

UPPER MOUTERE SCHOOL STRATEGIC PLAN 2024-2025

Our Vision: Strive for excellence as Creative, Active, Numerate and Literate thinkers.

Our Values: We make the right choices with Respect, Responsibility and Pride

This plan was collated using evidence and information gathered through community consultation, student voice, whanau voice, staff voice. We made use of our curriculum review and the refreshed NZ Curriculum.





Our School Community

Upper Moutere School is a small rural school catering for children from year 0 to year 8. The majority of children who attend the school are European New Zealanders (78%), with 9% of our children identifying as NZ Maori. The remaining children come from Germany, South East Asia, Australia, Africa and Japan.

The school is part of the Motueka Kahui Ako, working alongside the other 12 Primary schools and 1 High School in the Motueka area. Our Tangata Whenua Iwi are Te Rūnanga a Rangitane o Wairau, and we are building and growing our working connection and relationships with our local Marae and local iwi through Te Awhina Marae in Motueka.

Our children are fortunate to have access to a variety of High School opportunities, depending on where the zoning may fall across the Moutere Valley. Our children attend Motueka High School, Waimea College and Garin College primarily, with a small number of children choosing to attend single-sex state schools in the Central Nelson Region.

The school is fortunate to boast a school hall, swimming pool, tennis courts, playground and multiple playing areas. The children are very proud of their outdoor forest area where they are able to explore, play and climb.

Upper Moutere School is proud of its historical significance. Situated between Motueka and Richmond, in the Tasman region, we pride ourselves on being part of the historic Sarau Village, an original German settlement that first established itself in the 1800s. We are home to one of the oldest, working classrooms in New Zealand, our Sarau room that hosts our regular Music lessons. We still have whanau at the school who can trace their lineage back to the first settlers in this area.

Upper Moutere School has fostered positive relationships with the two Early Childhood Centres in the area, Country Kids and Harakeke. The majority of our children come from these two centres.

Upper Moutere School is well supported by our school and wider community. We are fortunate to have a very active SUMS committee (Supporters of Upper Moutere School) who are a positive influence in the community, organising social and fundraising events for the school.

Upper Moutere School acknowledges our tangata whenua who have tribal authority over our land. We acknowledge Te Rūnanga a Rangitane o Wairau as the landowners of our school property, and we are grateful for the openness they have shared in fostering a relationship with us as one of their kura.



Our Guiding Principles

Te Tiriti o Waitangi

Upper Moutere School gives effect to Te Tiriti o Waitangi by working to ensure its plan, policies and local curriculum reflect local tikanga, mātauranga Māori and te ao Māori. We take all reasonable steps to make Te Reo Māori instruction available, and we strive for equitable outcomes for our Māori students.

Quality Teaching and Leadership

Quality, effective Teaching and Leadership make the difference for learners and their whanau. (NELP 3)

Learners at the Centre

Learners alongside their whanau are at the centre of the education journey, to encourage and ensure regular attendance and success in learning. (NELP 1)

Barrier Free Access

Opportunities are accessible and within reach for each and every learner. (NELP 2)

Future of Learning and Work

Learning is relevant to the lives and needs of New Zealanders today and their future learning. (NELP 4)

| <p>Goal One: Effective Teaching and Learning</p> <p>To further increase achievement across the school in Mathematics and Literacy by continuing to develop our Teaching and Learning programmes to meet the needs of our students through a balanced programme, utilising the new NZ curriculum approaches and expectations.</p> <p>To explore and utilise Ngā Kawatau me ngā Tūmanakotanga o Te Tauihu as guidance as we develop our learning programmes to reflect the expectations and aspirations of local iwi, alongside the refreshed NZ curriculum and curriculum expectations in Reading, Writing and Mathematics.</p> <p>To continue to embed the RBL profile and North East Teaching practises in all learning spaces.</p> | | |
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| <p>Success Measures:</p> <p>Our Teachers are actively engaged in Professional Development and Professional Learning discussions in the areas of Structured Literacy and Mathematics.</p> <p>Our Teachers discuss and support each other to have a clear progression of skills across all learning spaces within the school, utilising scope and sequence.</p> <p>Our students are engaged in a balanced approach to Teaching and Learning in both Mathematics and Literacy using the refreshed NZ Curriculum.</p> <p>Our students can identify and voice progress and next steps in their learning journey.</p> <p>Our Teachers regularly reflect the RBL profile in their teaching and learning programmes and approaches.</p> | | |
| How this will be achieved: | By Whom: | Timeframe: |
| <p>Mathematics PLD through Kahui Ako based around the refreshed NZ Curriculum.</p> <p>Using the Ministry resources “Maths No problem”, along with approaches from Rob Proffit-White and utilising the refreshed Mathematics Curriculum.</p> <p>Staff Curriculum Meetings highlighting Mathematics bi weekly, with Structured Literacy focus alternate weeks.</p> <p>Utilising strengths and expertise of Teachers to lead discussions, share ideas and give feedback from PLD.</p> <p>As a staff develop progression across the school utilising the refreshed NZ curriculum in Literacy and Mathematics.</p> <p>Discussion of focus learners with an RBL lens regularly at Stand up hui – (NE hui focus)</p> <p>Professional discussions and communication with AST</p> | <p>Kahui AKo. Maths Lead Teachers and SLT. All Staff – PLD</p> <p>All Staff - using MOE provided resources</p> <p>Maths Lead Teachers: Heidi Literacy Lead Teachers: Eve and Toby All Staff – Professional Discussions</p> <p>All staff. Led by Numeracy and Literacy Leaders. Regular professional discussion.</p> <p>All Staff, particularly literacy Lead Teachers. MOE Curriculum advisors.</p> <p>All staff</p> <p>All staff have opportunities to connect and seek support from Carolyn Scorrar AST</p> | <p>Once a term - term 1 and Term 2</p> <p>From term one 2025</p> <p>Twice per term for each area of focus – Literacy and Mathematics.</p> <p>Throughout the year, as appropriate after PLD opportunities.</p> <p>Scheduled as weekly Friday stand up hui.</p> <p>Ongoing throughout the year.</p> |

