

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)

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. 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

Success Measures:

Our Teachers are actively engaged in Professional Development and Professional Learning discussions in the areas of Structured Literacy and Mathematics.

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.

Our students are engaged in a balanced approach to Teaching and Learning in both Mathematics and Literacy.

Our students can identify and voice progress and next steps in their learning journey.

Our Teachers regularly reflect the RBL profile in their teaching and learning programmes and approaches.

How this will be achieved:

Mathematics PLD through Kahui Ako, based on the approach from Rob Proffit-White and reflecting on the refreshed Mathematics Curriculum.

Staff Curriculum Meetings highlighting Mathematics bi weekly, with Structured Literacy focus alternate weeks.

Utilising strengths and expertise of Teachers to lead discussions, share ideas and give feedback from PLD.

As a staff develop progression across the school utilising the refreshed NZ curriculum in Literacy and Mathematics.

Discussion of focus learners with an RBL lens regularly at Stand up hui – (NE hui focus)

Professional discussions and communication with AST

Cultural competency learning with Lara Hania.

By Whom:

Kahui AKo.
Maths Lead Teachers: Suzanne and Toby.
All Staff – PLD

Maths Lead Teachers: Suzanne and Toby
Literacy Lead Teachers: Jaki and Suzanne.
All Staff – Professional Discussions
All staff. Suzanne- Senior School Structured Literacy
Jaki -Junior School Structured Literacy

All staff. Led by Numeracy and Literacy Leaders. Regular professional discussion.

All Staff, particularly literacy Lead Teachers.

All staff have opportunities to connect and seek support from Carolyn Scorrar AST

All staff, guided by Lara Hanna

Timeframe:

Once a term PLD provided by Kahui Ako. (week 7 or 9 each Term)

Twice per term for each area of focus – Literacy and Mathematics.

Twice per term for each area of focus – Literacy and Mathematics.

Throughout the year, as appropriate after PLD opportunities.

Scheduled as weekly Friday stand up hui.

Ongoing throughout the year.

Term 1

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.

Success Measures:

Our whānau and community are engaged and valued participants in the learning journey and success of Upper Moutere students.

Our whanau and students can discuss and share learning success.

Our attendance and engagement data shows an increase in attendance for those most at risk.

How this will be achieved:	By Whom:	Timeframe:
<p>Create a school culture of whanau engagement and participation in learning.</p> <p>Continue to build on the strength of student learning conferences to encourage positive interactions and conversations with whanau, Teachers and students together.</p> <p>Create opportunities for whanau and community to engage with school in a relaxed and non threatening way. Family friendly activities that encourage participation.</p> <ul style="list-style-type: none">• Community events• Meet the Teacher BBQ• School events- Swimming, Tryathlon, Production,• SUMS events – coffee and cake after Learning celebration, fundraising events,• Guest speaker and parent information evenings (Kid Power, John Parsons, Curriculum evenings)• School focus areas of learning - Enviro Schools• School working bees <p>To share and discuss learning in both formal and informal settings to encourage ongoing attendance and engagement in all areas of the curriculum learning.</p>	<p>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.</p> <p>All staff through SLC.</p> <p>All staff Board of Trustees SUMS (Supporters of Upper Moutere School) Whānau Children</p> <p>Teachers and students alongside whānau.</p>	<p>Ongoing throughout the year - informal and formal conversations.</p> <p>Twice a year - Term 1 and Term 3</p> <p>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.</p>

Annual Plan - Goal One

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.

