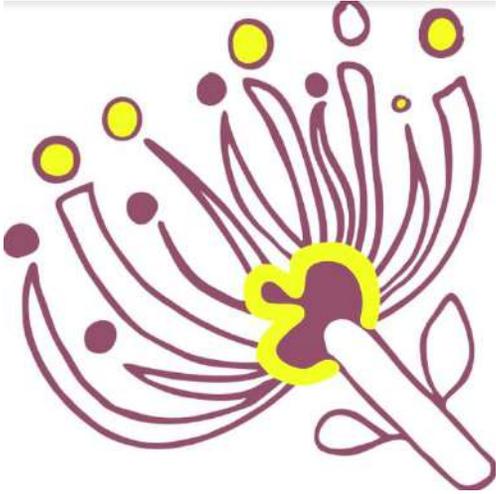


Mangere Bridge School



Charter Strategic Plan 2017-2019 Action plans 2017

*“Together growing inquiring minds
for successful futures
through partnership, achievement and learning”*

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:

Articulate, confidence, adaptable, self-motivated inquiring learners, who achieve academically, have a passion for learning and a belief in their own potential

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

In 2017 the BOT is going through a deep consultation period to review the vision statement and develop a set of values that reflect and serve the community of Mangere Bridge School now and into the future

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 Treaty 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

- achieve success in relation to National Standards in mathematics, reading, and writing

**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 guardians of the world of the future.

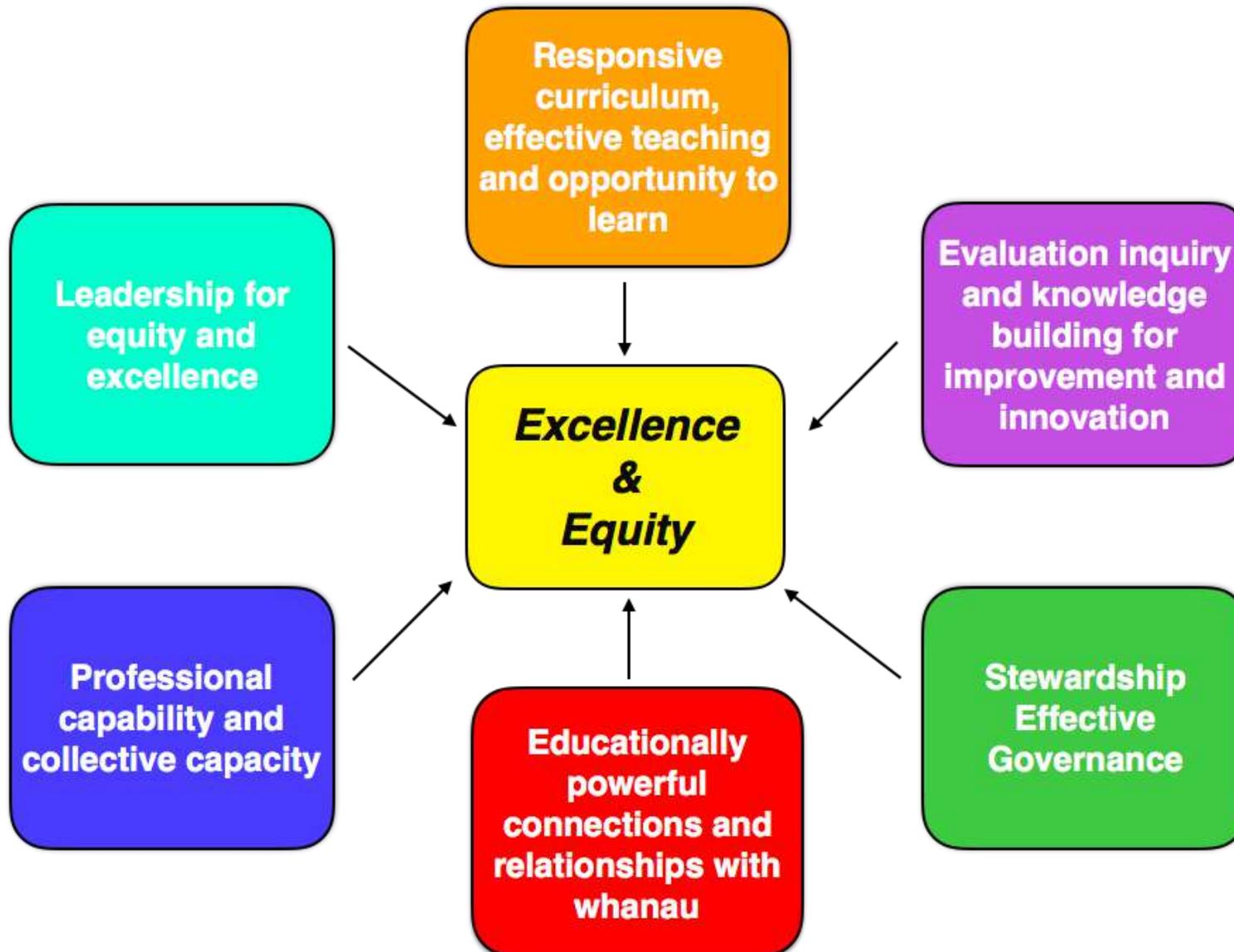
CULTURAL DIVERSITY All cultures within the school will be valued and accepted through active encouragement of a non-racist school culture and ethos; encouraging students to share elements of their cultural heritage, where they differ from mainstream NZ culture. Staff members will ensure that students 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 Treaty of Waitangi in all aspects of school life. The 3 Principles of **partnership**, **participation** and **protection** are practiced and promoted at MBS