| <div><div>Goal Two: Learners and their whānau at the centre</div><div>Strengthen genuine partnerships with our whānau and community that will improve learner outcomes, by promoting attendance and engagement in all areas of learning.</div></div> | | |
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| <div><div>Success Measures:</div><div>Our whānau and community are engaged and valued participants in the learning journey and success of Upper Moutere students.</div><div>Our whanau and students can discuss and share learning success.</div><div>Our attendance and engagement data shows an increase in attendance for those most at risk.</div></div> | | |
| How this will be achieved: | By Whom: | Timeframe: |
| <div><div>Create a school culture of whanau engagement and participation in learning.</div><div>Continue to build on the strength of student learning conferences to encourage positive interactions and conversations with whanau, Teachers and students together.</div><div>Create opportunities for whanau and community to engage with school in a relaxed and non threatening way. Family friendly activities that encourage participation.<ul style="list-style-type: none">Community events, (Moutere Artisans, Sarau Festival)Meet the Teacher BBQSchool events- Swimming, Tryathlon, Masked Parade,SUMS events – coffee and cake after Learning celebration, fundraising events,Guest speaker and parent information evenings (PB4L, Dance Curriculum performances)Whanau Days (1 per term)School working bees</div><div>To share and discuss learning in both formal and informal settings to encourage ongoing attendance and engagement in all areas of the curriculum learning.</div></div> | <div><div>All staff invite and encourage regular, positive interactions with students and whanau as children arrive and leave school. Staff seek out opportunities for genuine, informal learning discussions.</div><div>All staff through SLC.</div><div>All staff Board of Trustees SUMS (Supporters of Upper Moutere School) Whānau Children</div><div>Teachers and students alongside whānau.</div></div> | <div><div>Ongoing throughout the year - informal and formal conversations. Suggested schedule of communication shared with all staff term 1 2025, reflected on regularly at Staff Meetings.</div><div>Twice a year - Term 1 and Term 3</div><div>Seek out opportunities to invite families in to be an active participant in the classroom learning - seek out skills that could be shared in curriculum learning - environmental learning, native nursery, languages, The Arts etc. Invite whānau in throughout the year.</div><div>Planned ahead of time to allow whanau plenty of time to make themselves available.</div></div> |

Annual Plan - Goal One 2025

Goal One: Effective Teaching and Learning

To further increase achievement across the school in Mathematics and Literacy by continuing to develop our Teaching and Learning programmes to meet the needs of our students through a balanced programme, utilising the new NZ curriculum approaches and expectations.

To explore and utilise Ngā Kawatau me ngā Tūmanakotanga o Te Taihū as guidance as we develop our learning programmes to reflect the expectations and aspirations of local iwi, alongside the refreshed NZ curriculum and curriculum expectations in Reading, Writing and Mathematics.

