



2025 Meremere School Strategic Plan

Vision Statement:
Believe Achieve Succeed

School Mission Statement:
Success through Achievement
Achievement through Education

Ministry of Education Guiding Documents:
Ministry of Education Objectives:
These are:

- helping children and young people to attain their educational potential.
- preparing young people for participation in civic and community life and for work and promoting resilience, determination, confidence, creative and critical thinking, good social skills, and the ability to form good relationships.
- helping children and young people to appreciate diversity, inclusion, and Te Tiriti o Waitangi.

National Education and Learning Priorities [NELP] issued under the Education and Training Act 2020.

These are:

- Learners at the Centre [Learners with their whanau are at the centre of education]
- Barrier Free Access [Great education opportunities and outcomes are within reach for every learner]
- Quality Teaching and Leadership [Quality teaching and leadership make the difference for learners and their whanau]
- Future of Learning and Work [Learning that is relevant to the lives of New Zealanders today and throughout their lives]

Ka Hikitia - The Maori Education Strategy

These are:

- Te Whanau - Education provision responds to learners within the context of their whanau.
- Te Tangata - Maori are free from racism, discrimination and stigma in education.
- Te Kanorautanga - Maori are diverse and need to be understood in their diverse aspirations and lived experiences.
- Te Takukiritanga - Identity, language and culture matter for Maori learners.
- Te Rangitiratanga - Maori exercise their authority and agency in education

Tau Mai Te Reo Approaches

These are:

- Te Mihi Mai Te Reo - Our education services will support learners to value and acquire and use Māori language words, phrases and other forms (for example, waiata and haka) that are used on a regular basis in New Zealand society.
- Kōrero Mai Te Reo - Our education services will provide Māori language to support learners to develop the ability and confidence to talk about a range of things in the Māori language.
- Tau Mai Te Reo - Our education services will ensure learners can access Māori Medium education services in order to develop high levels of Māori language proficiency and use.

Pacific Education Plan 2020-2030

Objectives are:

- Work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from the COVID pandemic
- Confront systemic racism and discrimination in education
- Enable every teacher, leader, and educational professional to take coordinated action to become culturally competent with diverse Pacific learners.
- Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met
- Grow, retain and value highly competent teachers, leaders, and education professionals of diverse Pacific heritages.

Summary of the information used to develop this plan:

Government Education requirements

Whanau consultation at 3 Way Conference held mid-year 2023

Analysis of whanau consultation

End of year 2023 data

Staff discussion

Governance input

Student voice

Success of learning pathways to date

Success of new approach to Writing programme in 2023

Success of Mathematical individualised programme for seniors started in 2023



1 Ensure a high level of student learning and achievement

1.1 Ensure all learners access the new New Zealand Literacy Curriculum as evidenced by achievement in relation to curriculum expectations in Reading and Writing

1.2 Ensure all learners access the new New Zealand Mathematics Curriculum as evidenced by achievement in relation to curriculum expectations in Mathematics

1.3 Ensure all learners are at the centre of education, fully participate in, think, and contribute through effective pedagogy, positive strategies, and a supportive learning environment which ensures leadership opportunities, positive well-being, enjoyment, educational opportunities, and success, while reducing barriers to all including Māori and Pacifica learners, disabled learners, and those with learning support needs

Which Board Primary Objective does this strategic goal work towards meeting?

Section 127(1)

A board's primary objectives in governing a school are to ensure that:

- a. every student at the school can attain their highest possible standard in educational achievement
- d. the school gives effect to Te Tiriti o Waitangi, including by:
 - i. working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
 - ii. taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
 - iii. achieving equitable outcomes for Māori students

Section 127(2)

To meet the primary objectives, the board must:

- b. give effect to its obligations in relation to:
 - i. any foundation curriculum statements, national curriculum statements, and national performance measures
 - ii. teaching and learning programmes
 - iii. monitoring and reporting students' progress
- c. ensure the school is inclusive of, and caters for, students with differing needs

Section 164 Teaching and learning programmes

The board of a school must ensure that the school's principal and staff develop and implement teaching and learning programmes that:

- a. give effect to any foundation curriculum policy statements and national curriculum statements made under section 90

Section 165 Monitoring of and reporting on student performance

1. The board of a school must ensure that the school's principal and staff monitor and evaluate the performance of the school's students.
2. Monitoring and evaluating must include, but is not limited to, monitoring and evaluating the performance of the students in relation to:
 - a. any foundation curriculum policy statements and national curriculum statements published under section 90

