

Mangere Bridge School Charter

Strategic Plan 2018-2020

2018 Action plans

Together we care, we learn, we succeed

Aroha, Ako, Angitu

Mehemea ka moemoeā tātou, ka taea e tātou

(If we dream together, we will all achieve) Te Puea Herangi

is from the tongikura by Princess Te Puea Herangi explaining that if you dream alone, you alone will achieve but dreaming together will result in collective achievement.

Shared dreams can lead to collaborative action and explores what is possible.

Through partnerships we can turn shared dreams into reality.



KOTAHITANGA *When we work together we succeed as one. We are whanau.*

KAITIAKITANGA *We are guardians / kaitiaki of our environment, each other and everything that makes us special*

MANAAKITANGA *We respect and care for each other, everyone is welcome.*

RANGATIRATANGA *We are confident, self determined learners and leaders.*

We value and respect , diversity, ecological sustainability and every child and adult who belongs to this place.

Children who leave Mangere Bridge School will be:

Respectful , articulate, confident, adaptable, self-motivated inquiring learners, who achieve academically, have a passion for learning and a belief in their own potential, stand strong in their cultural identity and feel valued for who they are.

Our staff, students and community will work to create an Aotearoa/New Zealand in which Maori and Pakeha recognise each other as full partners of Te Tiriti o Waitangi, and in which all cultures are valued for the contributions they bring.

The following indicators of student achievement and progress are drawn from The New Zealand Curriculum and are what we aspire to achieve for all our students.

MBS students are confident in their identity, language and culture as citizens of Aotearoa New Zealand

Students:

- are confident in their identity, language and culture
- value diversity and difference: cultural, linguistic, gender, special needs and abilities
- represent and advocate for self and others
- promote fairness and social justice and respect human rights
- use cultural knowledge and understandings to contribute to the creation of an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Te Tiriti partners
- show a clear sense of self in relation to cultural, local, national and global contexts.

MBS students are socially and emotionally competent, resilient and optimistic about the future

Students:

- enjoy a sense of belonging and connection to school, whānau, friends and the community
- feel included, cared for, and safe and secure
- establish and maintain positive relationships, respect others' needs and show empathy
- are able to take a leadership role and make informed and responsible decisions
- are physically active and lead a healthy lifestyle
- self-manage and show self-efficacy
- are resilient and adaptable in new and changing contexts.

MBS students are successful lifelong learners

Students:

- demonstrate strong literacy and mathematics understanding and skills and achieve success across the learning areas of *The New Zealand Curriculum*
- are curious and enjoy intellectual engagement
- draw on multiple perspectives and disciplinary knowledge to actively seek, use and create new knowledge and understandings
- are technologically fluent and take a discerning approach to the use of technology
- are digitally fluent, using a range of e-learning tools to enhance learning
- who are Māori enjoy education success as Māori
- confidently tackle challenging tasks and are resilient and persevering in the face of difficulties and failure
- use multiple strategies for learning and problem solving
- collaborate with, learn from, and facilitate the learning of others
- set personal goals and self-evaluate against required performance levels
- develop the ability to reflect on their own thinking and learning processes

MBS Student inquiry is designed for all students to participate and contribute confidently in a range of contexts – cultural, local, national and global




Students:

- think critically and creatively, applying knowledge from different disciplines in complex and dynamic contexts
- are energetic and enterprising, effectively navigating challenges and opportunities
- work collaboratively to respond to problems not previously encountered, developing new solutions and approaches
- understand, participate in, and contribute to cultural, local, national and global communities
- are critical, informed, active and responsible citizens
- can evaluate the sustainability of a range of social, cultural, economic, political and environmental practices
- are ethical decision makers and kaitiaki/guardians of the world of the future.

CULTURAL DIVERSITY All cultures within the school are valued and accepted through active encouragement of a non-racist school culture and ethos; encouraging students to share elements of their cultural heritage, where they differ from mainstream NZ culture. Staff members will ensure that students from all cultures are treated with respect and dignity, and will actively work towards high standards of achievement from all children irrespective of cultural backgrounds.

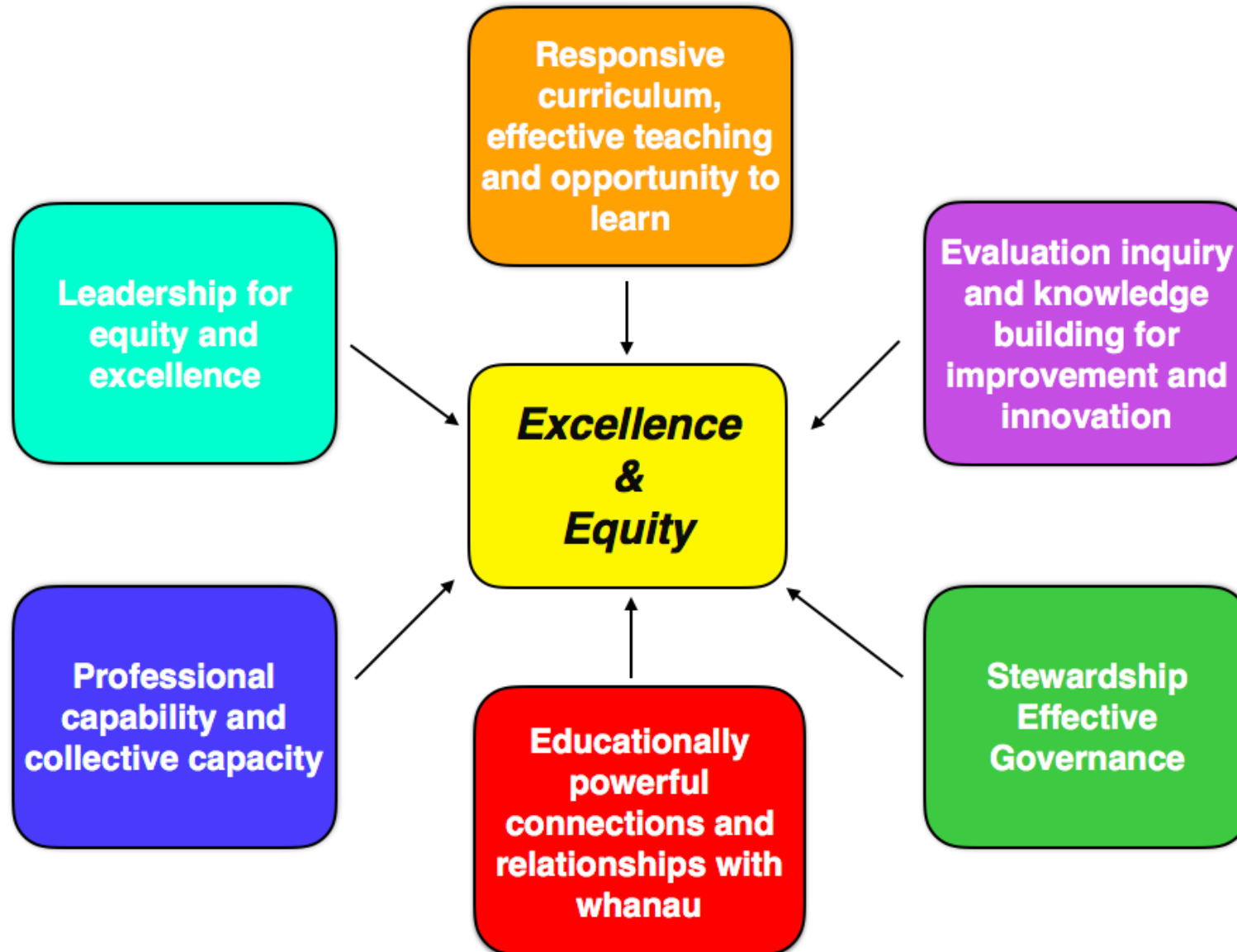
Our school has a strong commitment to the principles of the Te Tiriti o Waitangi in all aspects of school life.

The 3 Principles of **partnership, participation** and **protection** are practiced and respected at MBS

Partnership 	Protection 	Participation 
<p>Partnership involves working together with our Maori whanau including Te Waiohau Iwi, Makaurau Marae, Te Paea Marae, Pukaki Marae, and Mangere Mountain Education Centre, and our maori community to develop strategies for Māori education.</p> <p>Partnership encourages and requires Māori to be involved at all levels of the school, including decision-making, planning, and development of curriculum.</p> <p>Partnership is:</p> <ul style="list-style-type: none"> ● Engaging with our Māori community ● Inquiry- place based learning-finding out about and valuing the Māori origins of our rōhe, mountains, rivers, history ● Having Māori representatives on our board of trustees ● A commitment to Equity for Māori - Māori achieving success as Māori ● Power sharing ● Partnership relies on us welcoming and having genuine relationships with our Māori community. 	<p>Protection means actively protecting Māori knowledge, interests, values, and other tāonga. Identity, language, and culture are important expressions of what it means to be a culturally located learner. Ka Hikitia (Ministry of Education, 2007) emphasises that “culture counts” and describes a commitment to “knowing, respecting and valuing where students are, where they come from and building on what they bring with them”</p> <p>Protection is:</p> <ul style="list-style-type: none"> ● Valuing, validating and protecting local knowledge (place-based learning) ● Normalising te reo Māori ● Learning and including tikanga school-wide ● Equity for Māori <p>All classroom teachers are expected to implement these principles every day. Normalising te reo not only in our classrooms, but in staff meetings, the staff room, on duty, at assemblies and in other areas. Ensuring we include the Māori histories, origins and perspectives to topics and inquiry is an opportunity for us to weave tikanga and Māori viewpoint into everyday situations.</p>	<p>Emphasise positive Māori involvement at all levels of education, as expressed in NEG 9: “Increased participation and success by Māori through the advancement of Māori educational initiatives, including education in Te Reo Māori, consistent with the principles of Te Tiriti o Waitangi.”</p> <p>Participation is:</p> <ul style="list-style-type: none"> ● Strengthening home-school relationships ● Māori participating in school decision making ● School environment reflecting the biculturalism of Aotearoa ● Aspirations of Māori whānau reflected in school planning ● Maori whanau led initiatives ● Equity for Māori ● Provision of Education in Te Reo Maori through the establishment of a Maori Bilingual Unit providing for years 1-6

Mangere Bridge School Strategic Goals 2018 - 2020

MBS strives for Equity and Excellence. We believe these 6 drivers for change will ensure our school achieves this aspirational goal. These 6 domains from ERO evaluation indicators will enable our school to have effective practices and internal evaluation to address the current disparities in the achievement of Māori and Pasefika students.








