths Texts) **Andy**
All year

All year

All year

All year

All year

[Julie Roberts PLD ongoing](#)

[Effective Classroom Management staff reading](#)

[Athletics training with Ryan](#)

[Space Place trip](#)

[Maths PLD](#) with Julie Roberts [Open Ended Questions](#)

[Decodable Readers / Andy's Structured Literacy Slideshows](#)

[Assessment Report for BOT](#)

[St John's First Aid Course](#)

We purchased new text books for Maths and Andy has been [scanning these](#) so that all staff has access can use these to help support their programmes

[Persuasive Writing Pilot Prompt / Kiwi Class](#)

Strategic Aim 4:

With wellbeing at the core, we grow interconnected relationships as we embody Te ara o te Mākara.

	Strategic Aim 4:	Outcomes	Timeline	Evidence / AOV
2022	<p>NELP 1: Learners at the Centre (<i>Learners with their whānau are at the centre of education</i>)</p> <p>Actions:</p> <ul style="list-style-type: none"> Actively support the wellbeing of staff Actively support the wellbeing of the students Utilise our environment to enhance learning opportunities. Continue to grow deeper connections with our community 	<ul style="list-style-type: none"> Wellbeing survey completed by staff at start and end of year Development of Values progressions, with clear indicators for goal setting Skills connected to Values, which drive the learning experiences Contexts of learning are incorporating the development of connections, integration, sustainability and kaitiakitanga. 	<ul style="list-style-type: none"> Term 1 Staff and Term 3 Students All staff Andy and all staff Caro and all staff 	<p>Ali to complete staff wellbeing survey again at the end of the year</p> <p>Mākara Values Rubric</p> <p>Term 1 Context Term 2 Context Term 3 Context Term 4 Context</p> <p>Mikyle, Staff, Students planted 80 native trees. Mikyle and students getting plants ready to sell.</p>
2023	<p>Make sure MĀKARA Way is being taught throughout the year. Incorporate growth mindset learning into programmes. Use PB4L and IYT to build positive relationships with students, in order to promote student wellbeing. Continue focusing on Enviroschools/kaitiakitanga, finding ways of incorporating this into</p>	<p>Each value has had a period of focused learning in the classes so students understand what they mean and how to embody that value. Values also the theme of the school production, with each class having a value that they have focused on and learned about and then shared back in hui.</p> <p>Garden to Table has been started this year, with each class cooking, growing vegetables, learning about the</p>	<ul style="list-style-type: none"> All Staff All Staff Evelyn; All year 	<p>PB4L: cards for classrooms, to be used in line with PB4L and behaviour management strategies.</p> <p>PB4L behaviour management flowchart updated for teachers to use, easier to follow.</p>

	<p>learning. Use EOTC opportunities to connect students' learning with the environment. Look for opportunities to connect and work with the local community. Continue tracking staff wellbeing, find opportunities for staff to participate in activities to enhance/strengthen their wellbeing, e.g. team building activities, reminders of EAP services if people need it, checking in with each other.</p>	<p>process of growing, picking, preparing and cooking. Evelyn continues to lead in PB4L and attend training days for tier 2 PB4L. Everyone is now IYT trained in the school. Wellbeing days planned for students each term. Coaching between staff includes touching base on wellbeing. Staff wellbeing events planned, e.g. dinners/lunches, quiz, gym dates, personal goals for wellbeing</p>	<p>All staff All staff All staff All staff</p>	<p>Values sticker charts for each child on display on classroom walls</p> <p>Using CICO (check in/check out) systems to encourage self-reflection for children who require more support in self-management of their behaviour and emotions</p> <p>Seasons for Growth training attended, programme will support high-behaviour needs children</p> <p>Child protection training attended</p> <p>Beach Cleanup</p> <p>End of Term dinner / Secret Santa for staff planned for Term 4.</p> <p>Term 4 initiatives for wellbeing are being run by an assigned staff member each week.</p>
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Curriculum and Strategic Aims Planning for 2024:

WHERE TO NEXT:

2024
preparation

General:

Keep on working with Structured Literacy. We have all the data and resources so we can roll this out early in 2023. We need to look at opportunities for the teaching and moderation of Writing and Maths (and Reading) based on what the data has informed us for 2022. We need to have continued opportunities for Day Trips and other rich learning experiences.

