

# Motueka High School Annual Implementation Plan 2025

At Motueka High School we are passionate about improving educational experiences and outcomes for all students. In particular we will focus on areas where we can improve Hauora (wellbeing), Tuakiri (identity) and Mana Taurite (equity) as these important conditions need to be met to be effective drivers of improved outcomes in all measures and for all students.

## Our Vision Statements

At Motueka High School we will aspire to support the individual and unique learning journeys of our students. From our maunga to our moana we are proud of and connected to our place in the world. Through a culture of respect, collaboration, and personal growth, we inspire every student to be confident, capable and empowered. Our vision is to develop innovative thinkers and compassionate leaders who are prepared to make meaningful contributions to our community and the world.

### **We will be a school where:**

- Students reach their full potential
- Students are proud to be attending
- Learning is community and student-focused
- Learning and teaching of the highest calibre occurs
- A holistic (hau ora) approach to student development is evident
- The community holds our school in high regard
- All stakeholders are happy to be

### **Students who attend our school will:**

- Have a strong sense of who they are
- Have pride in our school
- Leave being able to contribute to and function in their community
- Leave confident in their ability to learn, change, adapt, cope with set-backs and grow
- Reach their full potential academically, culturally, and physically

Through development of these focus areas we will progress and work toward the objectives and priorities described in these Statements of National Education and Learning Priorities (NELP):



# Te Tiriti o Waitangi

Motueka High School, through planning, words and action are committed to the principles and intent of Te Tiriti and we see ourselves as active partners in:

1. working to ensure their plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori
2. taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori and
3. achieving equitable outcomes for Māori students.

These goals are embedded throughout our Strategic Plan and throughout school and Board operations. Te Tiriti is integrated into our Strategic Plan and specific goals and relationships are detailed in this Implementation Plan.

Specific targets will be set that identify particular students and groups of students who are not finding success in our current content, delivery and structures.

## Ministry of Education Priorities

### Six priorities to improve achievement

The Minister of Education has outlined 6 priorities to improve the education system.

[Education priorities focused on lifting achievement – Beehive website](#)

These priorities set the direction for our work programmes and how we will assist schools and kura. So, we can collectively support all students to achieve. This will mean: **(priorities directly addressed in this plan in red).**

- **Teachers and schools are supported by a detailed, knowledge-rich curriculum and will know what needs to be taught and when. Explicitly detailed in Tuakiri Focus Area Goals.**
- **All students will be learning literacy and mathematics in a way that evidence tells us best supports students to learn. Explicit targets set in Mana Taurite.**
- **Parents will know about their child's progress and teachers will know about their students' progress so they can adjust as needed. Covered in all three focus areas.**

- Attracting and retaining teachers domestically and from overseas, and better teacher education at every stage of a teacher's career, from selection and Initial Teacher Education through beginning teachers, experienced teachers, and experts, leaders, and principals.
- Targeted effective learning support. An explicit goal in the Mana Taurite focus area.
- Better use of data, assessment, and evidence to identify and invest in supports and services that work. Embedded through all areas.

## Strategic Areas and Sources of Data.

As an overview, the three focus areas overlap, connect and drive an integrated set of strategies for school improvement. These, and the specific goals and targets, have been developed through:

- Analysis of student voice through RBL Voice Collection, NZCER Me and My School Data
- Interrogating achievement data and Departmental Reports
- Examination of the Analysis of Variances (2023-2024) to evaluate progress and determine next steps
- Kāhui Ako involvement and long term plans
- Analysis of pastoral and attendance data including Everyday Matters
- Staff discussions through PLD and Staff Meetings.
- Student and Whānau voice through surveys, hui and conversation.
- Analysis of achievement data including NCEA reports, Literacy and Numeracy and school assessments and reports.

Note: The targets set and evaluations that lead to them encompass a great deal of data synthesis and analysis. This is not included here as a primary function of this plan is that it is succinct and clear.



Specific targets and foci for 2025 will be formed around:

- Literacy and Numeracy Pass Rates (based on cohorts) which will lead to:
- Increase in NCEA L1 achievement, particularly for the target groups of NZM males and NZE males.
- Endorsement rates at L1/2/3 based (based on cohorts)

For attendance:

- Increasing the % of students attending regularly (comparing term to term)
- Decreasing % of students late to class.
- Increasing % of accuracy of attendance recording.