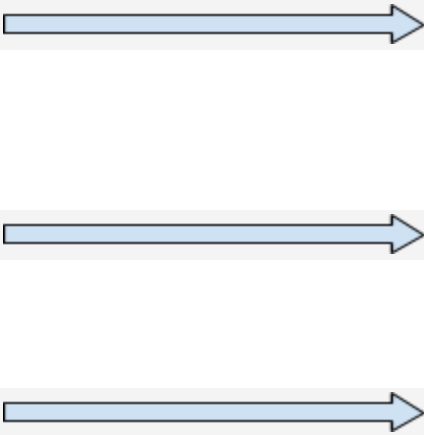
2E = Equity and Excellence


Responsive curriculum, effective teaching, and opportunity to learn	Educationally powerful connections and relationships with whānau/family	Professional capability and collective capacity	Leadership for equity and excellence	Evaluation inquiry and knowledge building for improvement and innovation	Stewardship Effective Governance
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Strategic Goal 1				
Mangere Bridge School provides a responsive curriculum, effective teaching and opportunity to learn				
Indicators and examples of effective practice	2018	2019	2020	
<i>Students learn, achieve and progress in the breadth and depth of The New Zealand Curriculum and/or Te Marautanga o Aotearoa</i>	<i>Students learn, achieve and progress in the breadth and depth of The New Zealand Curriculum and/or Te Marautanga o Aotearoa</i>	<i>Students learn, achieve and progress in the breadth and depth of The New Zealand Curriculum and/or Te Marautanga o Aotearoa</i>	<i>Students learn, achieve and progress in the breadth and depth of The New Zealand Curriculum and/or Te Marautanga o Aotearoa</i>	
<p>Students, teachers and parents and whānau set challenging and appropriate expectations for learning. Students, teachers and parents and whānau participate in curriculum design and decision making.</p> <p>Management of the curriculum ensures that it is coherent and that students have sufficient opportunity to learn (e.g, time allocated to learning areas, teacher knowledge and expertise, and resources).</p> <p>Curriculum design and enactment is responsive to the aspirations of students, parents, and whānau, drawing on and adding to their funds of</p>	<p>Accelerate student achievement in mathematic for all students and address disparities in Māori and Pasifika student achievement through a culturally responsive model of teaching maths DMIC (Developing Mathematical Inquiry Communities)</p> <p>Culturally responsive, engaging, authentic student inquiries through establishment of student Inquiry planning team to bring diverse cultural and world views to the planning.</p>	<p>Developing Mathematical Inquiry Communities Year 2 embedded</p> <p>All classes provide a safe, inclusive environment in which all the students can actively contribute to the collective success of mathematics.</p> <p>Developing the use of digital curriculum in teaching and learning programmes across the curriculum</p> <p>Future focused learning</p> <p>Dynamic, engaging,culturally authentic</p>	<p>DMIC classes are the norm.</p> <p>All classes are fully inclusive communities of mathematics 'inquirers'.</p> <p>Digital curriculum is confidently used in teaching and learning programmes across the curriculum.</p> <p>Staff and students are innovative and motivated creators of digital technology, not just</p>	

<p>knowledge. Curriculum design and enactment ensures that every student is learning and makes sufficient progress to achieve curriculum expectations and standards.</p>	<p>Finalise the MBS Inquiry Maunga model - All teaching staff understand the principles of this model.</p> <p>MBS expectations for effective learning and teaching of student inquiry developed.</p> <p>Ensuring culturally responsive authentic contexts by including local and whanau knowledge.</p> <p>Promoting kaitiakitanga for the environment and our kaupapa as a Wastewise school.</p> <p>Growing teachers as leaders of student inquiry.</p> <p>Digital technology curriculum introduction through specialised “Maker Space tech programme for all year groups” and integration of digital technology into student inquiries</p> <p>Computational Thinking for Digital Technologies (students will develop an understanding of computer science principles that underlie all digital technologies. They'll learn core programming concepts so that they can become creators of digital technology, not just users).</p> <p>Designing and Developing Digital Outcomes (learning how to design quality, fit-for-purpose digital solutions) through student inquiries.</p>	<p>student inquiries developed using the MBS Maunga model</p> <p>MBS student inquiries providing authentic opportunities to use Computational Thinking for Digital Technologies (students will develop an understanding of computer science principles that underlie all digital technologies. Students learn core programming concepts so that they can become creators of digital technology, not just users).</p> <p>Designing and Developing Digital Outcomes (learning how to design quality, fit-for-purpose digital solutions).</p> <p>Teachers and students leaders of inquiry</p>	<p>users).</p> <p>Staff and students designing and developing digital outcomes (learning how to design quality, fit-for-purpose digital solutions) through student inquiries.</p> <p>Building support for science learning, by acknowledging, valuing, and respecting the differing cultural experiences and worldviews that our community holds.</p> <ul style="list-style-type: none"> ● Developing science-literate students with a focus on ‘citizenship science’ for all students.. The support will be based on meaningful, authentic contexts appropriate for our community and Aotearoa.. ● Learning science through the nature of science strand: <p>Learning about how science ‘works’ with a focus on ‘doing’ science not just learning ‘about’ science.</p>
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<i>Students participate and learn in caring, collaborative, inclusive learning communities</i>	<i>Students participate and learn in caring, collaborative, inclusive learning communities</i>	<i>Students participate and learn in caring, collaborative, inclusive learning communities</i>	<i>Students participate and learn in caring, collaborative, inclusive learning communities</i>
<p>Relationships are respectful and productive; difference and diversity are valued. Instructional organisation, task design, modelling, and grouping practices develop community and promote active learning.</p> <p>Students develop dialogue and group work skills and participate in group-based learning activities where they draw on individual strengths to complete group tasks.</p>	<p>Establishing and Developing Mathematical Inquiry Communities Year 1</p> <ul style="list-style-type: none"> • Connected, rich mathematical thinking and reasoning • Proficient use of mathematical practices • Inquiry learning within mathematics • Social grouping and group worthy problematic activity • High expectations and inclusion • Culturally responsive teaching and learning • Co-constructing teaching and learning <p>Positive Behaviour for Learning Implementation Year 2 of Tier 1</p> <p>Launch of Mangere Bridge School Values Manaakitanga, Kotahitanga, Kaitiakitanga, Rangatiratanga and weaving them through all areas of school life.</p> <p>Creating connections with the values to all cultures in the school.</p> <p>Embed PB4L Tier 1- rebranding to make it unique to MBS</p> <p>PB4L Expectations in every class , known and practiced consistently by all staff and students.</p>	<p>Embedding Mathematical Inquiry Communities Year 2</p> <p>High Pasifika and Maori students achievement in mathematics</p> <p>Transfer of DMIC principles to other areas of the curriculum</p>  <p>Positive Behaviour for Learning Implementation Year 3</p> <p>Train for Tier 2</p> <p>PB4L Expectations in every class and in all interaction regarding behaviour.</p> <p>Our school vision, values and PB4L expectations are visible throughout the school. Everyone know them. Visitors and new whanau know what is expected.</p> <p>Everyone at MBS is aware of the expectations for behaviour Induction processes for all new staff, students and whanau</p>	<p>Fully functioning Mathematical Inquiry Communities across the school Year 3</p> <p>Equity and excellence in Mathematics for all cohorts at MBS</p>    

<p>The learning community is characterised by respect, empathy, relational trust, cooperation and teamwork. Students experience positive transitions between learning contexts</p>	<p>Develop school lesson plans for teaching behaviour expectations.</p> <p>Develop procedures and plan for teaching school wide positive behaviour expectations</p> <p>Develop procedures for encouraging expected behaviours, ensure these are widely socialised and implemented effectively.</p> <p>Produce signage and visible representations of the expectation aligned to the school vision statement for all areas of the school</p> <p>Everyone at MBS is aware of the expectations for behaviour</p> <p>Develop an induction programme for all new staff, students and whanau.</p> <p>PB4L implementation is evaluated and measured through our own internal systems and annual external SET data collection</p>	<p>PB4L implementation is evaluated and measured through our own internal systems and annual external SET data collection</p> <p>Embedded</p> <p>Produce signage and visible representations of the expectation aligned to the school vision statement for all areas of the school - ensure it is culturally responsive</p> <p>Bilingual signage</p>	 <p>Produce signage and visible representations of the expectation aligned to the school vision statement for all areas of the school - ensure it is culturally responsive</p> <p>Add other languages</p>
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	2018	2019	2020
<p><i>Students have effective, sufficient and equitable opportunities to learn</i></p>	<p><i>Students have effective, sufficient and equitable opportunities to learn</i></p>	<p><i>Students have effective, sufficient and equitable opportunities to learn</i></p>	<p><i>Students have effective, sufficient and equitable opportunities to learn</i></p>
<p>The learning environment is managed in ways that support participation, engagement, and agency in learning.</p> <p>Learning opportunities enable students to relate new information to prior knowledge and to modify existing conceptions as necessary.</p> <p>In each learning area students engage in cognitively challenging and purposeful learning opportunities that relate to real-life contexts, issues and experiences.</p> <p>Students are given sufficient, related opportunities over time to revisit and consolidate learning through practice and review and by applying it in a range of purposeful activities.</p> <p>Students experience an environment in which it is safe to take risks and errors are regarded as opportunities for learning.</p> <p>Participation in effective heterogeneous (mixed ability) group activities provides students with cognitive challenge and opportunities for deep learning.</p> <p>Students whose culture/first language differs from the culture/language of instruction are well supported to access learning.</p> <p>Students with special needs or abilities participate in learning opportunities that provide appropriate support and</p>	<p style="text-align: center;">MBS Innovative Student Inquiry Model</p>  <p>MBS student Inquiry is relevant, meaningful and student driven cross-curriculum learning to ensure we cover all learning areas of the New Zealand curriculum in a deep and meaningful way over a two year period including Science, Social Science, Technology, The Arts and Health and Physical Education. (Languages)</p> <p>With a focus on two Key Competencies per term</p> <p>(Thinking, Relating to others, Managing self, Participating and Contributing and using language, symbols and texts) which best fit with the content and experiences to be covered during our student inquiry</p> <p>Each year have an overarching mantra that connects all inquiries for the year and connect to school vision</p> <p>2018 Manaakitanga 2019 Kotahitanga 2020 Kaitiakitanga</p> <p>Our student inquiries connect us to the origins and histories of Aotearoa, Te Waiohū and Te Ao Māori world views and stretch out to encompass the world views brought by our diverse community</p> <ul style="list-style-type: none"> • Integration of experiences uses both past and new experiences to help students understand and solve new problems 		

challenge.

Students are given explicit instruction in learning strategies (such as goal setting, self-monitoring and deliberate practice) that enable them to take control of their learning, develop metacognitive skills, self-regulate, and develop self-efficacy and agency.







- **Social integration** is based on personal and social issues that can be identified in, and developed from, the students ' world. Social integration assists students to apply new ideas and understanding to their daily lives and to the lives of others
- **The integration of knowledge** involves being aware of the 'big picture' of learning. When knowledge and skills are connected, rather than fragmented, students begin to see situations as real to themselves and the world they live in.
- **Integration as a curriculum design** occurs when students and teachers explore, gather, process, refine and present information about topics they wish to investigate without being constrained to a specific learning area
- Learning experiences are designed to integrate knowledge in the context of its use
- Knowledge is developed and used to address relevant issues, not in preparation for future tests – complex human issues are rarely limited to distinct curriculum areas
- Learning activities involve the application of knowledge in real life settings, where students can experience problem solving and the intricacies of social interaction.
- Teachers are committed to integrate the student inquiry throughout reading, writing and maths. For example this means that in reading they may be reading to research, in writing they are writing emails to ask questions of experts, information reports about their topics or scripts for a documentary, poetry to express a point of view, Tweeting to share a message across to an audience, and in maths they conducting statistical investigations to provide evidence and answers, they are answering rich mathematical problems that will lead to answers that are real and relevant to their inquiry question.


Ref: Beane, James A. Curriculum Integration

Develop rich Student Inquiry reports that report on the areas of Social Science, Science, Technology and the key competencies. These reports to clearly show student progress in the phases of student inquiry and inquiry outcomes

2018 -work towards more student ownership through collaboration with teachers in creating and writing of inquiry reports,



2019 - review effectiveness of student inquiry reports through parent and student voice. Investigate models of Digital student portfolios





	2018	2019	2020
<i>Effective, culturally responsive pedagogy supports and promotes student learning</i>	<i>Effective, culturally responsive pedagogy supports and promotes student learning</i>	<i>Effective, culturally responsive pedagogy supports and promotes student learning</i>	<i>Effective, culturally responsive pedagogy supports and promotes student learning</i>
<p>Student identities, whānau and community knowledge, language and culture are represented in curriculum materials and the enacted curriculum.</p> <p>The curriculum makes connections to learners' lives, prior understandings, out-of-school experiences and real-world contexts.</p> <p>The cultural competencies for teachers of Māori students – tātaiako: manaakitanga, ako, whanaungatanga, wānanga and tangata whenuatanga – can be observed in teacher practice.</p> <p>Teaching practices are consistent with culturally responsive and relational pedagogies. Teachers use differentiation and a variety of teaching strategies to engage students and ensure a balance of surface, deep and conceptual learning.</p> <p>Teaching practices such as questioning, wait time, and providing opportunities for application, problem solving and invention engage students in learning and thinking.</p> <p>Student learning is scaffolded through the use of practices such as prompts, open questions, explanations, worked examples and active discussion and through the provision of appropriate tools and resources.</p>	<p>Implement Tier 1 Te Reo Māori Strategy Year 1</p> <p>Working towards Level 4e Te Reo Programme Implementation for whole school</p> <p>Te Reo Māori Lead Teacher appointed supported by Te Ohu Reo Māori</p> <p>Daily broadcasts and Te Reo Curriculum Plan for supporting Te Reo Te Reo Māori Learning site established to support learning and teaching</p> <p>Te Reo Māori progressions used</p> <p>Establish 2 Māori Bilingual classes for years 1-2 and years 3-4</p> <p>Research and begin develop Te ReoMāori Acquisition Plan for bilingual unit</p> <p>Engage with University of Auckland for support with Te Reo acquisition plan</p> <p></p> <p>Developing</p> <p>DMIC (Developing Mathematical Inquiry Communities) 1st year Pāsefika Maths approach whole school</p>	<p>Implement Tier 1 Te Reo Māori Strategy Year 2</p> <p>Level 4e Te Reo Programme Implementations for whole school Te Reo Māori is normalised Te Reo Māori is used in all classes and school events.</p> <p>Daily broadcasts and Te Reo Curriculum Plan for supporting Te Reo Te Reo Māori Learning site established to support learning and teaching</p> <p></p> <p>Establish Year 5-6 Māori Bilingual Class</p> <p>Finalise Te Reo Māori Acquisition Plan for bilingual unit</p> <p>Review te reo Māori levels</p> <p></p> <p>Embedding</p> <p>DMIC Pāsefika Maths approach for all year levels PLD 2nd Year</p>	<p></p> <p>Level 4e Te Reo Programme Implementations for whole school</p> <p>Te ReoMāori is normalised and highly respected</p> <p>Te Reo Maori is used in all classes and school events.</p> <p></p> <p>Māori bilingual classes provided for all year levels</p> <p>Full implementation of MBS Te Reo Māori Acquisition plan</p> <p></p> <p>Fully implemented and highly effective</p> <p>DMIC</p>
Assessment for learning develops	Assessment for learning develops	Assessment for learning develops	Assessment for learning develops