To continue to embed the RBL profile and North East Teaching practises in all learning spaces.

| | Term One | Term Two | Term Three | Term Four |
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| Mathematics PLD Refreshed Curriculum | Engage with MOE Curriculum Leads around development of Long Term Mathematics Plan Engage with PLD provided through Maths No Problem Connect with other schools already using MOE provided resources (Dovedale, Riuwaka, Hope) Exploring assessment expectations within new Maths Curriculum (E-Asttle, PAT) | | | |
| Kahui Ako Focus Groups | Week 5- High Interest focus learning groups. Week 7 – Professional | Week 5- High Interest focus learning groups. Week 7 – Professional | Week 5- High Interest focus learning groups. Week 7 – Professional | Week 5- High Interest focus learning groups. Week 7 – Professional |

| | Term One | Term Two | Term Three | Term. Four |
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| AST meetings | Ongoing throughout the year – Carolyn Scorrar (AST) is on call to support Upper Moutere Staff in any way she is capable. Carolyn is organizing Voice Collection for Upper Moutere School with an RBL lense. | | | |
| WST meetings | WST Meetings are held week 3 and week 6 – Kahui shares back minutes after these meetings. | | | |
| Staff Curriculum Meetings | Week 3 – Nga Kawatau Week 5 – Writing Moderation Week 8 – Mathematics share back High Interest Groups and PLG Week 9 – Nga Kawatau focus Week 10 – NZ Curriculum - Mathematics | | | |
| NE Hui | Every Staff Meeting - Priority/Focus students are shared and initiatives are discussed through an RBL lens. | | | |

| | Term One | Term Two | Term Three | Term. Four |
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| Cultural Competency Focus | <p>Powhiri – welcome for new whanau 1 per term.</p> <p>Developing whole school Mihi, whakatauki and Waiata.</p> <p>Growing Kapa Haka with Senior and Junior groups in 2025.</p> <p>Unpacking Nga Kawatau – establishing goals within this – link to PGC</p> <p>Local Purakau – whole school focus – 1 purakau per term – combined with visit if appropriate.</p> | | | |
| Staff Led PLD Discussions | <p>Ongoing discussions – reflecting back on Curriculum Action Plans to determine what we have done, what we are doing and where we are heading.</p> <p>To plan out a pathway and transition across the school for Structured Literacy and Mathematics – considering Refreshed NZ Curriculum and 1 hour a day legislation.</p> | | | |
| Structured Literacy PLD | <p>Staff are encouraged to seek out Professional Learning and Development from The Literacy Place, Dr Christine Braid and Little learners love literacy structured Literacy learning, and take up opportunities given via CRT days.</p> <p>Staff are expected to share back after PLD to staff.</p> <p>Engage with MOE curriculum leads around the NZ Literacy Curriculum.</p> <p>Exploring assessment expectations within new Literacy Curriculum (phonics assessment, E-Asttle, PAT, LISA)</p> | | | |

Annual Plan - Goal Two 2025

Goal Two: Learners and their whānau at the centre

Strengthen genuine partnerships with our whānau and community that will improve learner outcomes, by promoting attendance and engagement in all areas of learning.

| | Term One | Term Two | Term Three | Term Four |
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| Create a school culture of whanau engagement and participation in learning. | Meet the teacher community BBQ. Swim Sports, triathlon Dance Curriculum Whanau Day (Pukeone, Kaiteretere, Motueka River, mcleans reserve, Ruby Bay) Student Learning Conferences Learning Celebrations (4 x per term) Powhiri – each term School Camp - Marama | Working Bee SUMS – Coffee and Cake Upper Moutere Inn Quiz night. Learning Celebrations (4 x per term) PB4L parent information evening. | SUMS – Coffee and Cake Student Learning Conferences Upper Moutere Inn Quiz night. | SUMS – coffee and cake Upper Moutere Inn Quiz night. School Camp – Ramaroa Nui |
| To share and discuss learning in both formal and informal settings to encourage ongoing attendance and engagement in all areas of the curriculum learning. | Provide opportunities outside of normal classroom experiences to engage those students who may have difficulty attending school regularly. Engage with Attendance services support if necessary. To catch parents at drop off and pick up times to discuss and share learning successes in informal manner. Invite parents to be a part of learning activities inside and outside the classroom. Create opportunities for Independent Learning Programmes for Neuro diverse learners to allow them to feel supported and attend school regularly. (differentiated Curriculum, Independent learning Plans) | | | |

| | Term One | Term Two | Term Three | Term. Four |
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| Continue to build on the strength of student learning conferences to encourage positive interactions and conversations with whanau, Teachers and students together. | Student Learning Conferences Spotlight real time reporting Personal, positive emails home Encouraging authentic, informal conversations | Spotlight real time reporting Encouraging authentic, informal conversations | Student Learning Conferences Spotlight real time reporting Encouraging authentic, informal conversations | Spotlight real time reporting Encouraging authentic, informal conversations |
| Create opportunities for whanau and community to engage with school in a relaxed and non threatening way. | Community BBQ Dance Curriculum | School Disco Book week Science Fair (Utilising House of Science) | Ag day – celebrating rural school life – enviro and kaitiaki focused learning shared. School Movie Night | Masked Parade Moutere Artisans – Art Exhibition Gymnastics Nelson |
| | Staff seek out opportunities to engage with whananu at drop off times Whanau Day (Pukeone, Kaiteretere, Motueka River, Mcleans reserve, Ruby Bay) | | | |