### Focus Area-Hauora

Wellbeing-including creating unified structures to support attendance, wellbeing and pastoral care.

Strategic Area	2024 Evaluation	2025 Goal from 3 yr Plan	Amended 2025 Goals and Targets (based on AoV next Steps)
Attendance Service Redevelopment to improve attendance rates.	<p>Based on Everyday Matters data, ASA Data and Deans Tracking not all target students made the target gains. Round 64% of identified students made significant gains in attendance although this was not always sustained over time.</p> <p>From Everyday Matters data (included below) and internal tracking on KAMAR we can see small improvements but still strong trends around continuing high levels of chronic absence, lateness to class and the</p>	Review and adapt the Attendance Model to capture and build on areas of strong practice and improvement and to develop strategies around areas of minimal progress.	<p>While more robust and layered supports and systems are now embedded we need to set attendance, data tracking and lateness as specific targets for 2025</p> <p>Target Document below.</p> <p><b>Key Strategies.</b>  <a href="#">Attendance</a>  <a href="#">Attendance Policy</a></p>

	impact on student achievement.		<a href="#">Sport and attendance</a>
Relationship Based Learning used as a basis to create a whānau like environment.	Co-construction hui are now well established and focus on AREA data around target students. Increased tracking is embedded and well used to drive increased achievement.	Review and adapt where achievement gains can be seen in our work on RBL and evaluate this work using AREA data. Use this information to identify Tchr, Dept and School next steps.	<p>This has gone well and we now need to maintain this momentum and, over time, expand this into Year 10 and beyond. We need to be mindful of staff capacity and the institutional time needed to do this.</p> <p>Continue Yr 9 Coconstruction and review for possible Yr 10 roll out.</p> <p><b>Key Strategies</b>  <a href="#">Example of Coconstruction</a></p>
Healthy Learning Environment (Property and School Culture)	Property and environment have seen massive investment in new buildings and refurbishments as well as a focus on some areas of frustration for staff as identified in the staff wellbeing survey. What has been more challenging has been key staff illness and incapacity which had a significant impact over summer.	Review and adapt support systems.	<p>Wait lists of less than 3 weeks for non-urgent cases was not achieved for several reasons.</p> <p>Increased capacity in the counselling service has now been secured as a strategy to deal with this. Review the impact of this.</p> <p>In terms of school culture there has been significant improvement in inter student interactions in Term One 2025 and we are due for another round of NZCER Me and My School to quantify this as well.</p>
Effective School Structures and processes that support student, staff and whanau wellbeing.	The House Based Dean structure, augmented by Māori Pacific Dean, Transition Dean and Support Dean has now rolled out.	Review and adapt these structures and collect staff voice around any improvements or changes	<b>Key Strategy</b> Review Changed Structure and process.

		that can be observed or that grow from feedback.	
Reviewed EOTC Standard Operating Procedures to ensure safety.	This has been completed and ongoing external evaluation processes continue.	Review and adapt systems, including the use of external auditors to evaluate structures and processes.	No further goals or targets are needed in this area.

## Tuakiri

Strategic Area	2024 Evaluation	2025 Goal from 3 yr Plan	2025 Goals and Targets (based on AoV next Steps)
Local curriculum development continues and is embedded within a school and Kāhui Ako framework.	Throughout Learning Areas there are consistent and coherent applications of relevant local content and contexts that are being delivered and reviewed. With ongoing review and updating this goal is largely achieved.	Review and adapt specific subject, course and Learning Area aspects of local curriculum and form these into a coherent school wide program.	<p>The next steps are to connect what is happening in areas to a school wide/graduate profile structure.</p> <p>Graduate Profile development project.</p> <p><b>Key strategies.</b> Consult on and develop a graduate profile that reflects the needs and aspirations of our community.</p>
<p>Strengthen Community Connections</p> <p>This connects to National Objectives 3 and 4 with a focus on Priorities 5, 6 and 7.</p> <p>Tiriti 1, 2 and 3</p>	At all levels of the school we are connecting to Iwi and Pacific groups, employers and groups (like Love Motueka), service organisations (Rotary), TDC and focus groups. Also connections with training organisations like Whenua Iti and the Trades	Review and adapt strategies used to connect to our community and how effective they are being and what needs to change.	<p>Next steps here are to ensure we “give back” by communicating how this support is impacting students achievement and school in a positive way.</p> <p><b>Key Strategies</b> Communication strategy</p>