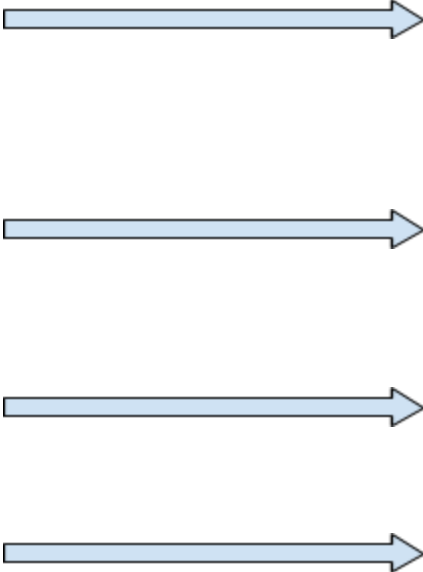
students' assessment and learning-to-learn capabilities	students' assessment and learning-to-learn capabilities	students' assessment and learning-to-learn capabilities	students' assessment and learning-to-learn capabilities
<p>Teachers and students co-construct challenging but realistic learning goals and success criteria, developing shared understandings about the kind and quality of work required to achieve the desired outcome.</p> <p>Students identify their own learning needs and develop and use self-assessment skills to evaluate their own and others' work against clear criteria.</p> <p>Students provide feedback to teachers about the quality and effectiveness of teaching and learning.</p> <p>Teachers, parents and whānau actively participate in, and contribute to, students' learning journeys through ongoing, reciprocal communication.</p>	<p>Introduction of Talanoa Ako tools for engaging parents, students and teachers in goal setting and quality learning conversations to support student achievement.</p> <p>Developing - Trialling</p> <p>Develop Mangere Bridge Schools own unique Talanoa Ako cycle</p> <ul style="list-style-type: none"> - Develop support materials to support Pasefika whanau - Preparing students for goal setting with their whanau - Development of new collaborative goal setting sheets to align with mid and end of year report 	<p>Full implementation</p> <ul style="list-style-type: none"> - Translations of support materials to support Pasefika whanau - Preparing students for goal setting with their whanau - Embed use of new collaborative goal setting sheets to align with mid and end of year report 	<p>Review of Talanoa Ako cycle</p> 


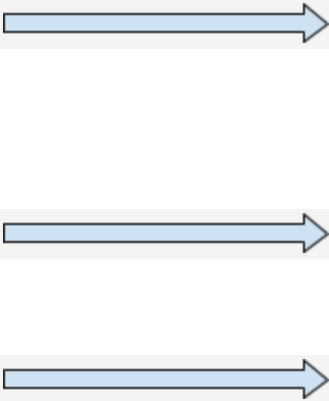
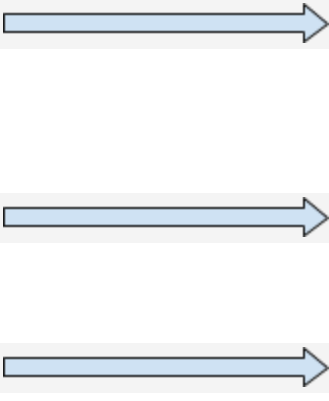
Strategic Goals Goal 2


Educationally powerful connections and relationship with whanau.

Indicators and examples of effective practice	2018	2019	2020
<i>School and community are engaged in reciprocal, learning-centred relationships</i>	<i>School and community are engaged in reciprocal, learning-centred relationships</i>	<i>School and community are engaged in reciprocal, learning-centred relationships</i>	<i>School and community are engaged in reciprocal, learning-centred relationships</i>
<p><i>Parents, whānau and the community are welcomed and involved in school activities as respected and valued partners in learning.</i></p> <p><i>Taking a strengths-based approach, leaders and teachers recognise and affirm the diverse identities, languages and cultures of parents, whānau and the community, and actively broker engagement and participation.</i></p> <p><i>Leaders and teachers actively participate in whānau and community activities.</i></p> <p><i>Parents, whānau and the community participate in school activities and contribute constructively to decision making in a variety of productive roles</i></p>	<p>Term Reveal Days to share learning and Student Inquiry Outcomes with whanau.</p> <p>Whanau surveys each term on student inquiry learning</p> <p>Annual consultation with whanau re curriculum design and inquiry topics</p> <p>Seek whanau knowledge and experience to support inquiry topics</p> <p>Voice of Pasefika groups is collected and used to design language and cultural programmes to support Pasifika Learners and make them feel valued and support educational success.</p> <p>Termly Pasefika Fono for planning and development of initiatives to support Pasifika student achievement and celebrating Pasifika Language , Culture and Identity.</p> <p>Termly Whanau Hui for Māori Unit Parents</p>	<p>Term Reveal Days to share learning and Student Inquiry Outcomes with whanau.</p> <p>Whanau surveys each term on student inquiry learning</p> <p>Whanau contribute to curriculum overview development</p>  <p>Voice of Māori whanau is collected and used to design language and cultural programmes to support Māori Learners and make them feel valued and support educational success.</p> <p>Termly Pasifika Fono for planning and development of initiatives to support Pasifika student achievement and celebrating Pasifika Language , Culture and Identity.</p> <p>Māori parents leading termly Whanau Hui for Māori Unit</p>	<p>Term Reveal Days to share learning and Student Inquiry Outcomes with whanau.</p> <p>Whanau surveys each term on student inquiry learning</p> <p>Annual consultation with whanau re curriculum design and inquiry topics</p>  <p>Māori and Pasifika whanau are active participants in school activities and contribute to planning and development of programmes that support Māori and Pasifika learners</p> <p>Termly Pasifika Fono for planning and development of initiatives to support Pasifika student achievement and celebrating Pasifika Language , Culture and Identity. Pasifika parents taking the lead.</p> <p>Māori parents leading termly Whanau Hui for Maori Unit</p>

	<p>Collaboratively work towards the ideal bilingual programme design for MBS</p> <p>38 Week Te Reo classes offered to all whanau through Te Wananga o Aotearoa</p> <p>Online sharing of Te Reo Unit Te Reo section on School website / social media Facebook Page for Te Reo at MBS</p> <p>Collaborating with Māori whanau in creating of Te Reo Domains to engage the school and community in Te Reo speaking opportunities</p>	<p>Te Reo classes offered to all whanau</p> <p>Online sharing of Te Reo Unit Te Reo section on School website / social media Facebook Page for Te Reo at MBS</p> <p>Māori whanau leading in Te Reo Domains to engage the school and community in Te Reo speaking opportunities</p>	<p>Te Reo classes offered to all whanau</p> <p>Online sharing of Te Reo Unit Te Reo section on School website / social media Facebook Page for Te Reo at MBS</p> <p>Māori whanau leading in Te Reo Domains to engage the school and community in Te Reo speaking opportunities</p>
<p><i>Communication supports and strengthens reciprocal, learning-centred relationships</i></p>	<p><i>Communication supports and strengthens reciprocal, learning-centred relationships</i></p>	<p><i>Communication supports and strengthens reciprocal, learning-centred relationships</i></p>	
<p><i>Parents, whānau and teachers work together with students to identify their strengths and learning needs, set goals, and plan responsive learning strategies and activities.</i></p>	<p><i>Develop Talanoa Ako Cycle - MBS in partnership with parents identify and implement key activities for working effectively together to better understand and support students learning and progress over time with a particular focus on Pasefika fanau.</i></p> <p><i>Aim:</i> <i>Students, parents, whānau and teachers have shared understandings of curriculum goals and the teaching and learning process, and engage in productive learning conversations. (Investigate)</i></p> <p>The Talanoa Ako Cycle sets out key actions to help schools, parents and families, teachers, and students anticipate and understand what steps they need to take, and when, throughout the school year, to:</p>	<p><i>Fully implement- MBS Talanoa Ako Cycle - MBS in partnership with parents identify and implement key activities for working effectively together to better understand and support students learning and progress over time with a particular focus on Pasefika fanau.</i></p>  <p>Focus on preparing participants well for the goal setting and reporting meetings.</p> <p>Preparing and empowering parents to be able to contribute their knowledge and understandings, seek clarification when</p>	<p><i>Review Talanoa Ako Cycle - MBS in partnership with parents identify and implement key activities for working effectively together to better understand and support students learning and progress over</i></p>   

	<ul style="list-style-type: none"> • establish and reinforce respectful, inclusive relationships as the foundation of effective partnerships around student learning • reach a clear understanding of the purpose of working together about student learning and develop statements for inclusion in school policy documents that reflect this shared understanding and purpose • establish clear, timely learning goals for students • support, track, clearly report on and review learning goals • establish and build on students' and parents' strengths in relation to learning • help students address areas of difficulty in their learning • increase deeper-level talanoa ako (discussion or conversations about education and learning) among all participants throughout each annual cycle 	<p>needed, and help plan next steps in the student's learning.</p> <p>Aligning our reporting processes with a professional development focus on culturally responsive and appropriate curriculum design and formative assessment.</p> <p>Building student agency to ably articulated their learning goals and progress towards meeting their goals,</p> <p>Teachers more consistent in their approach to reporting student progress and achievement,</p> <p>and parents feel more informed, engaged and confident enough to ask questions and contribute during talanoa.</p>	
<p><i>Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support</i></p>	<p><i>Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support</i></p>	<p><i>Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support</i></p>	<p><i>Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support</i></p>
<p><i>Leadership and teachers enable parents and whānau to support their children's learning by providing them with materials and connecting them to</i></p>	<p><i>Parents and whānau receive information and participate in learning opportunities that enable them to constructively support their children's learning.</i></p>	<p><i>Parents and whānau receive information and participate in learning opportunities that enable them to constructively support their children's learning.</i></p>	<p><i>Parents and whānau receive information and participate in learning opportunities that enable them to constructively support their children's learning.</i></p>