Partnership 	Protection 	Participation 
<p>Partnership involves working together with Te Waiohau Iwi, Makaurau Marae, Te Puea Marae, Pukaki Marae, and Mangere Mountain Education Centre, whānau 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 • Equity for Māori - Maori achieving success as Maori • 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 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. Insuring we include the Māori histories, origins and perspectives to topics and inquiry is an opportunity for us to weave tikanga and Māori view point 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 the Treaty of Waitangi.”</p> <p>Participation is:</p> <ul style="list-style-type: none"> • Working to strengthen home-school relationships • Māori participating in school decision making • School environment reflecting the biculturalism of Aotearoa • Aspirations of Māori whānau reflected in school planning • Equity for Māori

Mangere Bridge School Strategic Goals 2017 - 2019

MBS strives for Equity and Excellence. We believe these 6 drivers for change will to 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 Maori and Pasifika students.



2E = Equity and Excellence

Responsive curriculum, effective teaching and opportunity to learn	Educationally powerful connections and relationship with whānau	Professional capability and professional capability	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	2017	2018	2019
<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>
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. Management of the curriculum ensures that it is coherent and that students have sufficient opportunity to learn (consider, for example, time allocated	Accelerate student achievement in writing for all students and address the disparities in Maori and Pasefika boy's achievement. Year 2 of MBS Maunga Student Inquiry Model ensure it is	Accelerate student achievement in mathematic for all students and address the closing disparities in Maori and Pasefika student achievement. Dynamic, engaging, authentic	Accelerate student achievement in reading for all students and address the disparities in Maori and Pasefika student achievement. Dynamic, engaging, authentic

<p>to learning areas, teacher knowledge and expertise, and resources). Curriculum design and enactment is responsive to the aspirations of students, parents, and whānau, drawing on and adding to their funds of knowledge. Curriculum design and enactment ensures that every student is learning and makes sufficient progress to achieve curriculum expectations and standards.</p>	<p>culturally responsive</p> <p>Finalise the MBS Student Inquiry Process</p> <p>Continue to develop MBS expectations for effective learning and teaching of student inquiry ensuring authentic contexts for learning and developing student agency</p>	<p>student inquiries developed using the MBS Maunga model</p> <p>MBS expectations for effective learning and teaching of student inquiry ensuring authentic contexts for learning and developing student agency are implemented by all</p> <p>Teachers are leaders of inquiry</p>	<p>student inquiries developed using the MBS Maunga model</p> <p>MBS expectations for effective learning and teaching of student inquiry ensuring authentic contexts for learning and developing student agency are implemented by all</p> <p>Teachers and students leaders of inquiry</p>
<p><i>Students participate and learn in caring, collaborative, inclusive learning communities</i></p>	<p><i>Students participate and learn in caring, collaborative, inclusive learning communities</i></p>	<p><i>Students participate and learn in caring, collaborative, inclusive learning communities</i></p>	<p><i>Students participate and learn in caring, collaborative, inclusive learning communities</i></p>
<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>The learning community is characterised by respect, empathy, relational trust, cooperation and teamwork.</p> <p>Students experience positive transitions between learning contexts.</p>	<p>Positive Learning for Behaviour Implementation Year 1 Tier 1</p> <p>Through student, staff and whanau voice -</p> <p>Develop school wide positive behaviour expectations matrix</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</p> <p>Develop a continuum of procedures for discouraging inappropriate behaviour</p>	<p>Positive Learning for Behaviour Implementation Year 2 of Tier 1</p> <p>Embed PB4L Tier 1</p> <p>PB4L Expectations in every class and in all interaction regarding behaviour.</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>Positive Learning for Behaviour Implementation Year 3 Tier 2</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</p> <p>PB4L implementation is evaluated and measured through our own</p>

	Develop procedures for ongoing monitoring and evaluating effectiveness of the SW-PB4L system	PB4L implementation is evaluated and measured through our own internal systems and annual external SET data collection	internal systems and annual external SET data collection
<i>Students have effective, sufficient and equitable opportunities to learn</i>	<i>Students have effective, sufficient and equitable opportunities to learn</i>	<i>Students have effective, sufficient and equitable opportunities to learn</i>	<i>Students have effective, sufficient and equitable opportunities to learn</i>

The learning environment is managed in ways that support participation, engagement, and agency in learning.

Learning opportunities enable students to relate new information to prior knowledge and to modify existing conceptions as necessary.

In each learning area students engage in cognitively challenging and purposeful learning opportunities that relate to real-life contexts, issues and experiences.