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| <p>3. The board must ensure that information about a student's performance is given to a parent of the student in a timely manner and in a form that is readily understood.</p> <p>4. The board must report to the Secretary, to its school community, and to parents on the performance of the school's students in accordance with any regulations made under section 639.</p> |
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| <p>Links to Education requirements</p> <p><i>National Education and Learning Priorities in schools [NELPS]</i></p> <p>2 Have high aspirations for every learner and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures.</p> <p>3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</p> <p>4 Ensure every learner/ ākonga gains sound foundation skills, including language, literacy and numeracy.</p> |
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| <p>What do you expect to see?</p> <p>Happy, focussed, settled children who work respectfully together, are self-managing and successfully work towards achieving at or beyond curriculum expectations.</p> <p>Assessment indicating progress towards high levels of achievement.</p> <p>Acceleration for targeted learners</p> <p>Committed stakeholders towards the achievement and progress of all children.</p> |
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| <p>How will we make progress towards our strategic goals?</p> <p>Establish high expectations of behaviour and learning.</p> <p>Create a physical and emotionally safe learning environment for children.</p> |
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Assess and collect data on an ongoing basis and analyse this.
Respond to individual needs and target children requiring additional support.
Develop clear learning pathways.
Embed the school values.
Foster positive relationships and communication with all stake holders.
Create strong connections with whanau.
Ensure wise Governance.
Provide successful school leadership.
Create effective school systems.

How will you measure success?

Observation of children at work and play.
Student voice.
High attendance.
Positive comments from visitors.
Discussions with staff.
Shifts with data.
Acceleration with targeted children.
Childrens understanding of next steps.
Positive school environment.
High Three-Way Conference attendance.
Positive Governance and school relationships.
Intelligent and considered decision making by Governance and Principal.
Effective school systems.
Input from all stake holders.



2 Ensure a quality learning environment

2.1 Engage in Professional Learning Development which supports learning that is relevant now and into the future, supports quality teaching, leadership, and barrier free access for all students with a focus on Literacy, Mathematics, Cultural Responsiveness, and Local Curriculum, meaningfully incorporating te Reo Māori and tikanga into daily practice while understanding learners' contexts

2.2 Review the local curriculum to reflect and strengthen local aims, aspirations, and local contexts for learning, planning, and assessment

2.3 Provide quality resources to support effective teaching and learning

2.4 Create ways to build and strengthen relational trust with whānau and community, strengthening home, school, and community partnerships, while designing and delivering education that responds to their needs, reduces financial barriers, builds, and realises their aspirations and sustains their identities, languages and cultures

Which Board Primary Objective does this strategic goal work towards meeting?

Section 127(1)(a)-(d)(iii)

A board's primary objectives in governing a school are to ensure that:

- a. every student at the school can attain their highest possible standard in educational achievement
- b. the school:
 - i. is a physically and emotionally safe place for all students and staff
 - ii. gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993
 - iii. takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school
- c. the school is inclusive of, and caters for, students with differing needs
- d. the school gives effect to Te Tiriti o Waitangi, including by:
 - iii. achieving equitable outcomes for Māori students

Section 127(2)(b) and (c)

To meet the primary objectives, the board must:

- b. give effect to its obligations in relation to:
 - ii. teaching and learning programmes
 - iii. monitoring and reporting students' progress

Section 164 Teaching and learning programmes

The board of a school must ensure that the school's principal and staff develop and implement teaching and learning programmes that:

- a. give effect to any foundation curriculum policy statements and national curriculum statements made under section 90

Section 165 Monitoring of and reporting on student performance

1. The board of a school must ensure that the school's principal and staff monitor and evaluate the performance of the school's students.

2. Monitoring and evaluating must include, but is not limited to, monitoring and evaluating the performance of the students in relation to:
 - a. any foundation curriculum policy statements and national curriculum statements published under section 90
3. The board must ensure that information about a student's performance is given to a parent of the student in a timely manner and in a form that is readily understood.
4. The board must report to the Secretary, to its school community, and to parents on the performance of the school's students in accordance with any regulations made under section 639.

Links to Education requirements

National Education and Learning Priorities in schools [NELPS]

- 2 Have high aspirations for every learner and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, 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.
- 5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.
- 6 Develop staff to strengthen teaching, leadership and learner support capability.

What do you expect to see?

- A quality learning environment.
- High expectations for all learners.
- Strong school whanau connections and engagement.
- Great student participation and engagement.
- The school responding to student and whanau needs while sustaining identity, language and culture.
- Access to education for all regardless of gender, culture, ethnicity, or ability.
- Provision of strong foundational skills including language, literacy and numeracy.

Effective teaching practice to support all learners.
Strong leadership to strengthen teaching and learning.
Te Reo Maori and tikanga meaningfully incorporated into daily practice.
Staff engaged in PLD that is relevant now and into the future.
Learners actively participating in Digital Technology, Health and Physical Education, and The Arts.
A local curriculum that reflects and strengthens local aims, aspirations, and local contexts.
Quality resources that support effective teaching and learning.