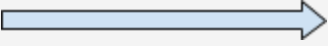

<p><i>community resources.</i></p>	<p><i>Parent voice determines context and content for Home Group Partnership</i></p> <p><i>Induction workshops for parents of new 5 years olds during pre-school visits - collection of whanau voice on effectiveness of workshops and transition to school - seek feedback on effectiveness and cultural competency</i></p> <p><i>Any homework assigned is carefully designed to promote purposeful interactions between parents and children, with teachers providing timely, descriptive oral or written feedback.</i></p> <p><i>Collect whanau feedback to review homework</i></p> <p><i>Investigate the use of etap parent portal</i></p>	<p><i>Parent voice determines context and content for Home Group Partnerships</i> <i>Transition to school and pre-school workshops reviewed and redesigned from whanau feedback</i></p> <p><i>Exploring ways to provide digital platforms for engagement in homeschool partnerships</i></p> <p><i>Whanau voice contributes to homework design</i></p> <p><i>Explore digital solutions for home learning</i></p>	<p><i>Parent voice determines context and content for Home Group Partnerships</i> <i>Transition to school and pre-school workshops reviewed and redesigned from whanau feedback</i></p> <p><i>Exploring ways to provide digital platforms for engagement in homeschool partnerships</i></p> 
<p><i>Community collaborations enrich opportunities for students to become confident, connected, actively involved, lifelong learners</i></p>	<p><i>Community collaborations enrich opportunities for students to become confident, connected, actively involved, lifelong learners</i></p>	<p><i>Community collaborations enrich opportunities for students to become confident, connected, actively involved, lifelong learners</i></p>	<p><i>Community collaborations enrich opportunities for students to become confident, connected, actively involved, lifelong learners</i></p>
<p><i>Teachers, parents, whānau and community engage in joint activities and interventions to improve learning and/or behaviour.</i></p> <p><i>School and community work together to support students to make effective transitions at critical points on their educational journey.</i></p> <p><i>The school proactively identifies</i></p>	<p>Review PB4L work to date- Understand and appropriately apply Maori and Pasifika cultural practices.</p> <p>PB4L whanau engagement in planning and review - Parent representation on PB4L Team</p> <p>ECE engagement and relationship building and transition to school programme - Kindy buddies</p> <p>Transition Links hui with contributing</p>		

<p><i>and draws on community resources to enhance student learning opportunities, achievement and wellbeing</i></p>	<p>ECE staff termly</p> <p>Transition to Intermediate information evening for year 5-6 parents in term 1</p> <p>Build Iwi and community partnerships</p> <ul style="list-style-type: none"> - Te Paea Marae call back - Mangere Mountain Education Centre - Te Wananga o Aotearoa - SUPA Saintz Up Academy performing arts classes <p>Te Iti kahurangi transition and collaboration across our 10 schools</p> <p>Place based student inquiries that collaborate with marae, maunga, Ambury farm and local expertise</p> <p>Building partnerships with local community through student inquiry</p>	<p>Engaging with Intermediates and High schools re Māori Bilingual pathways for our tamariki at MBS</p> <p>Place based student inquiries that collaborate with marae, maunga, Ambury farm and local expertise</p> <p>Building partnerships with local community through student inquiry</p> <p>Future focused problem solving through identification of local issues and needs</p>	 <p>Place based student inquiries that collaborate with marae, maunga, Ambury farm and local expertise</p> <p>Building partnerships with local community through student inquiry</p> <p>Future focused problem solving through identification of local issues and needs</p>
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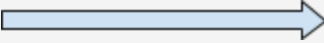



Strategic Goal 3



Professional capability and collective capacity

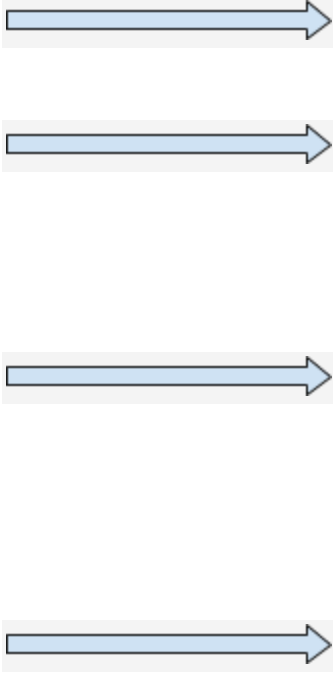
Indicators and examples of effective practice	2018	2019	2020
<p><i>A strategic and coherent approach to human resource management builds professional capability and collective capacity</i></p>	<p><i>A strategic and coherent approach to human resource management builds professional capability and collective capacity</i></p>	<p><i>A strategic and coherent approach to human resource management builds professional capability and collective capacity</i></p>	<p><i>A strategic and coherent approach to human resource management builds professional capability and collective capacity</i></p>
<p><i>Effective leaders and teachers are recruited, selected and retained. Induction of new teachers is systematic and focused on the development of adaptive expertise.</i></p> <p><i>Teachers are well qualified and have relevant curriculum, assessment and pedagogical knowledge. Teachers act ethically and with agency to ensure that all students achieve valued outcomes. Teachers have the cultural competence and expertise to provide inclusive and productive learning environments for diverse students. Coherent performance management processes:</i></p> <ul style="list-style-type: none"> <i>enable identification of teachers' professional learning and development needs</i> <i>use multiple sources of feedback (individual and team) on teacher effectiveness</i> <i>provide professional learning opportunities that are responsive to identified needs and align with the school's strategic goals.</i> 	<p>To be a school of choice for prospective teachers</p> <p>Development of MBS Teaching and Learning site to document and inform high expectations in all areas of curriculum delivery at MBS</p> <p>Effective pedagogy and cultural competency development</p> <p>MBS teachers are effective at embedding the Principles of the Treaty of Waitangi in their classrooms</p> <p>Teacher and leaders are effective at using Spirals of Inquiry to accelerate student achievement</p> <p>Fortnightly team discussions Regular staff hui Professional Learning Partnerships</p> <p>DMIC Developing Mathematical Inquiry Communities - building school capacity and developing leaders</p>	<p>To be a school of choice for prospective teachers</p> <p>Teacher development in the use of digital curriculum in teaching and learning programmes across the curriculum</p> <p>Teachers are leaders and experts in spirals of inquiry</p>	<p>To be a school of choice for prospective teachers</p> <p>Building teacher confidence and capability in the overarching aspects of nature of science.</p>

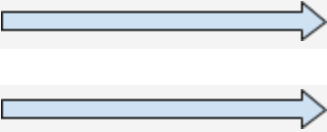
<p><i>Ineffective performance is identified and addressed.</i></p>	<p>First Chance Literacy years 1-4 developing our own in school leaders</p> <p>First Chance Literacy Year 5-6 Building consistently effective literacy practice across all levels of the school.</p>		
<p><i>Systematic, collaborative inquiry processes and challenging professional learning opportunities align with the school vision, values, goals and targets</i></p>	<p><i>Systematic, collaborative inquiry processes and challenging professional learning opportunities align with the school vision, values, goals and targets</i></p>	<p><i>Systematic, collaborative inquiry processes and challenging professional learning opportunities align with the school vision, values, goals and targets</i></p>	<p><i>Systematic, collaborative inquiry processes and challenging professional learning opportunities align with the school vision, values, goals and targets</i></p>
<p><i>The professional community:</i></p> <ul style="list-style-type: none"> ● <i>shares high, clear and equitable expectations for student learning, achievement, progress and wellbeing</i> ● <i>gathers, analyses and uses evidence of student learning and outcomes to improve individual and collective practice</i> ● <i>engages in systematic, evidence-informed professional inquiry to improve outcomes for students.</i> <p><i>Professional learning opportunities:</i></p> <ul style="list-style-type: none"> ● <i>integrate theory and practice</i> ● <i>engage, and if necessary, challenge teachers' prior beliefs</i> ● <i>promote cultural and linguistic responsiveness</i> ● <i>encourage teachers to individually and collectively take responsibility for their own professional learning and improvement</i> ● <i>deepen understanding of the curriculum and of pedagogical and assessment practices that promote conceptual understanding and</i> 	<p>Collaborative setting of annual targets for all year groups and whole school</p> <ul style="list-style-type: none"> - Connection of annual school targets to Te Iti Kahurangi Achievement Challenge goals in Mathematics and writing <p>Teams and classroom teachers set targets and goals aligned to school wide targets based on data. Teacher spirals of inquiry linked to school annual targets.</p> <p>Ensuring consistency in teacher assessment of student curriculum levels Deepening understanding and using PACT and the Progression Frameworks</p> <p>Te Reo Maori development for all staff Working towards Level 4e</p> <p>Whanau Leaders working collaboratively with team members to accelerate target students through -Development of classroom and team data tracking and analysis templates Lead by team leaders. Coached by DP This supports teacher spirals of</p>	 <p>MBS staff are efficient and effective at using PACT . Our curriculum achievement judgements are robust and well moderated. We trust our data and are confident that we report student achievement accurately</p> <p>Te Reo Māori development for all staff increasing maori language capacity across the school - most teachers working at level 4e</p> <p>Teachers are experts at using data to inform practice.</p> <p>Teachers leading in data analysis and measuring impact of teaching on learning.</p> <p>Working in collaboration with Te Iti</p>	 <p>Curriculum achievement judgements are robust and reliable,we have confidence in our decisions. TEachers are experts and are all able to support and induct new teachers at MBS</p> <p>Te Reo Māori development for all staff increasing Te Reo Māori proficiency across the school -MBS teachers operating at Level 4e immersion</p> <p>Working in collaboration with Te Iti kahurangi Schools to build collective</p>





<p><i>learning-to-learn capabilities</i></p> <ul style="list-style-type: none"> • <i>develop teacher knowledge and adaptive expertise using context-specific approaches that are informed by research</i> • <i>enable teachers to activate educationally powerful connections.</i> 	<p>inquiry</p> <p>Teaching teams developing Home School Partnership that support our school focus area</p> <p><i>Building teacher experts and leaders to coach staff in effective use of PACT</i></p> <p>Working in collaboration with Te Iti kahurangi Schools to establish data protocols and effective practice across the Kahui Ako</p>	<p>kahurangi Schools to build collective capacity across Te Iti kahurangi</p> <ul style="list-style-type: none"> - Consistently effective use of data across Kahui Ako 	<p>capacity across Te Iti kahurangi</p> <ul style="list-style-type: none"> - Consistently effective use of data across Kahui Ako - Confidence in data across the Kahui ako
<p><i>Organisational structures, processes and practices enable and sustain collaborative learning and decision making</i></p>	<p><i>Organisational structures, processes and practices enable and sustain collaborative learning and decision making</i></p>	<p><i>Organisational structures, processes and practices enable and sustain collaborative learning and decision making</i></p>	<p><i>Organisational structures, processes and practices enable and sustain collaborative learning and decision making</i></p>
<p><i>Clear plans for improvement incorporate multiple professional learning opportunities and monitoring of anticipated changes in teacher practice and student outcomes.</i></p> <p><i>Leaders provide for deep learning by focusing on one or two areas until substantial gains in outcomes are achieved.</i></p>	<p><i>Focus area - Writing 2018</i> <i>First Chance PLD - Gwenneth Phillips</i></p> <p><i>DMIC maths</i> <i>Understanding how we can create mathematical inquiry communities to ensure success in maths for all with a particular focus on success for Pasefika students</i></p> <p><i>Leaders and teachers:</i></p> <ul style="list-style-type: none"> • <i>use evidence of student learning and progress as a catalyst for professional dialogue</i> • <i>participate in regular, purposeful classroom visits and observations and provide formative feedback</i> • <i>engage in open-to-learning conversations as they identify and investigate problems of practice, set goals and develop evidence-based solutions, asking themselves</i> 	<p>First Chance maintenance PLD programme - 2 x termly observations , feedback and targeted workshops</p> <p><i>DMIC maths Year 2</i> <i>Embedding Mathematical inquiry communities to ensure success in maths for all with a particular focus on success for Pasefika students</i></p> <p>Digital literacy strategies, and future-focused curriculum PLD 1st year</p> <p><i>Relationships characterised by mutual respect and challenge, support development of self-efficacy and agency.</i></p> <p><i>Leaders and teachers seek evidence about the effectiveness of professional learning processes in terms of teacher practice and student outcomes through collaborative inquiry within school and</i></p>	<p>First Chance maintenance PLD programme - 2 x termly observations , feedback and targeted workshops</p> <p><i>High performing Mathematical inquiry communities in every class to ensure success in maths for all with a particular focus on success for Pasefika students</i></p> <p>Digital literacy strategies, and future-focused curriculum PLD 2nd year</p> <p><i>Relationships characterised by mutual respect and challenge, support development of self-efficacy and agency.</i></p> <p><i>Leaders and teachers seek evidence about the effectiveness of professional learning processes in terms of teacher practice and student outcomes.</i></p>