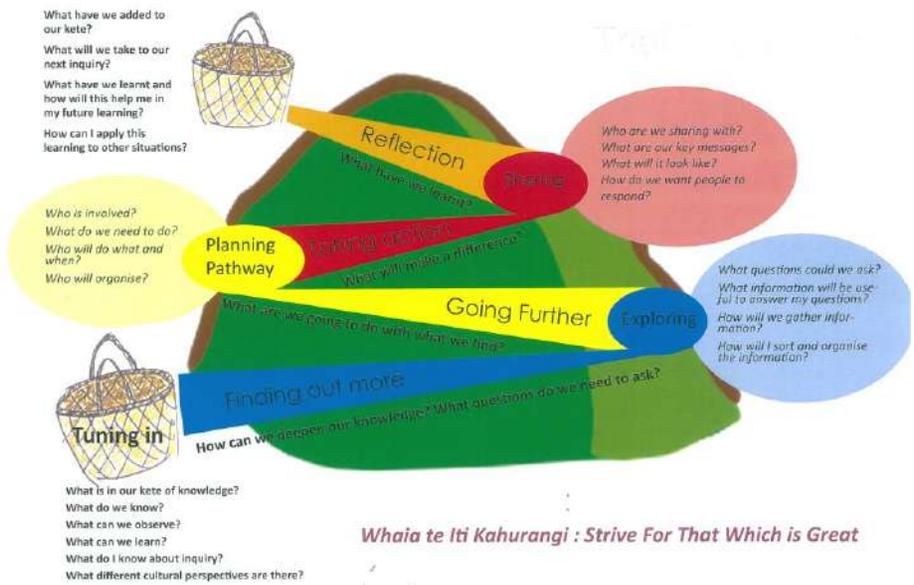
Students are given sufficient, related opportunities over time to revisit and consolidate learning through practice and review and by applying it in a range of purposeful activities.

Students experience an environment in which it is safe to take risks and errors are regarded as opportunities for learning.

Participation in effective heterogeneous (mixed ability) group activities provides students with cognitive challenge and opportunities for deep learning.

Students whose culture/first language differs from the culture/language of instruction are well supported to access learning.

MBS Innovative Student Inquiry Model



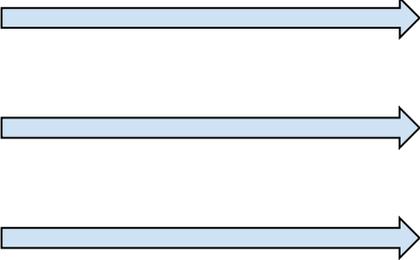
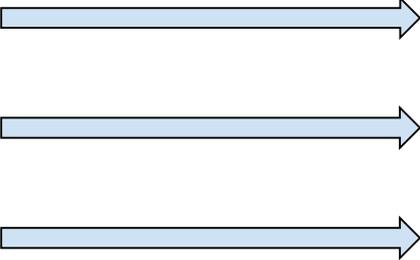
MBS student Inquiry is relevant, meaningful and student driven cross-curriculum learning to ensure we cover all learning areas of the New Zealand curriculum in a deep and meaningful way over a two-year period including Science, Social Science, Technology, The Arts and Health and Physical Education.

With a focus on two Key Competencies per term
(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

Each year have an overarching mantra that connects all inquiries for the year

	2017 Kaitiakitanga	2018 Rangatiratanga	2019 Kotahitanga
<p>Students with special needs or abilities participate in learning opportunities that provide appropriate support and challenge.</p> <p>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 meta-cognitive skills, self-regulate, and develop self-efficacy and agency.</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 • 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. 		

	<p>2017 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</p> <p>2017 -work towards more student ownership through collaboration with teachers in creating and writing reports</p> <p>2018 -reporting in electronic format</p> <p>2018- review student inquiry reporting through the gathering whanau and student voice</p>		
<p><i>Effective, culturally responsive pedagogy supports and promotes student learning</i></p>	<p><i>Effective, culturally responsive pedagogy supports and promotes student learning</i></p>	<p><i>Effective, culturally responsive pedagogy supports and promotes student learning</i></p>	<p><i>Effective, culturally responsive pedagogy supports and promotes student learning</i></p>
<p>Student identities and 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.</p> <p>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</p>	<p>Te Reo Maori strategy development plan</p> <p>Te Reo and Home languages investigation</p> <p>Continue to investigate and the effective teacher profile from Culture counts - Ensuring we use practices that are effective for Maori , Pasefika and all learners</p> <p>Develop MBS Expectations for effective practice and learning of student inquiry</p> <p>Assessment for learning evidenced throughout the writing programme</p> <p>Development in DMIC Developing Mathematica Inquiry communities Pasefika Maths approach Students use digital devices and ICT</p>	<p>Implement Tier 1 Te Reo Maori Strategy Year 1</p> <p>Level 4e Te Reo Programme Implementation for whole school</p> <p>Daily broadcasts and Te Reo Plans Apps for supporting Te Reo</p> <p>Te Reo Maori progressions</p> <p>Recruitment and development for Maori Medium classes in 2018</p> <p></p> <p>DMIC approach in Mathematics</p> <p>MBS eLearning plan with progressions for all year groups</p>	<p>Implement Tier 1 Te Reo Maori Strategy Year 2</p> <p>Level 4e Te Reo Programme Implementations for whole school</p> <p>Establish Maori Medium class for years 1-3</p> <p>Access Level 2 Maori Language Factor Funding</p> <p></p> <p></p> <p></p>