Developing student agency across the school, opportunities for PD around student agency.

PB4L continues to be used and collaborate on what behaviour management looks like at MMS, what is the PB4L process at tier 1 and tier 2.



STRATEGIC GOAL

Strengthen Culturally Sustainable Practices

At Mākara Model School we provide a safe and supportive environment for all of our students, community and staff, ensuring Culturally Responsive practices and inclusivity.

NELP 5:

World class inclusive public education

Kahui Ako Goal: We affirm the cultural distinctiveness of all

STRATEGIC INITIATIVES

- 1a** Deepen our understanding of akonga Identity, Language and Tikanga - including the use and practise of Reo.
- 1b** Continue to deepen kaiako understanding of The NZ Histories Curriculum, and our local stories (Kura Ahurea)
- 1c** Develop and Implement Leadership opportunities for our tamariki, especially our Year 7 and 8 tamariki (Tuakana-Teina) ensuring the values drive the culture.

STRATEGIC OUTCOME

An inclusive learning community that respects cultural diversity



STRATEGIC GOAL

Every student achieves their best in all areas of the curriculum.

At Mākara Model School we are active participants in our learning through a wide range of balanced opportunities, celebrating our strengths and developing our practice..

NELP 2 and 3:

Barrier Free Access & Quality Teaching and Leadership

Kahui Ako Goal: We are agents of our own learning.

STRATEGIC INITIATIVES

- 2a** Create more opportunities for akonga to be supported and extended as needed, including deepening kaiako understanding of learning progressions and assessment in maths.
- 2b** Deepen Kaiako understanding and improve opportunities for greater Akonga Agency, Student Engagement and growth in Structured Literacy.
- 2c** Aim for 85% of students achieving or exceeding expectations, and 90% achieving accelerated progress.

STRATEGIC OUTCOME

All akonga achieving success



STRATEGIC GOAL

Growing Connections, Values and Wellbeing

With wellbeing at the core, we grow interconnected relationships as we embody Te ara o Mākara.

NELP 1 and 4:

Future of Learning and Work Learners at the Centre

Kahui Ako Goal: We support the wellbeing of all ākonga

STRATEGIC INITIATIVES

- 3a** Continue to work with the PB4L programme, seasons for growth, and impliment Lego therapy and Wellbeing groups.
- 3b** Continue to deepen community connections, whānau involvement and student engagement.
- 3c** Establish the Values Progressions within goal setting, providing specific support to achieve these goals.

STRATEGIC OUTCOME

An inter-connected learning community who support each other

FINANCE & PROPERTY

2022 Strategic Objectives	2023 Strategic Objectives
1. 5 year Property Plan: Implement	1. 5 year Property Plan: Implement
1. Special Projects: Completion and sign off on the whole school renovations.	Special Projects: Bathroom accessibility project - main classroom block Junior playground and senior obstacle course planning.
3. Ensure good financial procedures are followed	3. Review property in relation to the needs of students.
4. Ensure the budget is followed and allows the school to meet obligations	4. Ensure the budget is followed and allows the school to meet obligations
5. Work with the auditor to ensure all financial practices are managed well. Update policies as needed.	5. Work with the auditor to ensure all financial practices are managed well. Update policies as needed.

Kiwi Sport Statement

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Kiwi Sport Funding and Expenditure.

During 2023 we spent our \$855 Kiwi Sport funding on various sports equipment to compliment the Sportstart Programme the teachers have all had training in. Students also attended various sports tournaments and we upgraded our swimming equipment. We have purchased gear to top up some of our winter sports such as and balls (rugby, football and netball).

Caroline Wills
Principal