	<p><i>what works (practical insight) and why (theory)</i></p> <ul style="list-style-type: none"> • <i>work collaboratively to plan curriculum, design tasks and activities, and assess and evaluate</i> • <i>develop and share resources, materials and smart tools</i> • <i>monitor and evaluate the impact of actions on student outcomes.</i> 	<p><i>across Te Iti Kahurangi.</i></p> <p><i>Professional leaders and teachers engage with and contribute to the wider education community.</i></p>	<p><i>Professional leaders and teachers engage with and contribute to the wider education community.</i></p>
<p><i>Access to relevant expertise builds capability for ongoing improvement and innovation</i></p>	<p><i>Access to relevant expertise builds capability for ongoing improvement and innovation</i></p>	<p><i>Access to relevant expertise builds capability for ongoing improvement and innovation</i></p>	<p><i>Access to relevant expertise builds capability for ongoing improvement and innovation</i></p>
<p><i>Leaders of learning are identified and a strategy is put in place to build internal professional leadership capacity.</i></p> <p><i>Distributed leadership supports continuity and coherence across learning programmes and enhances sustainability.</i></p> <p><i>Facilitators with relevant expertise provide opportunities for professional learning in response to identified needs, challenging teachers and supporting realisation of the school's vision, values, goals and targets.</i></p>	<p>Whanau leaders facilitating Spirals of Inquiry</p> <p>Developing and identifying lead teachers for First Chance through PLD with external providers</p> <p>DMIC using external mentors/ experts</p> <p>3 Te Iti Kahurangi in school lead teachers appointed</p> <p>Te Reo Maori Bilingual Programme research and development supported by The university of Auckland</p>	<p>Teachers leading spirals of inquiry in PLGs</p>  <p>DMIC Developing MBS expert teachers coaching across teams</p> <p>3 Te Iti Kahurangi in school lead teachers appointed</p> 	   <p>MBS bilingual teachers are experts in bilingual teaching strategies</p>

Strategic Goal 4			
<i>Leadership for equity and excellence</i>			
<i>Indicators and examples of effective practice</i>	2018	2019	2020
<i>Leadership collaboratively develops and pursues the school's vision, goals and targets for equity and excellence</i>	<i>Leadership collaboratively develops and pursues the school's vision, goals and targets for equity and excellence</i>	<i>Leadership collaboratively develops and pursues the school's vision, goals and targets for equity and excellence</i>	<i>Leadership collaboratively develops and pursues the school's vision, goals and targets for equity and excellence</i>
<p><i>Leadership uses a range of evidence from evaluation, inquiry and knowledge building activities for the purposes of selecting, developing and reviewing strategies for improvement.</i></p> <p><i>Allocation of resources (for example, staffing and time) is clearly aligned to the school's vision, values, goals and targets.</i></p> <p><i>Leadership buffers and integrates external policy requirements and initiatives in ways that support achievement of the school's vision, values, goals and targets.</i></p>	<p>Appoint in school lead teacher to guide the planning, organisation and implementation of First Chance Literacy approach school wide</p> <ul style="list-style-type: none"> - Identify future leads for subsequent years <p>DMIC External PD mentors - Identifying lead teachers for subsequent years DMIC Leader to develop MBS Mathematics effective teaching expectations and guidelines</p>	<p>First Chance Year 1-4 in school experts moving towards independence</p> <p>First Chance Year 5-6 External PD identifying and developing in school leadership</p> <p>Developing Mathematical Inquiry Communities DMIC developing in school leaders</p>	<p>MBS has developed our own expert mentors</p> <p>First Chance Year 5-6 External PD in school experts moving towards independence</p> <p>Developing Mathematical Inquiry Communities DMIC driven by expert MBS in school leaders</p>
	<p>Team Leaders development in leading spirals of inquiry teams - Coached by DP and appointed as in school lead teachers for Te Iti Kahurangi In school lead teachers leading their Whanau teams of teachers through spiral of inquiry</p> <p>Leadership team development with Jan Robertson - Collaborative Inquiry mindedness</p>	<p>Teacher Leaders, leading spirals of inquiry teams in mini teams</p> <p>Teachers inducting new teachers</p>	<p></p> <p></p>








<i>Leadership ensures an orderly and supportive environment that is conducive to student learning and wellbeing</i>	<i>Leadership ensures an orderly and supportive environment that is conducive to student learning and wellbeing</i>	<i>Leadership ensures an orderly and supportive environment that is conducive to student learning and wellbeing</i>	
<p><i>Leadership establishes clear and consistent social expectations that are designed to support teaching and learning.</i></p> <p><i>Leadership ensures that efficient and equitable management routines are in place and consistently applied. Leadership identifies and resolves conflict quickly and effectively.</i></p> <p><i>Leadership involves students in the development of an environment that supports their learning and wellbeing.</i></p> <p><i>Leadership provides multiple opportunities for students to provide feedback on the quality of the teaching they receive and its impact on their learning and wellbeing.</i></p> <p><i>Leadership ensures that policies and practices promote students' well being; confidence in their identity, language and culture; and engagement in learning.</i></p>	<p>MBS Leaders develop skill and capability in Open To Learning Leadership Developing experts building relational trust across all settings</p> <p>Voice collection and analysis to inform change - target groups DMIC student focus</p> <p>Regular collection of target student voice through Assessment for Learning</p> <p>Annual Wellbeing in school survey to inform our effectiveness and areas for improvement</p>	<p>MBS Leaders are proficient at Open To Learning Leadership</p> <p>MBS Leaders effectively model Open to Learning Leadership creating high trust relationships across all settings</p> <p>Voice collection and analysis to inform change - target groups identified</p> <p>Regular collection of target student voice through Assessment for Learning</p> <p>Annual Wellbeing in school survey to inform our effectiveness and areas for improvement</p>	
<i>Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching</i>	<i>Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching</i>	<i>Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching</i>	<i>Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching</i>
<p><i>The school curriculum is coherent, inclusive, culturally responsive, and clearly aligned to The New Zealand Curriculum and/or Te Marautanga o Aotearoa.</i></p> <p><i>Leadership ensures that community and cultural resources are integrated</i></p>	<p>Develop and finalise the MBS Expectations of Effective Practice for teaching and learning in Literacy and Mathematics</p> <p>Develop and finalise the MBS statement of intent that clearly sets the expectation of effective</p>	<p>Embed MBS Expectations of Effective Practice for teaching and learning in Literacy, Mathematics and all other curriculum areas through student inquiry for all staff at MBS.</p> <p>Review annually to take into account new developments and learning</p> <p>Workshop with parents / whanau and community to develop our</p>	

<p><i>into relevant aspects of the school curriculum.</i></p> <p><i>Leadership actively involves students, parents and whānau in the development, implementation and evaluation of curriculum.</i></p> <p><i>Leadership ensures that the school's teaching programme is structured so that all students have maximum opportunity to learn and achieve at or above the appropriate standard.</i></p>	<p>learning and teaching of the NZ curriculum using our MBS model of student inquiry and system for collecting evidence</p> <p>Annual school-wide student inquiry overview with 4 Inquiry focuses that are selected and developed through whanau, student voice.</p> <p>Whanau opportunity for feedback and evaluation of each inquiry - going beyond surveys - developing leaders ability to engage in and facilitate culturally appropriate wananga and talanoa</p>	<p>annual school-wide student inquiry overview with 4 Inquiry focuses that are selected and developed through whanau, student voice.</p> <p>Whanau opportunity for feedback and evaluation of each inquiry -going beyond surveys -developing leaders ability to engage in and facilitate culturally appropriate wananga and talanoa</p> 				
<p><i>Leadership promotes and participates in teacher learning and development</i></p>	<p><i>Leadership promotes and participates in teacher learning and development</i></p>	<p><i>Leadership promotes and participates in teacher learning and development</i></p>	<p><i>Leadership promotes and participates in teacher learning and development</i></p>			
<p><i>Leadership ensures alignment of student learning needs, teacher professional learning goals, and processes for teacher appraisal and attestation.</i></p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 33%; vertical-align: top;"> <p>2018</p> <p><i>Leaders support MBS teachers to have a working knowledge new Code of Professional Responsibility and the new Standards for the Teaching Profession.</i></p> <p><i>Leaders making appraisal valuable , manageable and learner - centered for all teachers and leaders.</i></p> <p><i>MBS teachers knowing the standards and having a shared understanding of what they look like at MBS, ensuring we focus our appraisal on our annual goals and inquiry</i></p> <p><i>Agreeing on what quality practice looks like in our school for each of the standards.</i></p> </td> <td style="width: 33%; vertical-align: top;"> <p>2019</p> <p><i>Development of MBS appraisal google sites to support teacher agency and to effectively, collect and display evidence,reflect on practice and set future goals</i></p> <p><i>Develop school wide teacher Commitment to the Code of Professional Responsibility by understanding the code and engaging in deep discussion on its meaning.</i></p> </td> <td style="width: 33%; vertical-align: top;"> <p>2020</p> <p><i>Teacher professional learning and development is focused and deep rather than fragmented and shallow.</i></p> <p><i>Leadership builds the capability of teachers to be leaders who promote and support the improvement of teaching and learning. 2018 DMIC and First Chance 2019 Digital Curriculum 2020 Science</i></p> <p><i>Organisational structures, processes and practices strengthen and sustain focused professional learning and collaborative activity to improve teaching and learning.</i></p> <p><i>Yearly review and gathering of teacher voice to support the development of year school calendar overview</i></p> <p><i>Team meetings agenda and minute templates designed to maximise the time spent on using evidence of student learning for collective inquiry into the effectiveness of teaching practice.</i></p> </td> </tr> </table>			<p>2018</p> <p><i>Leaders support MBS teachers to have a working knowledge new Code of Professional Responsibility and the new Standards for the Teaching Profession.</i></p> <p><i>Leaders making appraisal valuable , manageable and learner - centered for all teachers and leaders.</i></p> <p><i>MBS teachers knowing the standards and having a shared understanding of what they look like at MBS, ensuring we focus our appraisal on our annual goals and inquiry</i></p> <p><i>Agreeing on what quality practice looks like in our school for each of the standards.</i></p>	<p>2019</p> <p><i>Development of MBS appraisal google sites to support teacher agency and to effectively, collect and display evidence,reflect on practice and set future goals</i></p> <p><i>Develop school wide teacher Commitment to the Code of Professional Responsibility by understanding the code and engaging in deep discussion on its meaning.</i></p>	<p>2020</p> <p><i>Teacher professional learning and development is focused and deep rather than fragmented and shallow.</i></p> <p><i>Leadership builds the capability of teachers to be leaders who promote and support the improvement of teaching and learning. 2018 DMIC and First Chance 2019 Digital Curriculum 2020 Science</i></p> <p><i>Organisational structures, processes and practices strengthen and sustain focused professional learning and collaborative activity to improve teaching and learning.</i></p> <p><i>Yearly review and gathering of teacher voice to support the development of year school calendar overview</i></p> <p><i>Team meetings agenda and minute templates designed to maximise the time spent on using evidence of student learning for collective inquiry into the effectiveness of teaching practice.</i></p>
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	<p><i>Leadership evaluation on the effectiveness of meetings, strategies to reduce the hours spent meeting and optimise professional learning time.</i></p>		
<p><i>Leadership builds relational trust and effective collaboration at every level of the school community</i></p>	<p><i>Leadership builds relational trust and effective collaboration at every level of the school community</i></p>	<p><i>Leaders builds relational trust and effective collaboration at every level of the school community</i></p>	<p><i>Leaders builds relational trust and effective collaboration at every level of the school community</i></p>
<p><i>Leadership actively involves students, parents, whānau and the community in reciprocal and collaborative learning-centred relationships. Leadership builds trust with students, parents, whānau and the community. Leadership builds strong, educationally focused relationships with other educational and community institutions to increase opportunities for student learning and success.</i></p>	<p>Work with the School Practices and Principal Leadership survey results to target key areas for 2018</p> <p>Conditions for effective teaching. The six domains in this section are:</p> <ul style="list-style-type: none"> ● School goals ● Supportive and caring environment ● Coherent curriculum and evaluation ● Learning-focused partnerships ● Strategic resource allocation ● Developing professional practice <p>Growing collective leadership, foster “professional community” (Louis, 2015), and the capacity for “organisational learning”, “habituated searching for new information, processing and evaluating information with others, incorporating and using new ideas, and of generating ideas within the organisation as well as importing them from outside.” (Louis & Lee, 2016, p. 3). @ MBS and within Te Iti Kahurangi</p> <p>Development of caring leadership and a strong focus on staff wellbeing.</p> <p>Data use is “a mechanism to develop educators’ shared commitments to school goals and students.</p> <p>Te Iti Kahurangi Kahui Ako Leadership development in coaching - Jan Robertson</p>	<p>Work with the School Practices and Principal Leadership survey results to target key areas for 2019</p> <p>Conditions for effective teaching. The six domains in this section are:</p> <ul style="list-style-type: none"> ● School goals ● Supportive and caring environment ● Coherent curriculum and evaluation ● Learning-focused partnerships ● Strategic resource allocation ● Developing professional practice <p>Building capacity to evaluate the effectiveness of our leadership practices</p> <p>Growing and coaching new leaders in the school</p> <p>Te Iti Kahurangi Kahui Ako engagement in leadership PLD</p>  	<p>Work with the School Practices and Principal Leadership survey results to target key areas for 2020</p> <p>Conditions for effective teaching. The six domains in this section are:</p> <ul style="list-style-type: none"> ● School goals ● Supportive and caring environment ● Coherent curriculum and evaluation ● Learning-focused partnerships ● Strategic resource allocation ● Developing professional practice <p>Building capacity to evaluate the effectiveness of our leadership practices and acting on it.</p> <p>Te Iti Kahurangi Kahui Ako engagement in leadership PLD</p>  

Strategic Goal 5

Evaluation inquiry and knowledge building for improvement and innovation.