<p>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>resources in ways that promote productive thinking, digital and technological fluency.</p>		
<p>Assessment for learning develops students' assessment and learning-to-learn capabilities</p>	<p>Assessment for learning develops students' assessment and learning-to-learn capabilities</p>	<p>Assessment for learning develops students' assessment and learning-to-learn capabilities</p>	<p>Assessment for learning develops students' assessment and learning-to-learn capabilities</p>
<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>Introduce MBS written language exemplars in every class</p> <p>Student use of SMART tools</p> <ul style="list-style-type: none"> - Annotated writing sheets <p>Assessment activities are inclusive, authentic and fit-for-purpose; they provide meaningful evidence of achievement and progress and a basis for determining next steps. Students receive and give timely, specific, descriptive feedback in response to these questions:</p> <ul style="list-style-type: none"> ● Where am I going? (What are my goals?) ● How am I going? (What progress is being made towards the goal?) ● Where to next? (What activities need to be undertaken next to make continuing or better progress?) ● How will I know when I've got there? 	<p>Developing</p> 	<p>Proficient</p> 

Strategic Goal 2

Educationally powerful connections and relationship with whanau.

Indicators and examples of effective practice	2017	2018	2019
<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>Regular consultation with whanau re curriculum design and Inquiry topics</p> <p>2 x termly Pasifika Fono for planning and development of initiatives to support Pasifika student achievement and celebrating Pasifika Language , Culture and Identity.</p> <p>Collection of Whanau Voice is an integral part of curriculum review and design by collection of narratives of experience about learning at MBS</p> <p>Te Reo Revitalisation Hui 2x termly Whanau engagement in Te Reo strategy</p>	<p> Whanau surveys each term on student inquiry learning</p> <p>  Voice of all Pasefika groups is collected and used to design language and cultural programmes to support Pasifika Learners and make them feel valued.</p> <p> Kura whakarauora reo offered to all whanau with a particular focus on those who have an interest in applying for Maori Medium classes</p> <p>Te Reo classes for whanau</p> <p>Online sharing of Te Reo Unit Te Reo section on School website</p>	<p> Whanau surveys each term on student inquiry learning</p> <p>Whanau contribute to curriculum overview development</p> <p>Pasifika whanau are active participants in school activities and contribute to planning and development of programmes that support Pasifika learners</p> <p>Te Reo Induction programme for all new staff</p> <p>Establishment of first Te Reo Maori Medium classroom year 1-3</p> <p>Te Reo strategy embedded school wide and includes whanau</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>Communication supports and strengthens reciprocal, learning-centred relationships</i></p>
	<p><i>A range of appropriate and effective communication strategies is used to communicate with and engage parents, whānau and community.</i></p> <p><i>Students, parents, whānau and teachers have shared understandings of curriculum goals and the teaching and learning process, and engage in productive learning conversations.</i></p>	<p></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>Students, parents, whānau and teachers know the different pathways, programmes, options and supports available and participate in decision making at critical transition points.</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>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 community resources.</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>-Whanau Home Group Partnership initiatives led by teachers</i></p> <p><i>Introduction to school workshops for new entrant parents during the pre-school visits</i></p> <p><i>Website development and learning HUBs online</i></p> <p><i>Homework policy review and implementation</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>Parent voice determines context and content for Home Group Partnership 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</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>Parents and whānau receive information and participate in learning opportunities that enable them to constructively support their children's learning.</i></p> <p><i>Parent voice determines context and content for Home Group Partnerships Transition to school and pre-school workshops reviewed and redesigned from whanau feedback</i></p> <p><i>Whanau voice contributes to homework design</i></p>

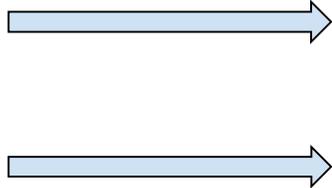
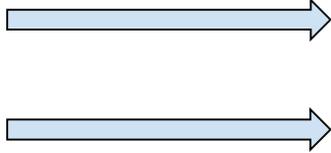
<p><i>Community collaborations enrich opportunities for students to become confident, connected, actively involved, lifelong learners</i></p>	<p><i>Community collaborations enrich opportunities for students to become confident, connected, actively involved, lifelong learners</i></p>	<p><i>Community collaborations 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> <i>School and community work together to support students to make effective transitions at critical points on their educational journey.</i> <i>The school proactively identifies and draws on community resources to enhance student learning opportunities, achievement and wellbeing</i></p>	<p>PBL4 Ideal student consultation with whanau</p> <p>Parent representation on PB4L Team</p> <p>Consultation through surveys</p> <p>ECE engagement and relationship building and transition to school programme - Kindy buddies</p> <p>Build Iwi and community partnerships</p> <p>Engagement with Te Puea Marae And Mangere Mountain Education Centre.</p>	<p>PB4L whanau engagement in planning and review</p> <p>Te Iti Kahurangi transition and collaboration across our 10 schools</p> <p>Place based student inquiries that collaborate with marae and maunga</p> <p>Building partnerships with local community through student inquiry</p>	<p></p> <p></p> <p></p> <p>Place based student inquiries that collaborate with marae and maunga</p> <p>Building partnerships with local community through student inquiry</p>