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
Mathematics PLD through Kahui AKo provider	Week 7 and Week 9 – Sarah Thomas Provider	Week 7 and Week 9 – Sarah Thomas Provider	Week 7 and Week 9 – Sarah Thomas Provider	
Kahui Ako Focus Groups	<p>Week 5- Teachers choose to opt into Maths, Literacy or SENCO focus PLG.</p> <p>Week 7 – Teachers opt into Focus learning PLD – Environmental, Lego Therapy, Kapa Haka, Autism, Dyslexia, Healthy Active Learning</p>	<p>Week 5- Maths, Literacy or SENCO PLG</p> <p>Week 7 – All in hui</p>	<p>Week 5- Maths, Literacy or SENCO PLG</p> <p>Week 7 – All in hui</p>	<p>Week 5- Maths, Literacy or SENCO PLG</p> <p>Week 7 – All in hui</p>

	Term One	Term Two	Term Three	Term. Four
AST meetings	Ongoing throughout the year – Carolyn Scorrar (AST) is on call to support Upper Moutere Staff in any way she is capable.			
Staff Curriculum Meetings	Wk 5 – Literacy E-Asttle Wk 8 – Mathematics share back from PLD. Wk 9 - Local Purakau Wk 10 - Mathematics share back from PLD.			
NE Hui	Every Friday – Priority/Focus students are shared and initiatives are discussed through an RBL lens.			
Cultural Competency Focus	Local purakau – working with staff – Lara Hania	Local Purakau – Lara working in classrooms.	Unpacking Nga Kawatau with Lara Hania – all staff 23 and 27 August	
Staff Led PLD professional discussions	Ongoing discussions – reflecting on Curriculum Action Plans to determine what we have done, what we are doing and where we are heading. 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.			
Structured Literacy PLD	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. Staff are expected to share back after PLD to staff.			

Annual Plan - Goal Two

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
<p>Create a school culture of whanau engagement and participation in learning.</p>	<p>Meet the teacher community BBQ.</p> <p>SUMS – Coffee and Cake</p> <p>Student Learning Conferences</p> <p>Learning Celebration x 4</p> <p>Firewood working Bee</p>	<p>Working Bee</p> <p>SUMS – Coffee and Cake</p> <p>Upper Moutere Inn Quiz night.</p> <p>Learning Celebration x 4</p> <p>Kidspower parent evening</p>	<p>SUMS – Coffee and Cake</p> <p>Student Learning Conferences</p> <p>Upper Moutere Inn Quiz night.</p> <p>Learning Celebration x 4</p>	<p>SUMS – coffee and cake</p> <p>Upper Moutere Inn Quiz night.</p> <p>Learning Celebration</p> <p>School Production.</p>
<p>Continue to build on the strength of student learning conferences to encourage positive interactions and conversations with whanau, Teachers and students together.</p>	<p>Student Learning Conferences</p> <p>Spotlight real time reporting</p>	<p>Spotlight real time reporting.</p> <p>Encouraging authentic conversations about learning - informal.</p>	<p>Student Learning Conferences</p> <p>Spotlight real time reporting</p>	<p>Encouraging authentic conversations about learning - informal.</p> <p>Spotlight real time reporting</p>

	Term One	Term Two	Term Three	Term. Four
<p>Create opportunities for whanau and community to engage with school in a relaxed and non threatening way.</p>	<p>Staff seek out opportunities to engage with whananu at drop off times</p>			
	<p>Community BBQ</p> <p>Learning Celebraton</p> <p>SUMS coffee and cake</p> <p>Enviro Schools – bring in whanau to share their skills in this area.</p>	<p>Kids Power Parent evening</p> <p>Learning Celebraton</p> <p>SUMS coffee and cake</p> <p>SUMS working bee</p> <p>Kaitiaki Time- invite whanau in to share skills with small groups of learner</p>	<p>Ag day – celebrating rural school life – enviro and kaitiaki focused learning shared.</p> <p>Learning Celebraton</p> <p>SUMS coffee and cake</p>	<p>School Production</p> <p>Learning Celebration</p> <p>SUMS coffee and cake</p>
<p>To share and discuss learning in both formal and informal settings to encourage ongoing attendance and engagement in all areas of the curriculum learning.</p>	<p>Every Friday – Priority/Focus students are shared and initiatives are discussed through an RBL lens. 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.</p>			