Indicators and examples of effective practice	2018	2019	2020
<i>Coherent organisational conditions promote evaluation, inquiry and knowledge building</i>	<i>Coherent organisational conditions promote evaluation, inquiry and knowledge building</i>	<i>Coherent organisational conditions promote evaluation, inquiry and knowledge building</i>	<i>Coherent organisational conditions promote evaluation, inquiry and knowledge building</i>
<p><i>Evaluation, inquiry and knowledge building are embedded in the policies, systems, processes and practices that collectively express how the school plans for, and takes action to, realise its vision, values, goals and targets.</i></p> <p><i>Sufficient resources (for example, time, expertise and staffing) are allocated to support improvement initiatives. Evaluation, inquiry and knowledge building processes are systematic, coherent and 'smart' at every level (student, teacher, school) and across levels.</i></p>	<p><i>Use of School Practices and Leadership evaluation Tool NZCER</i></p> <p><i>Continue to grow effectiveness in use of PACT for reading , writing and mathematics within school and across Te Iti Kahurangi Kahui Ako</i></p> <p><i>Leaders and teachers recognise the importance of student and community voice and use it as a key resource when deciding priorities for inquiry and improvement.</i></p> <p><i>Collecting student and whanau voice / narratives using Culture Counts model</i></p> <p><i>Termly whanau feedback re Student Inquiries</i></p> <p><i>Regular parent hui to discuss and evaluation school effectiveness</i></p> <p><i>Whanau voice on effectiveness of reporting student progress</i></p> <p><i>Explore tools for measuring our effectiveness in providing a Culturally Responsive Curriculum</i></p>	<p><i>Use of School Practices and Leadership evaluation Tool NZCER</i></p> <p></p> <p><i>Leaders and teachers recognise the importance of student and community voice and use it as a key resource when deciding priorities for inquiry and improvement.</i></p> <p><i>Collecting student and whanau voice / narratives using Culture Counts model</i></p> <p></p> <p></p>	<p><i>Use of School Practices and Leadership evaluation Tool NZCER</i></p> <p></p> <p></p> <p></p> <p></p>

<i>Collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation</i>	<i>Collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation</i>	<i>Collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation</i>	<i>Collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation</i>
<p><i>Relevant internal and/or external expertise is carefully selected and used to build capacity in evaluation and inquiry.</i></p> <p><i>Leaders and teachers are data literate: posing focused questions, using relevant data, clarifying purpose(s), recognising sound and unsound evidence, developing understanding of statistical and measurement concepts, and engaging in thoughtful interpretation and evidence-informed conversations.</i></p>	<p><i>Team leader and classroom teacher development on use of data</i></p> <p><i>Development and introduction of standardised Team leader and individual classroom teacher data tracking and analysis templates developed and used collectively to track classroom, team and school wide targets. Data hui termly to evaluate impacts of teaching on achievement and inform planning</i></p>	<p><i>Review and embed standardised Team leader and individual classroom teacher data tracking and analysis templates developed and used collectively to track classroom, team and school wide targets. Data hui termly to evaluate impacts of teaching on achievement and inform planning</i></p> <p><i>Induction workshops for new teachers</i></p>	<p><i>Review standardised Team leader and individual classroom teacher data tracking and analysis templates developed and used collectively to track classroom, team and school wide targets. Data hui termly to evaluate impacts of teaching on achievement and inform planning. All teachers experts in use of data for evaluation.</i></p>
<i>Evaluation, inquiry and knowledge building capability facilitates engagement with external evaluation and the wider education community</i>	<i>Evaluation, inquiry and knowledge building capability facilitates engagement with external evaluation and the wider education community</i>	<i>Evaluation, inquiry and knowledge building capability facilitates engagement with external evaluation and the wider education community</i>	<i>Evaluation, inquiry and knowledge building capability facilitates engagement with external evaluation and the wider education community</i>
	<p><i>Leaders and teachers participate in, contribute to and lead purposeful evaluation, inquiry and knowledge building in professional learning communities that include a range of educators from other schools/contexts. DIMIC / First Chance and Kahui AKO focus</i></p>	<p><i>Leaders and teachers participate in, contribute to and lead purposeful evaluation, inquiry and knowledge building in professional learning communities that include a range of educators from other schools/contexts. Digital technologies curriculum</i></p>	<p><i>Leaders and teachers engage with, learn through and use external evaluation as a resource for improvement and innovation.</i></p> <p><i>ERO / Kahui ako focus</i></p>

Strategic Goal 6		
Stewardship Effective Governance		
2018	2019	2020
<i>The board actively represents and serves the school and education community in its stewardship role</i>	<i>The board actively represents and serves the school and education community in its stewardship role</i>	<i>The board actively represents and serves the school and education community in its stewardship role</i>
Rebranding and embedding new vision	MBS School vision is strong and owned by students, staff and whanau	Seek feedback and review of school vision and values statements
<i>The board scrutinises the effectiveness of the school in achieving valued student outcomes</i>	<i>The board scrutinises the effectiveness of the school in achieving valued student outcomes</i>	<i>The board scrutinises the effectiveness of the school in achieving valued student outcomes</i>
<p>Monthly BOT hui focus on student achievement Board knowledgeable when engaging with student data and using to evaluate our effectiveness</p> <p>Analysis of variance shared at whanau meeting and feedback feedforward sort Annual review plan implemented</p> <p>Robust Principal Appraisal in place using external experts</p> <p>Board Self Assessment Checklist in January Gathering whanau voice as normal practice -health curriculum -elearning</p>	<p> PD for new board on tracking student data</p> <p>Analysis of variance shared at whanau meeting and feedback feedforward sort Annual review plan implements</p> <p>Appointment of new principal appraiser</p> <p>Board Self Assessment Checklist in January Gathering whanau voice as normal practice - Student inquiry - Science</p>	<p> Board effective at using data to track student progress and progress towards board goals</p> <p>Analysis of variance shared at whanau meeting and feedback feedforward sort Annual review plan implemented</p> <p>Board Self Assessment Checklist in January Gathering whanau voice as normal practice -school vision and values -health curriculum</p>
<i>The board evaluates how effectively it is fulfilling the stewardship role with which it has been entrusted</i>	<i>The board evaluates how effectively it is fulfilling the stewardship role with which it has been entrusted</i>	<i>The board evaluates how effectively it is fulfilling the stewardship role with which it has been entrusted</i>
<p>School Docs policy reviews and Annual review plan BOT effectively meets statutory responsibilities Seek information on how well it is understood and used by our school community. Review of financial planning and monitoring</p>	<p> New Board PLD Plan - Whole board attendance at NZSTA annual conference BOT PD on responsibility for Principals appraisal</p>	<p> Whole board attendance at NZSTA annual conference</p>

2018 Annual Plan Three Major Goals

Goal # 1 Literacy

MBS students are effective readers and writers with at least

80% of all students operating at or above the expectation curriculum level for reading and 75% for writing

With a particular focus on programmes that support Pasefika Learners and boys to reach their fullest potential

Goal # 2 Mathematics

MBS students feel positive about learning mathematics, they see themselves as capable mathematicians with 85% achieving at the expected curriculum level.

With a particular focus on engaging Pasefika Learners.

Goal # 3 Te Tiriti o Waitangi Partnership and Protection of Te Reo Māori

Te Reo and Tikanga Māori is valued and practiced by all.

All classes in the school use Te Reo Māori in their daily programme working towards L4e (30 mins)

2 Bilingual classes established working towards L3 (30 - 50%) in 2018

Tikanga Māori is respected, valued and practiced everyday throughout the school

2018 Annual Goal # 1

- Literacy** - MBS students are effective readers and writers with at least 75% of all students operating at or above expectation in writing and 80% operating at or above curriculum expectation in reading.

Baseline Data: 2015 - 2017 End of year National Standards Data Writing All Students AT and ABOVE

	All WRITING	Māori WRITING	Pasefika WRITING	Girls Writing	Boys Writing
2015 EoY	60.8%	58.1%	61.2%	-	-
2016 EoY	66%	68%	58%	73%	58%
2017 EoY	70.1%	70.1%	60.6%	78.1%	57.7%
SHIFT SIZE End to End	+9.3 %	+12 %	-0.6 %	+ 5.1%	- 0.3 %

2015 - 2017 End of year National Standards Data Reading All Students AT and ABOVE

	All Reading	Māori Reading	Pasefika Reading	Girls Reading	Boys Reading
2015 EoY	63.9%	59.5%	64%	-	-
2016 EoY	69.9%	70.3%	64.2%	77%	63%
2017 EoY	75.6%	66.3%	67.4%	74.6%	69.1%
SHIFT SIZE End to End	+11.7 %	+6.8 %	- 3.4% %	+ 2.4 %	+ 6.1 % %

2018 End of Year Achievement Targets for Whole School

All students	2018 EoY OTJ Target	Required shift
Writing	75%	+ 4.9%
Reading	80%	+ 4.4%

After One year targets students AT and ABOVE	2018
Writing	80%
Reading	80%

After Two years targets students AT and ABOVE	ALL 2017 EoY OTJ as Y1	Māori EoY OTJ as Y1	Pasifika EoY OTJ as Y1	Male EoY OTJ as Y1	Female EoY OTJ as Y1	2018 target
Writing	61%	72.7%	52.1%	65.6%	68.8%	80%
Reading	67%	68.2%	60.8%	68.8%	68.8%	80%

After Three Years Targets students AT and ABOVE	2016 EoY OTJ as Y1	2017 EoY OTJ as Y2	Māori EoY OTJ as Y2	Pasifika EoY OTJ as Y2	Male EoY OTJ as Y2	Female EoY OTJ as Y2	2018 Target
Writing		58.7%	53.4%	60%	55.9%	62%	80%
Reading	69.8%	70 %	60%	60%	70.6%	69%	80%

Year 4 Targets students AT and ABOVE	2015 EoY OTJ as Y1	2016 EoY OTJ as Y2	2017 EoY OTJ as Y3	Māori EoY OTJ as Y3	Pasifika EoY OTJ as Y3	Male EoY OTJ as Y3	Female EoY OTJ as Y3	2018 Target
Writing	45%	60%	64.8%	76.5%	50%	63.2%	82.4%	75%
Reading	32.6%	71.5%	78.1%	60%	60%	70.6%	68.9%	80%

Year 5 Targets students AT and ABOVE	2015 EoY OTJ as Y2	2016 EoY OTJ as Y3	2017 EoY OTJ as Y4	Māori EoY OTJ as Y4	Pasifika EoY OTJ as Y4	Male EoY OTJ as Y4	Female EoY OTJ as Y4	2018 Target
Writing	54.1%	70.4%	71.2 %	71.4%	66.7%	73%	70.4%	75%
Reading	61.9%	77.3%	83.8%	81.3%	77.8%	84.7%	85.2%	85%

Year 6 Targets students AT and ABOVE	2015 EoY OTJ as Y3	2016 EoY OTJ as Y4	2017 EoY OTJ at Y5	Māori EoY OTJ at Y5	Pasifika EoY OTJ at Y5	Male EoY OTJ at Y5	Female EoY OTJ at Y5	2018 Target
Writing	57.1%	63.9%	63.6 %	50.1%	63.6%	50%	75%	80%
Reading	67.2%	68%	71.6%	56.3%	69.7%	64.7%	77.5%	85%

The aim of our literacy programme is to develop students' ability to use their literacy knowledge and skills to enhance their participation and contribution in all aspects of their school life and beyond.