Strategic Goal 3

Professional capability and professional capability

Indicators and examples of effective practice	2017	2018	2019
<i>A strategic and coherent approach to human resource management builds professional capability and collective capacity</i>	<i>A strategic and coherent approach to human resource management builds professional capability and collective capacity</i>	<i>A strategic and coherent approach to human resource management builds professional capability and collective capacity</i>	<i>A strategic and coherent approach to human resource management builds professional capability and collective capacity</i>
<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</i> 	<p>MBS Employment / recruitment policies ensure the best staff are employed</p> <p>MBS vacancies will attract quality applicants Continue to build cultural competency</p> <p>MBS teachers understand how to enact the Principles of the Treaty of Waitangi in their classrooms</p> <p>Spirals of Inquiry development Weekly team discussions Regular staff hui Professional Learning Partnerships established</p> <p>First Chance Literacy years 1-4 Writing PD years 5-6</p>	<p>To be a school of choice for prospective teachers </p> <p>Effective pedagogy and cultural competency</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>Weekly team discussions Regular staff hui Professional Learning Partnerships</p> <p>DMIC Developing Mathematical Inquiry Communities - building school capacity and developing leaders</p>	<p></p> <p>All teachers have up to date curriculum, assessment and pedagogical knowledge </p> <p></p> <p>Teachers are leaders in spirals of inquiry </p> <p></p>

<p><i>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><i>Whanau developing Home School Partnership that support our school focus area</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>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. 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 2017</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 what works (practical insight) and why (theory)</i> ● <i>work collaboratively to plan</i> 	<p><i>Writing continued - DMIC maths</i></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>Professional leaders and teachers engage with and contribute to the wider education community.</i></p>

	<p><i>curriculum, design tasks and activities, and assess and evaluate</i></p> <ul style="list-style-type: none"> ● <i>develop and share resources, materials and smart tools</i> ● <i>monitor and evaluate the impact of actions on student outcomes.</i> 		
Access to relevant expertise builds capability for ongoing improvement and innovation	Access to relevant expertise builds capability for ongoing improvement and innovation	Access to relevant expertise builds capability for ongoing improvement and innovation	Access to relevant expertise builds capability for ongoing improvement and innovation
<p><i>Leaders of learning are identified and a strategy is put in place to build internal professional leadership capacity. Distributed leadership supports continuity and coherence across learning programmes and enhances sustainability. 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>DP leading spirals of inquiry building capacity of Whanau Leaders</p> <p>Developing and identifying lead teachers for First Chance through PLD with external providers</p> <p>Developing in School DMIC expert teachers</p>	<p>Whanau leaders facilitating Spirals of Inquiry</p> <p>In school expert teachers coaching colleagues in First Chances years 1-5</p> <p>DMIC expert teachers coaching across teams</p>	<p>Teachers leading spirals of inquiry</p> 

Strategic Goal 4

Leadership for equity and excellence

Indicators and examples of effective practice	2017	2018	2019
<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>ALL Year 3 Writing Focus Leaders facilitating their teams through spirals of inquiry to lift student achievement in writing</p> <p>Leaders development in leading spirals of inquiry teams</p> <p>MBS School Wide target writing students tracking document</p> <p>Teacher Inquiry Spiral Timetable aligns with assessment timetable, team and staff hui.</p> <p>Professional Learning Partnerships developed for all teaching staff</p>	<p>First Chance Year 1-4 in school leadership</p> <p>First Chance Year 5-6 External PD</p> <p>Developing Mathematical Inquiry Communities DMIC External PD</p> <p>Leaders development in leading spirals of inquiry teams</p> <p>MBS School Wide target maths students tracking document</p> <p>Teacher Inquiry Spiral Timetable aligns with assessment timetable, team and staff hui.</p> <p>Professional Learning Partnerships continue</p>	<p>First Chance Year 1-5 in school experts</p> <p>Developing Mathematical Inquiry Communities DMIC driven by in school leaders</p> <p>Leaders development in leading spirals of inquiry teams</p> <p>MBS School Wide target reading students tracking document</p> <p>Teacher Inquiry Spiral Timetable aligns with assessment timetable, team and staff hui.</p> <p>Professional Learning Partnerships give teachers agency</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>	<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.</i></p> <p><i>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>PB4L Behaviour Matrix and lessons developed</p> <p>Leadership professional development in Open To Learning Leadership - Emerging</p> <p>Voice collection and analysis Learning support student focus Writing target 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</p> <p>Leadership and Teacher and schools</p>	<p>PB4L Behaviour Matrix and lessons taught consistently in all settings</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</p>	<p>PB4L Behaviour Matrix and lessons are embedded at MBS</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</p> <p>Regular collection of target student voice through</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>practices survey (NZCER) provides feedback on strengths and areas for improvement</p>		<p>Assessment for Learning</p> <p>Annual Wellbeing in school survey to inform our effectiveness</p> 
<p><i>Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching</i></p>	<p><i>Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching</i></p>	<p><i>Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching</i></p>	<p><i>Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching</i></p>
<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 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>Develop and finalise the MBS Expectations of Effective Practice for teaching and learning in Literacy and Mathematics</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</p>	<p>Embed 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 learning and teaching of the NZ curriculum using our MBS model of student inquiry</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</p>	<p>The 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>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</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>		