How will we make progress towards our strategic goals?

Work along side Waikato Maori Achievement Collaborative [WaiMAC] to ensure Maori are achieving as Maori.

Work with PLD providers.

Attend Teacher Only Days.

Secure support for Health and Physical Education from outside providers.

Principal to attend Franklin Principal and Waikato Principal meetings.

Purchase modern learning aides.

Drive the school vision.

Embed the school mission and values.

Positively support whanau and communicate openly and respectfully.

Review incentive systems to encourage attendance.

Teachers increasing use of te Reo.

Provide an effective Sports and Visual Arts programme.

Acknowledge and respond to whanau feedback.

How will you measure success?

A clean, well organised, modern school environment.

Quality resources utilised by staff and students to support clear learning pathways.

An attractive and safe outdoor environment.

High student attendance.

Strong senior student participation in leadership programme.

High whanau attendance to 3 Way Conferences and strong support with school consultations.

Children identifying strongly with and feeling proud of their culture and language.

A high proportion of the students attaining at or above curriculum expectations in Literacy and Mathematics with clear learning pathways for these.

Children articulating and understanding next steps in learning.

Principal collecting and analysing data every five weeks and seeing shifts in attainment.

Principal employing the best teachers who have strong pedagogical practice and are passionate about childrens learning.
Principal and staff identifying PLD which are transferred into practice.

Students happily engaged and acquiring skills in The Arts, PE and Digital Technology.

A completed local curriculum.



3 Ensure a well-managed and effectively governed school

Which Board Primary Objective does this strategic goal work towards meeting?

Section 127(1)(b)-(d) Objectives of boards in governing schools

A board's primary objectives in governing a school are to ensure that:

b. the school:

- i. is a physically and emotionally safe place for all students and staff
- ii. gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993
- iii. takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination
- c. the school is inclusive of, and caters for, students with differing needs
- d. the school gives effect to Te Tiriti o Waitangi, including by:

i. working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te reo Māori

ii. taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori

iii. achieving equitable outcomes for Māori students.

Links to Education requirements

National Education and Learning Priorities in schools [NELPS]

- 1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.
- 2 Have high aspirations for every learner, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures.
- 5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.

What do you expect to see?

Student learning and achievement fostered while ensuring high aspirations for every child.

Teaching programmes giving priority to Literacy, Numeracy, Digital Technology, Cultural Responsiveness, Health and Physical Education, The Arts, and Local Curriculum across the whole school developed and implemented.

Assessment information effectively used to identify and cater for all learners needing support and to ensure that this data is used to fully inform the wider school community.

The strategic plan particularly in line with 2023 NELP requirements developed and reviewed.

The on-going cycle of school and Board self-review maintained.

Reporting to students, Board and school community about progress and achievement

Progress and achievement posted on the school's website in line with MOE expectations.

High levels of expectation and staff performance, strengthening teaching capability, confidence, and competence through investment in opportunities which will enhance pedagogy.

The Board ensuring it is a good employer by safeguarding staff wellbeing and safety and complying with employment contracts and legal requirements.

The budget which apports funds to reflect the school's annual priorities ratified early in the year.

Regular review of the budget.

Buildings and facilities providing a safe, physical learning environment.

Barrier free access to education for all whanau and learners.

The MOE provided with a copy of the annual report along with the Analysis of Variance by 31 May.

The MOE provided with a copy of the Strategic and Annual plan by 1 March.

A safe, inclusive school free from racism, discrimination, and bullying.

Fully comply with current or future legislation to ensure the safety of all students and employees.

How will we make progress towards our strategic goals?

Instil high expectations of learning and behaviour for every child.

Access PLD for focus areas.

Collect assessment data every 5 weeks.

Analyse assessment data and the progress of target children.

Use whanau feedback to inform strategic and annual plan.

Review school policy.

Place achievement data on school website and inform all stakeholders including the Board.

Obtain staff feedback about school culture.
Establish budget to reflect annual priorities.
Monitor state of buildings and grounds.
Provide MOE with all requirements on due date.
Establish clear policy expectations to ensure there is no racism, discrimination, and bullying.
Carry out all compliance requirements.

How will you measure success?

Children achieving at or above expectations.

Assessment data.

Anecdotal evidence.

Strategic and Annual plan shared with the school wide community, on the school's website and with the MOE by 1 March.

Board participating in the School Docs review cycle and attending PLD.

School wide community reporting occurring across the school year.

Achievement and progress data on the school's website.

Staff engaged in PLD.

Staff feeling safe and valued in the workplace.

A budget that meets the school's needs.

A balanced budget.

A safe school environment.

All children feeling happy and secure at school.