Annual Writing Target -by the end of 2018 at least 75% of all students operating at or above expectation in writing

- shift 4.9 % of Māori from below to at in writing
- shift 14.4 % of Pasifika from below to at in writing
- shift 17 % of all Boys from below to at in writing

Annual Reading Target - by the end of 2018 at least 80% of all student will be operating at or above expectation in reading

- shift 13.7 % of Māori from below to at in reading
- shift 12.6 % of Pasefika from below to at in reading
- shift 10.9 % of all Boys from below to at in reading

When / Who?	What ? Desired Outcomes	How ?	How will this be monitored and evaluated?
DP/ FC lead teacher Team Leaders	<p>Our school has the expertise and resources for high quality learning in literacy</p> <p>Documentation for clarity and sustainability.</p> <p>Expectations are clear</p>	<p>Develop an MBS curriculum delivery plan for the consistent teaching of reading across the school</p> <p>Review and embed the MBS Curriculum delivery plan for writing</p> <p>Develop and socialise a clear set of expectations for teaching reading at MBS</p> <p>Build a common language and understanding of effective practice in reading and writing from years 0-6.</p> <p>Published on MBS Learning and Teaching google site</p>	<p>In class teaching observations All teachers understanding and demonstrating the expectations.</p> <p>MBS Writing expectations</p> <p>Teachers weekly planning is accessible to all members of each team. Team leaders and any other staff members can check in on planning for learning at anytime. Planning checkpoints occur at every team meeting.</p>
Dale Munro Gwentyth Phillips Team Leaders	<p>There is coherence across year levels for students to ensure they keep building their knowledge and skills over time</p> <p>Teachers have a clear picture of how their curriculum for the year level(s) they teach fits with the curriculum for the year level(s) before and after</p>	<p>School Wide Teacher Engagement in First Chance Literacy PLD Years 0-6</p> <p>PLD Delivery details Group A All Year 5-6 teachers and new Yr 3-4 teachers focusing on Comprehending.</p> <ol style="list-style-type: none"> 1. The course focuses on comprehending, writing processes and strategic activity. 2. Unpacks the curriculum in terms of processes, strategic activities and the different ways we read and write. 	<p>Years 0-4 wedge graphs</p> <p>Data tracking sheets , class and team data analysis to track all students with a particular focus on target students</p> <p>Team Google Doc with First Chance Reflections</p> <p>What did you try? How did it go? What will you try next time? What do you need help with?</p>

		<p>3. Refines teachers understanding of processes and what it takes for children to be good at comprehending and to be good as writers.</p> <p>4. Provides a multiplicity of practices that allow teachers to observe the comprehending and writing processes and strategies as they emerge</p> <p>Group B Extension Teachers 2nd Year of PLD for Year 0-4 teachers 2x termly in class visit/observations followed by feedback and after school target workshop from outcomes of observation.</p> <p>Group C New entrant course decoding fortnightly workshops</p>	<p>Feedback from external facilitator Teacher support from in school lead teacher</p> <p>Teacher spirals of inquiry terms 3-4</p>
<p>DP Team Leaders</p>	<p>Teacher Inquiry Time for teacher inquiry and evaluative work is protected</p> <p>Teachers have sufficient time to discuss student progress and plan teaching together</p> <p>Teachers have sufficient time for collaborative work</p> <p>Teachers get meaningful feedback from colleagues on their teaching and students' learning</p> <p>Teachers new to the school are systematically guided into the practices we have found effective with</p>	<p>Target students in reading and writing.</p> <p>Team leaders work collaboratively with DP to create Inquiry templates, overviews and calendars to support Teaching as an Inquiry development and implementation ensuring team and whole staff time for discussion, sharing and reflection at each stage of inquiry.</p> <p>Cycle 2 Spiral of inquiry 2018 will focus on literacy terms 3-4</p> <p>Teacher spirals of inquiry are an integral piece of evidence for teacher appraisal providing evidence across all 6 Teacher standards</p>	<p>Teacher Inquiry consistent recording format- kept in shared folder. Teachers will share with their colleagues their spiral including all aspects especially new learning, taking actions and impact</p> <p>Professional Learning Partners A PLP is a professional learning partner. He or she will work with you at key times indicated in staff meetings in the term to provide support, problem solving, share practise and professional positive conversation.</p>

	<p>our students</p> <p>Appraisal focuses on improving teaching practices and outcomes for students</p> <p>We look into a range of evidence when we're trying to understand why students are struggling with their learning</p> <p>Teachers have a shared understanding of the process of inquiry</p> <p>We have used inquiry to make worthwhile changes in our teaching and student learning</p>	<p>Data and outcome of the teacher inquiry are a key driver for appraisal conversations.</p> <p>School wide calendar overview developed to support teaching as an inquiry cycles aligning PLD, Assessment requirements and meeting times to support collaboration and focus on inquiry</p> <p>Development of data tracking and analysis templates for all teachers</p> <p>Use of wedge graphs to closely track progress and early identification for referral</p> <p>Analysis of reading and writing data at class level and team level using wedge graphs and writing samples</p> <p>Spiral of Inquiry: teachers measuring their impact in writing</p>	<p>Consistent school wide practice in years 0-6</p> <p>Small group targeted planning and teaching</p> <p>Increased teacher knowledge of the mechanics of learning to read and write</p> <p>Walk-through and observations for appraisal by in school lead teachers</p> <p>Facilitator observation and feedback</p>
<p>Emma</p> <p>Team Leaders</p>	<p>There is systematic monitoring of each student's progress</p> <p>There is regular review of how individual learners and groups of learners are progressing in relation to the goals</p>	<p>Development of Data tracking sheets , class and team data analysis to track all students with a particular focus on target students.</p> <p>Guidelines for collecting data and analysis</p> <p>Workshops to support leaders and teachers to analyse data and use it to measure the impact of teaching on student achievement</p> <p>Team and whole staff hui to discuss data tracking and review our progress towards targets at the end of each term</p> <p>School moderation of curriculum judgements in both reading and writing</p>	<p>Class Data Tracking Sheets inform Whanau wide data tracking which Informs school wide data tracking</p>

		Support and workshops for teacher to ensure consistent assessment administration e.g. easTTle, running records, using wedge graphs, annotated writing samples	
DP Team Leaders All teachers	<p>Every student has challenging (stretch) learning goals</p> <p>We provide parents and whānau with opportunities to learn how to effectively support their child's learning at school</p> <p>We seek opportunities to learn from parents and whānau how to effectively support their child's school learning</p>	<p>MBS Talanoa Cycle of goals setting , review and reporting in partnership with parents and whanau</p> <p>Goal setting evening in term 1 where the student, whanau and teacher review the child's achievement and progress in reading and writing a collaboratively set goals</p> <p>Collaboratively plans are made on how to achieve the goals and everyone understands their role and how they can support success.</p>	<p>Parent reporting evenings attendance data</p> <p>Feedback from parents via surveys</p> <p>Discussion with Pasefika parents</p>
Emma and Student Inquiry Team	<p>Curriculum design is responsive to the interests and needs of every learner</p>	<p>Student Inquiry provides authentic real life issues and purposes to write.</p> <p>Inquiry questions and experiences provide motivation and develop student agency in writing.</p> <p>Learners use writing to communicate and problem solve collaboratively in a range of real world contexts</p> <p>Contexts that connect to the world of the children, culturally responsive.</p> <p>Rich writing tasks are developed to draw out ideas and language to challenge every child in their writing.</p> <p>Student Inquiry will expose students to real authors and quality model texts</p>	<p>Writing progress data</p> <p>Interview Pasefika students and Māori boys about their engagement</p>

Actions for Creating a Responsive Curriculum , effective teaching and opportunity to learn

Goal # 2 Mathematics

MBS students feel positive about learning mathematics, they see themselves as capable mathematicians with 85% achieving at the expected curriculum level.

With a particular focus on engaging Pasifika Learners.

Historical Progress and Annual Targets -

	All	Māori	Pasifika	Boys	Girls
2015	61.6%	61.3%	56.8%		
2016	72%	69%	68%	74%	74%
2017	77%	74.6	67.9	78.2%	75.8%
Shift size achieved	+15.4%	+13.3 %	+11.1	+4.2%	+1.8%
2018 targets	85%	85%	85%	85%	85%
Shift required	+8%	+5.4%	+12.1%	+6.8%	+4.2%

Mathematics Year Level Targets

2018 year level	2015 EoY OTJ	2016 EoY OTJ	2017 EoY OTJ	2017 Māori	2017 Pasifika	2017 Male	2017 Female	2018 Targets
Year 1			86.6%(after 6 months)	-	-	-	-	100%
Year 2			84.6%	86.3%	78.2%	87.6%	81.3%	100%
Year 3		73%	76.1%	86.7%	68%	85.3%	72.4%	80%
Year 4	56%	87%	85.2%	82.4%	75%	73.7%	94.1%	90%
Year 5	67%	87%	86.8%	81.3%	72.3%	88.5%	81.5%	95%
Year 6	60%	61%	62.1%	56.3%	51.5%	59%	65%	75%

When? Who?	What?	How will this be achieved monitored and evaluated?
DMIC Massey University PLD providers MBS Lead Teacher Dale Munro	<p>School Participation in DMIC “Communities of mathematical inquiry” led by Dr. Bobbie Hunter, a researcher, academic Massey University. PLD focus is on better meeting the needs of all students and of Pasifika learners in particular.</p> <p>In 2018 all year groups will engage in PLD for the DMIC Project which revolves around problem solving in small collaborative groups. This programme is structured around the model of Talk Moves.</p>	<p><u>Developing Mathematical Inquiry Communities (DMIC)</u></p> <p>Teachers effective in use of Talk Moves as evidenced through classroom observation.</p> <p>The five elements of Talk Moves are:</p> <ol style="list-style-type: none"> 1. Revoicing: used to help students clarify their thinking and make it available for others to understand - gives “thinking space” 2. Repeating: student repeat what someone else has said to give more time for processing and to validate important mathematical ideas 3. Reasoning: asking students whether they agree/disagree and why to position student ideas as important mathematical ideas 4. Adding on: students ‘add on’ to the contributions of others to help establish a norm around connecting and building on mathematical ideas 5. Wait time: teachers give students time to respond to/reply to others 6.

<p>Overseen by DP Emma</p> <p>Lead Teacher support and guidance Dale Munro</p> <p>Observation, feedback, feedforward and workshops by Massey University DMIC mentors</p> <p>Team discussion, monitoring and support by Whanau leaders</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● have a positive attitude, be self-motivated and achieve success ● value maths and its usefulness in the world ● use a variety of materials and digital technologies to develop maths knowledge and strategies ● acquire and use a rich mathematical vocabulary ● use mathematical knowledge and strategies to solve problems ● make reliable estimations and justify these ● use the statistical data inquiry cycle to collect, organise and analyse data and formulate hypotheses ● develop measurement skills and the ability to use measuring tools ● listen to others, share solution methods and share knowledge or discoveries with the class 	<p>Teachers will:</p> <ul style="list-style-type: none"> ● teach maths for an hour every day following the MBS Mathematics Overview ● set up maths routines and ensure students understand procedures and expectations for Maths time ● group students for instruction according to individual needs ● use assessment data, OTJ information and observations to inform teaching ● use a rich language and activity based approach related to student's learning needs ● plan a learning progression that builds on previously gained knowledge and strategies ● hold high expectations for children's success ● present students with interactive problem solving opportunities related to everyday life ● provide opportunities for independent learning, maintenance and consolidation ● plan whole class activities, which may be linked to integrated curriculum topics ● have a thorough knowledge of expected achievement levels for students in your class ● set up group protocols where students all listen to, share, accept the thinking of others in the group ● have long term and weekly planning for each group ● have a focused teaching (target) group consisting of students who are below expectation with a specific teaching/learning goal ● share student assessment data and progress made with the students, their whanau and your team ● provide students and their whanau with feedback on their learning, next learning steps and goals ● use the Ministry of Education NPDP books to support planning and teaching of number ● refer regularly to the NZ Maths website to inform planning, teaching, assessment and resources ● record teaching and learning, along with anecdotal comments re children's understanding, learning, observations made
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<p>Maths Lead Teacher Dale Munro</p> <p>Whanau Leaders</p>	<p>All classes provide a motivating environment for learning mathematics <i>In all classes there will be:</i></p> <p>A stimulating maths area accessible to children which includes:</p> <ul style="list-style-type: none"> - neatly boxed and clearly labelled maths materials that support the maths curriculum - games and activities to support independent learning - display area for current maths learning - display where students and whanau track their level, where to next and how to get there - maths task board or tumble with relevant independent activities (if necessary) 	<p>Walk throughs</p> <p>Observations</p> <p>Student voice collection</p>
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The structure of a DMIC lesson will be:

Each day, half the class is solving a shared problem in mixed ability groups (2-4 students) while the rest are independently working on meaningful knowledge building tasks. Groups are flexible. Problems selected for DMIC need to be contextual and relevant to the students' lives. Use problems with multiple entry points (differentiation) to cater for a range of ability levels.