	<p>2017 <i>The new Code of Professional Responsibility and the new Standards for the Teaching Profession, will be in place by July 1, 2017. MBS will consult our staff on the use of these during consultation phase Commitment to the Code of Professional Responsibility in 2017.</i></p> <p><i>There will be a transition phase before the new Standards replace the Practising Teacher Criteria. The new Standards will be piloted with teachers in parallel with the consultation period.</i></p> <p><i>Teacher professional learning and development is focused and deep rather than fragmented and shallow. Leadership builds the capability of teachers to be leaders who promote and support the improvement of teaching and learning.</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>Team meetings maximise the time spent on using evidence of student learning for collective inquiry into the effectiveness of teaching practice. Leadership identifies and develops internal expertise, with the support of external expertise as appropriate, to ensure improvement goals are met</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>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>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>Senior Leaders and Whanau Leader professional development in building relational trust.</p> <p>Open To Learning Leadership University of Auckland</p> <p>Open To Learning Leadership PD for Leadership Team</p> <p>Leadership connected to Te Iti Kahurangi Kahui Ako through initial planning and development</p>	<p>Senior Leaders and Whanau Leader coaching in building relational trust.</p> <p>Open To Learning Leadership PD for Leadership Team</p> <p>Te Iti Kahurangi Kahui Ako engagement</p>	<p>Senior Leaders and Whanau Leaders mastery in building relational trust.</p> <p>Practicing advanced Open To Learning Leadership PD for Leadership Team</p> <p>Growing and coaching new leaders in the school</p> <p>Te Iti Kahurangi Kahui Ako engagement</p>

Strategic Goal 5

Evaluation inquiry and knowledge building for improvement and innovation.

<i>Indicators and examples of effective practice</i>	2017	2018	2019
<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>Appropriate tools and methods are used to gather, store and retrieve a range of valid data.</i></p> <p><i>Developing expertise with etap</i></p> <p><i>PACT for reading, writing and mathematics</i></p> <p><i>Board, Staff and community contribution to policy review through Schooldocs</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>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>Redevelopment of supplementary learning support and SENCO role</i></p> <p><i>Restructuring of CRT release and timetables to support teacher PLD</i></p> <p><i>Effective communication supports the sharing and dissemination of new knowledge in ways that promote improvement and innovation.</i></p> <p><i>Redevelop team hui and minute templates for consistency and ensure a focus on improvement and ongoing evaluation of effectiveness</i></p>		

<p><i>Collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation</i></p>	<p><i>Collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation</i></p>	<p><i>Collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation</i></p>	<p><i>Collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation</i></p>
	<p><i>Opportunities for professional learning, mentoring and coaching develop the knowledge, skills and confidence required for evaluation and inquiry.</i></p> <p><i>Relevant internal and/or external expertise is carefully selected and used to build capacity in evaluation and inquiry. 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>Generation of solutions, decision making, and strategy implementation all draw on research evidence about how to most effectively improve outcomes for learners.</i></p> <p><i>Participation in evaluation, inquiry and knowledge building activities contributes to changes in thinking and behaviour and builds inquiry habits of mind</i> <i>Engaging in evidence-based decision making to increase teacher efficacy and agency.</i></p>		
<p><i>Evaluation, inquiry and knowledge building capability facilitates engagement with external evaluation and the wider education community</i></p>	<p><i>valuation, inquiry and knowledge building capability facilitates engagement with external evaluation and the wider education community</i></p>	<p><i>valuation, inquiry and knowledge building capability facilitates engagement with external evaluation and the wider education community</i></p>	<p><i>valuation, inquiry and knowledge building capability facilitates engagement with external evaluation and the wider education community</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.</i> <i>ALLS Writing</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.</i> <i>DIMIC / Kahui AKO focus</i></p>	<p><i>Leaders and teachers engage with, learn through and use external evaluation as a resource for improvement and innovation.</i> <i>ERO / Kahui ako focus</i></p>

Strategic Goal 6

Stewardship Effective Governance

2017	2018	2019
<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>
Visions statement review and development Whanau engagement through hui,surveys, social media and website	Rebranding and embedding new vision	MBS School vision is strong and owned by students, staff and whanau
<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</p> <p>Analysis of variance shared at whanau meeting and feedback feedforward sort Annual review plan</p> <p>Robust Principal Appraisal in place</p> <p>Board Self-Assessment Checklist in January Gathering whanau voice as normal practice</p> <ul style="list-style-type: none"> - Reporting - Vision statement - Te Reo strategy - PB4L 	<p></p> <p>Analysis of variance shared at whanau meeting and feedback feedforward sort</p> <p>Annual review plan</p> <p>Board Self-Assessment Checklist in January Gathering whanau voice as normal practice</p> <ul style="list-style-type: none"> -health curriculum -eLearning 	<p></p> <p>Analysis of variance shared at whanau meeting and feedback feedforward sort Annual review plan</p> <p>Board Self-Assessment Checklist in January Gathering whanau voice as normal practice</p> <ul style="list-style-type: none"> - Student inquiry
<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</p> <p>BOT effectively meets statutory responsibilities</p>	<p></p>	<p></p>

2017 Annual Plan

3 Annual Goals for 2017

Goal # 1 Writing

MBS students are effective communicators through written language with at least 75% of all students operating at or above expectation.

Goal # 3 Wellbeing

All students feel safe and happy learning at MBS
Our school wide positive behaviour plan will ensure a safe and orderly environment for learning.

Goal #4 Treaty of Waitangi Partnership and Protection of Te Reo Maori

Te Reo and Tikanga Maori is valued and practiced by all.
Develop and implement a Te Reo and Tikanga Maori programme across the school.