	Academy. This is providing rich opportunities for students and also strong support for the school.		development for key partners and community. Build on Facebook and digital communications.
<p>Partner with Mana Whenua to deliver on objectives from the Te Tau Ihu Educational Strategy</p> <p>This connects to National Objectives 1,3 and 4 with a focus on Priorities 2,5,6 and 7</p> <p>Tiriti 1, 2 and 3</p>	<p>NGĀ KAWATAU ME NGĀ TŪMANAKOTANGA O TE TAUIHU   The Aspirations and Expectations of Te Tauihu is now an integral document and blueprint for our school. It is embedded in PGC and PLD, Dept plans and our strategic plan. It drives aspects of local curriculum development and school events.</p>	<p>Review and adapt the effectiveness of strategies based on voice collection with tauira Māori and Whānau Mana Whenua.</p>	<p>Next steps, as above, are reporting back how this expectation is being met and what it looks like at Motueka High School.</p> <p><b>Key Strategies</b> Communication strategy development for key partners and community. Build on Facebook and digital communications.</p>
<p>Increase and value participation in sporting and cultural activities that promote a sense of identity and connection.</p>	<p>A sport plan and strategy document now frame ongoing development in this area. There is a tension here as while these opportunities are very valuable they can also impact student achievement if students are out of class frequently. An attendance prerequisite is being re-established with this in mind. Across all metrics opportunities and engagement rose in the order of 15%. We will need to consider the impact of an attendance prerequisite in terms of inequitable impact on certain demographic groups.</p>	<p>Review barriers to participation and adapt opportunities and processes to address these.</p>	<p>Implementation of the Sport Strategic Plan is the next step here.</p> <p><b>Key Strategy</b> <a href="#">Sport Plan</a></p>

## Mana Taurite

### Focus Area- Mana Taurite

*Equity*-Identifying and confronting in-equity of educational access, experience, and outcomes.

Strategic Area	2024 Evaluation	2025 Goal from 3yr Plan	2025 Goals and Targets (based on AoV next Steps)
Literacy and Numeracy	This has been incredibly difficult with continual roll-backs by MoE on the Common Practice Models. Now that these have been locked in and embedded in NZC docs we have been able to form a more coherent strategy. Similarly, as we have gathered and analysed more data around the CA Corequisites we have a clear picture not only of the needs of students but a potential tiered response.	Review the effectiveness of common pedagogy and refine these.	<p>Next steps are to now raise literacy and numeracy as priority target areas and set targets around these for 2025 (and beyond).</p> <p><b>Key Strategies</b>  <a href="#">Literacy Plan</a>            Maths class structure            Whole school PLD            Alternate pathways and tracking.</p> <p>Targets described below.</p>
Effective, timely and targeted support.	While a 10% improvement was noted in 70% of target students in one or more AREA categories, most students still had areas where they struggled to show progress. It is very clear that literacy and numeracy are significant barriers and that they are more significant for specific ethnic and gender groups. These barriers impacted massively the achievement of this target as while there was significant growth in the	Review and adapt strategies as well as tracking mechanisms.	<p>Knowing learner need is key here, as are clear pathways of support through HoLA, Dean, SLT, SENCO, LSC and more.</p> <p><b>Key Strategies</b>            Review SENCO/LSC/Dean loops            Literacy and numeracy planning            Investigate partnership with Maitai School (already approved by MHS BoT)  <a href="#">BYOD Strategy</a>            Student tracking and targeting</p>