BEFORE THE LESSON (PLANNING)
Teacher plans for the lesson by solving their chosen problems in many different ways and predicting any misconceptions
WHOLE CLASS KNOWLEDGE WARM-UP (YEAR 0-3: 20 MIN) (YEAR 4-6: 10 MIN)
<ul style="list-style-type: none"> ● Meaningful knowledge activities that create talk, conjectures, reasoning and justification ● Not games (eg. Buzz or 21) or quick tests (eg. basic facts tests)
LAUNCH THE PROBLEM (5-10 MIN)
<ul style="list-style-type: none"> ● Teacher and/or students read the problem together as a large group ● "What is happening in this story?" (context) ● Use talk moves: "Who can add on?" "Who can repeat or revoice?" ● Make connections to students' prior knowledge ● Encourage students to visualise and/or role play scenario ● "What is it asking us to do?" (maths concepts) ● Discuss and clarify any challenging language or maths ideas

SHARING NORMS (5 MIN)
<ul style="list-style-type: none"> • These are established together as a maths learning community eg. sharing our thinking, listening to each other, thinking “do I understand?”, asking questions, helping each other, etc. • They are shared and revisited daily (either before the “launch” or before the “problem-solving” and again before “large group sharing”)
PROBLEM-SOLVING GROUP WORK (10-15 MIN)
<ul style="list-style-type: none"> • Year 0-3: mixed ability groups of 2-3 with a problem that has 2-3 entry points for differentiation • Year 4-6: mixed ability, carefully selected groups of 4 with one “group-worthy” task - if any student can solve the problem individually, it isn’t “group-worthy” • Students co-construct a group solution strategy (all collaborating on the problem but only one person recording in the book) • Teacher monitors groups and engagement without directly teaching • Teacher encourages representing, recording, multiple representations of mathematical solutions • Teacher may prompt students to explain, question, agree/disagree, justify with each other • Every group member has to be able to understand and explain the strategy - give them time to practice this before sharing time • Teacher selects group(s) to share based on planned “Big Idea” • Groups may be stopped even if they haven’t finished; they will still learn and make important connections during the group sharing and connect components
LARGE GROUP SHARING (5-10 MIN)
<ul style="list-style-type: none"> • Revisit norms (eg. if you are sharing, what is your role? If you are listening, what is your role?) • Teacher purposefully sequences 1-3 groups in order to share, building from simplest strategy to more complex OR focusing on a misconception • One student from each group shares their group strategy, step by step, with the pen if re-recording or teacher may record for juniors • Group members can be called upon to contribute • Students in the sharing circle actively listen and make sense of the group’s reasoning by asking questions and reasoning • Teacher uses talk moves to guide discussion
CONNECT & REFLECT (5-10 MIN)
<ul style="list-style-type: none"> • Make connections between strategies and representations - what’s the same and what’s different between shared group strategies, why?, look for patterns • Discuss big maths idea(s) which arise out of the strategies • Generalise and extend - explore how the maths ideas can be used with other numbers and equations (these are planned prior to the lesson) • Reflect on learning - what did we learn today? Think/Pair/Share

Actions for Creating a Responsive Curriculum

Annual Goal:

Goal # 3 Treaty of Waitangi Partnership - Promotion and Protection of Te Reo Maori

Te Reo and Tikanga Maori is valued and practiced by all.

All classes in the school use Te Reo Maori in their daily programme working towards L4e (30 mins)

2 Maori medium Bilingual classes established working towards L3 (30 - 50%)

Historical information:

MBS started to explore teaching Te Reo Maori in 2017. Maori worldview and local Maori histories are an integral part of our student inquiries. The school practices tikanga Maori in the form of powhiri for new whanau and staff, karakia, waiata and the use of whakatauki to support student inquiry. 33% 125 / 384 of all students are Maori. A student referendum was held in term 4 2017 resulted in 81% voting to learn te reo at school.

In March 2017 a Team of 8 attended the Te Kura Whakarauora Reo Wananga in Rotorua to develop a Te Reo Maori Strategy for MBS School. MBS has an 8 year long term strategy for the provision of Maori language programmes with the aim of developing programmes for students who choose to be proficient in Te Reo Maori and English. After a series of Te Reo consultation hui 40 students are enrolled in our bilingual classes for 2018. The aim is bilingual biliterate students.

When/ Ahea?	What / He aha?	Who / Ko wai?	How will this be monitored and evaluated? Me pehea te arotake?
Term 2	<p><i>Build leader and staff understanding of Te Reo He Tupu Language resource to support teachers and classroom programmes</i></p> <p><i>http://hereoora.tki.org.nz/</i></p> <p><i>He Reo Tupu, He Reo Ora provides us with</i></p> <ul style="list-style-type: none"> • <i>A resources to support implementation of a reo Māori programme aligned with levels 1 and 2 of Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki, Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1–13 (Te Aho Arataki), with provision for some extension at levels 3 and 4</i> • <i>provide us with resources that reflect a research-based, best-practice approach to second-language teaching and learning</i> • <i>to plan our programme for teaching te reo Māori with our students' whānau</i> 	<p>Jackie Rhind Te Reo Lead Teacher</p> <p>(Te Reo Strategy team)</p>	<p>Term reflections and reporting to BOT on progress</p> <p>Teacher appraisal - Evidence towards Standard: Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p> <p>ELABORATION OF THE STANDARD</p> <ul style="list-style-type: none"> • Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.

	<ul style="list-style-type: none"> • provide real-life examples on DVD of students and teachers using te reo Māori in a variety of language tasks • provide units of work that contain communicative language tasks • help year 1–6 students improve their ability to communicate in te reo Māori and support them to use the language in everyday situations • provide opportunities for our students to listen to, speak, read, and write in te reo Māori • help use Te Aho Arataki to plan and assess your programme for teaching te reo Māori • build on the work done in the early childhood sector with <i>Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa</i> • support teachers to give our students insights into Māori values, attitudes, and behaviours by helping staff and students to understand, for example, the tikanga Māori involved in a visit to a marae. <p>Fortnightly staff focus on Te Reo Lessons Even weeks at whole school staff meetings</p> <p>Weekly check in - Te Reo Practice at Admin Hui Friday mornings</p> <p>Daily Broad casts incorporating - Karakia, whakatauki and demonstrations of weekly reo focus</p> <p>Te Reo Maori incorporated into school assemblies</p>		<ul style="list-style-type: none"> • Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. • Practise and develop the use of te reo and tikanga Māori.
Term 1	<p><i>Schoolwide statistical Investigation into the status of our National Languages</i></p> <ul style="list-style-type: none"> - <i>What is the state of Te Reo Māori in the MBS School Community</i> - <i>What languages are used and living amongst us?</i> - <i>Raise the status of Te reo and illustrate the need for us all to use it and keep it a living language</i> 	Te Ohu Reo Emma	Use the statistics to report to BOT Parents and community and baseline data for future inquiries and evaluation of Te Reo in future years
Term 1 - 4	<p><i>Establishment to 2 Maori bilingual classes</i></p> <p><i>Year 1-2 and Year 3-4 working towards level 3</i></p> <p><i>30- 50% Te Reo Maori in the first year</i></p>	BOT Principal Unit Kaiako	Establish tools for assessment and measuring achievement in te reo as part of the bilingual programme design

	<p><i>Develop a Bilingual Programme that is educationally effective and specific to the MBS context.</i></p> <p><i>Bilingual programme planning is informed by Aotearoa and international research into best practice</i></p>	<p>Principal Unit kaiako University of Auck PLD provider Chris Lowman</p>	
<p>From week 9 Term 1 Principal participation in Teaching In Bilingual Settings 733 Post Grad Paper University of Auckland</p> <p>Term 1 acquire PLD support through UOA</p> <p>Week 9 planning hui begin</p> <p>Term 2</p> <p>Finalise Bilingual plan by end Term 2</p>	<p><i>Achieving effective additive bilingual education in schools involves:</i></p> <ul style="list-style-type: none"> •<i>Fostering an additive bilingual environment throughout the school as a whole</i> •<i>Developing and Promoting/modelling a theorised approach to bilingual/immersion education</i> <p><i>Decide on Level of immersion</i></p> <p><i>Duration of programme</i></p> <p><i>Assessment and evaluation tools</i></p> <ul style="list-style-type: none"> •<i>Providing teachers with appropriate PLD in bilingual education and Second Language Acquisition</i> <ul style="list-style-type: none"> - <i>Create a Te Reo Acquisition plan</i> - <i>Modelling and trialling SLA strategies</i> - <i>Fortnightly hui Monday Odd weeks</i> <p>•<i>Understanding/explaining to parents/whānau the benefits of bilingualism and bilingual/immersion Education</i></p> <ul style="list-style-type: none"> - <i>Deciding as a whanau what our end goal is for our tamariki and bilingualism</i> 	<p>Strategic planning hui Te Ohu Reo Maori Principal Unit Kaiako C. Lowman UOA</p>	<p>A plan is completed</p>
<p>Term 1 week 9</p> <p>Termly afterwards</p> <p>Weekly T1-4</p>	<p><i>Foster whanau commitment and participation in Te Reo Māori</i></p> <ul style="list-style-type: none"> - <i>Termly whanau hui to discuss bilingual programme design and participate in whanau Te Reo Domains</i> - <i>Te Ara Reo Māori classes over 38 weeks facilitated by Te Wananga o Aotearoa Wednesday evenings</i> 	<p>Principal Unit Kaiako</p> <p>TWOA</p>	<p>Wananga data on attendance and participation</p>

Excellence and Equity 2018 Annual Process Goals

Educationally powerful connections and relationship with whanau	Professional capability and professional capability	Leadership for equity and excellence	Evaluation inquiry and knowledge building for improvement and innovation	Stewardship Effective Governance
<p>Embed vision statement and values in collaboration with students, whanau, community and staff</p> <p>Culture counts voice collection for Pasifika Students and Fanau</p> <p>Talanoa Ako cycle of goal setting and reporting to parents. - Engaging parents and families</p> <p>Te Reo Classes available for all parents and whanau</p>	<p>Spiral of Inquiry</p> <p>DMIC Developing Mathematical Inquiry Communities</p> <p>Years 0- 6 Engagement in First Chance PLD Gwyneth Phillips</p> <p>Reoruatanga - Bilingualism PLD University of Auckland</p> <p>“Te Iti Kahurangi Kahui Ako” Collaborative Inquiry Mindedness</p>	<p>3 In school Kahui Ako leadership appointments</p> <p>1 Across school leader</p> <p>Jan Robertson Leadership Coaching</p> <p>Growing lead teachers for 2019</p>	<p>PACT used by all teachers in Reading , Writing and Mathematics</p> <p>School and Leadership Practices survey NZCER</p> <p>Wellbeing at School for students and staff NZCER</p> <p>BOT Governance Review</p> <p>Culture Counts Voice collection</p>	<p>Improved review of all school policy and procedure through school docs</p> <p>Succession Planning</p> <p>Financial Planning to increase income and reduce expenditure</p>