2017 Annual Goal # 1

- Writing** - MBS students are effective communicators through written language with at least 75% of all students operating at or above expectation.

Baseline Data:

2016 End of year National Standards Data
All Students AT and ABOVE

	All WRITING	Maori WRITING	Pasefika WRITING	Girls Writing	Boys Writing
2015 EoY	60.8%	58.1%	61.2%		
2016 EoY	66%	68%	58%	73%	58%
SHIFT SIZE End to End	+5.2%	+9.9%	-3.2%		

2017 End of Year Achievement Targets for Whole School

	2017 EoY OTJ Target
Reading	80%
Writing	75%

After One year targets students AT and ABOVE		After Two years' targets students AT and ABOVE	2016 EoY OTJ as Y1	2017 target
Writing	80%	Writing	59%	80%

After Three Years Targets students AT and ABOVE	2015 EoY OTJ as Y1	2016 EoY OTJ as Y2	2017 Targets
Writing	45%	64%	75%

Year 4 Targets students AT and ABOVE	2015 EoY OTJ as Y2	2016 EoY OTJ as Y3	Target 2017
Writing	54.7%	68%	75%

Year 5 Targets students AT and ABOVE	2015 EoY OTJ as Y3	2016 EoY OTJ as Y4	Target 2017
Writing	57.8%	63%	75%

Year 6 Targets students AT and ABOVE	2015 EoY OTJ as Y4	2016 EoY OTJ as Y5	Target 2017
Writing	67.3%	71%	80%

Actions for creating a Responsive curriculum, effective teaching and opportunity to learn

Annual Goal #2

Writing - Mangere Bridge School students are effective communicators through written language

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 Target -by the end of 2017 at least 75% of all students operating at or above expectation.

- to shift 7% of Maori from below to at in writing
- shift 17% of Pacifica from below to at in writing
- shift 17% of all Boys from below to at in writing

When?	What?	Who?	How will this be monitored and evaluated?
Terms 1 & 2	<p>Teacher Inquiry Establishment of individual teacher inquiry - following the spiral of inquiry format by Helen Timperley.</p> <p>Establishment of professional learning partners. Another professional relationship built with a colleague outside of our own syndicate.</p>	All teaching staff	<p>Teacher Inquiry Spiral Timetable aligns with assessment timetable.</p> <p>Teacher Inquiry consistent recording format - kept in shared folder.</p> <p>Teachers will share their spiral including all aspects especially new learning, taking actions and impact during a whole staff call back day at the end of the Teacher inquiry - Term 2 holidays.</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>
Term 1 -2	<p>Intervention <i>Accelerated Literacy Learning intervention - Year 3</i> Strategically aligned with the Teacher Spiral of</p>	<p>4 leaders</p> <p>14 teachers</p> <p>90 target students</p>	<p>Close tracking and monitoring of student progress through the creation and consistent revisiting of the Whole School Tracking Document.</p>

	<p>Inquiry (see above).</p> <p><i>Three layers for success</i></p> <p>Lead teachers are Principal and Deputy Principal. Team leaders are integral in the development and implementation and are undertaking a leadership spiral of inquiry with the same focus around student achievement within their own classes as a model.</p> <p>Every teacher has 5 target students in writing. Priority students were chosen first, therefore target students are predominantly Boys identifying as Pasifika and Maori.</p> <p>New learning and PLD support will be prioritised based on spiral findings.</p>		<p>Unrelenting focus through team and whole school meetings of sharing, collaboration and reflection on practice. Evident through meeting minutes.</p>
<p>Term 1 - Drafting by leadership team</p> <p>Term 2 - Consultation with teaching staff</p> <p>Term 3 - full implementation following data gathering, consultation and teacher inquiry completion and sharing.</p>	<p>Documentation for clarity and sustainability.</p> <p>Expectations are clear</p> <p>Whole school best practise Literacy Expectation document reviewed based on term one teacher practise findings, best practice professional readings and teacher consultation. This will ensure consistency of practise in the school-wide literacy blocks daily.</p> <p>Planning for Learning</p> <p>Weekly planning in reading, writing, mathematics and student inquiry is completed weekly based on student learning needs by all teachers for their own classes.</p>	<p>Literacy Leader</p> <p>Team Leaders</p> <p>Teaching staff</p>	<p>Term 1 Draft Statement of intent from 2016 for review</p> <p>Term 2 Link here the document for review</p> <p>Term 3 Link here the finalised document for implementation</p> <p>All 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>
Term 1	<p>Assessment</p> <p>eAsTTle</p>	DP Emma and Team leaders	Link to Assessment Timetable doc

<p>Term 3</p>	<p>All students (regardless of age or year level) reading at beginning curriculum level two and above sit an eAsttle reading test. This will be paper administered in terms one and three. Online administration at teachers discretion in terms 2 and 4.</p> <p>All students at Mangere Bridge School will sit an eAsTTle writing test using a prompt that aligns with our student inquiry topic and the writing purpose we are focussing on. This will be paper administered in terms one and three followed by a whole school writing moderation and team meetings focussed on reaching shared understandings about what is expected at each level and what the next steps are for students at each level.</p> <p>Staff professional development to ensure consistency in the administration of asttle assessments to ensure the integrity of the data. Staff professional development on data use to inform planning for learning.</p> <p>PACT Professional development for the school-wide roll out of the Progress and Consistency Tool. Using the expertise that exists in the staff already (from 2016 trial of three from each whanau group) we will have a whole school roll out in term 2 in time to make consistent Mid-Year Overall Teacher Judgements.</p>		
<p>Term 2 Term 4</p>	<p>Overall Teacher Judgements Twice yearly teachers use summative and formative assessment information to make overall teacher judgements. These OTJs are checked in teams and then a sample taken from each class and checked</p>		