	target group this did not always translate to NCEA achievement as Literacy and Numeracy requirements were not met.		
Clear, diverse and accessible pathways.	This work continues and as timelines are rolled back and there is a MoE focus on Curriculum development, particularly in primary school years, we will need to keep pushing through as more detail and more developments come through.	Review and adapt pathways, curriculum design and course structures to assess effectiveness.	<p>Next steps are continuing to move on curriculum and NCEA Change Plan.</p> <p><b>Key Strategies</b> Use ToDs and Dept time to continue curriculum development.</p>
All students have the opportunity to reach their potential.	Similar to the above with the important addition that with the rate of change and levels of uncertainty we need to communicate with our community about pathways and options in 2025 and onwards.	Review and adapt programs.	<p>As well as the setting of targets described above there is a need to keep clear and visible pathways towards excellence in students areas of strength and passion.</p> <p>Specific targets around Merit and Excellence endorsements will be set in 2025 and action plans embedded in Department Plans.</p> <p><b>Key Strategies</b> Academic Advisors HoLA focus group Dept Plans and implementation. Celebrations of Success Student tracking and targeting. <a href="#">BYOD Strategy</a></p> <p><b>Targets described below.</b></p>
Ensure Motueka High School is an inclusive learning environment.	Our changing demographics are exciting and enriching. With new additions to curriculum offerings, content and supports (like ESOL).	Review and adapt structures and programs to ensure that they are meeting emerging and	Next steps are to consolidate Pacific strategies and partnerships and embed partnerships like Talanoa Ako.

		historical needs.	<a href="#">Kamar Audible Names</a>  <b>Key Strategies</b> Review and celebrate programs that are currently running and evaluate impact on attendance, engagement and achievement.
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## Attendance and Achievement Targets

### Attendance Targets

2025 ATTENDANCE TARGETS:				
<b>Target 1:</b> Reduce the number of ? (Unknown reason - temporary) from 24% T4 2024 to less than 5%	<b>T1 2024</b>	<b>T2 2024</b>	<b>T3 2024</b>	<b>T4 2024</b>
	<b>40%</b>	<b>17%</b>	<b>17%</b>	<b>16%</b>
	<b>T1 2025</b>	<b>T2 2025</b>	<b>T3 2025</b>	<b>T4 2025</b>
<b>Target 2:</b> Reduce the number of students attending class late from 31% in T4 2024 to less than 5%.	<b>T1 2024</b>	<b>T2 2024</b>	<b>T3 2024</b>	<b>T4 2024</b>
	<b>31%</b>	<b>32%</b>	<b>33%</b>	<b>31%</b>
	<b>T1 2025</b>	<b>T2 2025</b>	<b>T3 2025</b>	<b>T4 2025</b>
<b>Target 3:</b> Increase the number of students attending class regularly from 50% in T4 2024 to 55%	<b>T1 2024</b>	<b>T2 2024</b>	<b>T3 2024</b>	<b>T4 2024</b>
	<b>50%</b>	<b>40%</b>	<b>47%</b>	<b>50%</b>
	<b>T1 2025</b>	<b>T2 2025</b>	<b>T3 2025</b>	<b>T4 2025</b>

## Achievement Targets

Target Area	Expected Outcomes
<b>Level 3 2025</b>	<b>75% attainment rate for Level 3</b> <i>(Based on L2 results 2024)</i> <b>Merit- 24%</b> <i>(24 students)</i> <b>Excellence - 7%</b> <i>(7 students)</i> <b>University Entrance</b> 53% <b>Currently 32%</b> <i>(21 students)</i>
<b>Level 2 2025</b>	<b>80% attainment rate for Level 2</b> <i>(Lit/Num attainment dependent)</i> <b>Merit: 22%</b> <i>(32 students)</i> <b>Excellence: 11%</b> <i>(16 students)</i>

<b>Level 1 2025</b>	<b>65% attainment rate for Level 1</b> <i>(Based on Co - Requisite data)</i> <b>Merit: 30%</b> <i>(44 students)</i> <b>Excellence: 10%</b> <i>(15 students)</i>
<b>Literacy Attainment Rate Year 11</b>	<b>80% Literacy Attainment Rate at Year 11</b> <i>(Current rate is 6% higher than 2023 Year 10)</i>
<b>Numeracy Attainment Rate Year 11</b>	<b>80% Numeracy Attainment Rate at Year 11</b> <i>(Current rate is 9% higher than 2023 Year 10)</i>
<b>Literacy Attainment Rate Year 10</b>	<b>62% Reading Literacy at Year 10 Attainment Rate</b> <i>(This target is 6% higher than 2024 Year 10)</i> <b>40% Writing Literacy at Year 10 Attainment Rate</b> <i>(This target is 10% higher than 2024 Year 10)</i>
<b>Numeracy Attainment Rate Year 10</b>	<b>62% Numeracy Attainment Rate at Year 10</b> <i>(This target is 4% higher than 2024 Year 10)</i>