<p>Term 2 Term 4</p>	<p>Student self-tracking Tracking tools including the Mangere Bridge School writing profile and annotated writing sample sheets are used at regular intervals at the teachers discretions for students to identify their strengths and next learning steps.</p>		<p>Student writing profiles kept in class and shared with whanau twice yearly. Student annotated writing samples are completed by students in terms 2 & 4.</p>
<p>Term 1 Term 4 Term 2</p>	<p>Professional Development Years 0-4 First Chance Professional Developments for all year 0-4 classes administered by Gwyneth Phillips</p> <p>Year 5 & 6 After identification of needs based on the Writing Observations in term 1 teachers will attend a writing professional development. This is yet to be confirmed.</p> <p>All Staff As above all teacher will engage and be scaffolded through a Spiral of Inquiry within their whanau groups and with a professional learning partner.</p>	<p>Piwaiwaka Yr 0-2 Tui Yr 3-4</p>	<p>Use of wedge graphs to closely track progress and early identification for referral Analysis of reading and writing data at class level and team level using wedge graphs and writing samples Spiral of Inquiry: teachers measuring their impact in writing Consistent school wide practice in years 0-4 Small group targeted planning and teaching Increased teacher knowledge of the mechanics of learning to read and write Walk-through and observations for appraisal by team leaders Literacy leader observations in writing</p>
<p>All Year</p>	<p>Writing across the curriculum Student Inquiry provides authentic real life issues and purposes to write. Inquiry questions and experiences provide motivation and develop student agency in writing.</p>	<p>Inquiry Team Literacy Team</p>	<p>Term 1 Progress Vs Preservation Poetry Slam How can we preserve the past to protect the future?</p>

	<p>Learners use writing to communicate and problem solve collaboratively in a range of real world contexts</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>Term 2 Healthy Communities Kaitiaki Comic Con Healthy community, healthy me</p> <p>How can we make change to ensure a healthy community for all?</p> <p>Term 3 What makes a good leader and how do we choose one? Campaigning</p> <p>Term 4 Flora / Fauna /Te Reo Rangatira How can we be the guardians of what makes Aotearoa special?</p> <p>Student Inquiry reports at end of each term</p>
<p>Term 1</p> <p>Term 2</p> <p>Term 3</p>	<p>Whanau Meet the teacher afternoon</p> <p>Whanau Conferences to communicate mid-year Overall Teacher Judgements</p> <p>Whanau Conferences to communicate end of year Overall Teacher Judgements</p>	<p>All Teachers & Whanau</p>	<p>Gathering of Whanau voice through surveys</p>
<p>Term 1</p>	<p>Learning Support</p> <p>Review CAAP plan to include clarification on Tier 1,2 ,3 supports and how to access Tier 1 practices to be strengthened and fully in place before referral to tier 2 and tier 3 interventions</p> <p>Teacher aides in class programmes aligned to specific students' needs and careful use of withdrawal where appropriate</p>	<p>Emily Leadership team</p> <p>Emily Teams</p>	<p>Referral processes and team meeting minutes will ensure that all students are accessing effective learning and teaching within their tier 1 programmes before any referrals are accepted.</p> <p>Team meetings and minutes</p>

			Are all children who need support getting support? SENCO data tracking. What is the impact of the Learning Support programmes?
Term 1 planning Term 2 -4 implement	School moderation of OTJs in both reading and writing	Emma Team leaders	Greater school consistency in OTJ as evidenced by in school moderation and use of PACT

Curriculum and Achievement Plan at Mangere Bridge School

Reading	After 1 Year	After 2 Years	After 3 Years	At end of Year 4	At end of Year 5	At end of Year 6
National Standards Expectations	Green	Turquoise	Gold	At Level 2	Early Level 3	At Level 3
Writing	After 1 Year	After 2 Years	After 3 Years	At end of Year 4	At end of Year 5	At end of Year 6
National Standards Expectations	Early Level 1	At Level 1	Early Level 2	At Level 2	Early Level 3	At Level 3

ASSESSMENT

- School Entry Assessment (SEA) on arrival at school and at 6months at school
- Six Year Observation Survey after 1 Year at school
- E-asTTle reading – Beginning Term 1
- E-asTTle writing – Term 1 and as necessary
- Formative ongoing assessment and SMART tools such as the Individual writing profiles and annotated writing samples

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

Annual Goal #2

MBS is a Happy, Safe, Respectful learning community where everyone feels valued and has a sense of belonging

Development Goal:

Develop and implement a School wide positive behaviour plan to ensure and safe and orderly learning environment for learning.

Annual Target -

There is a clear set of positive behaviour expectations that are known to all and implemented effectively in all areas of the school.
All students at MBS school feel that we have a safe learning environment

When?	What?	Who?	How will this be monitored and evaluated?
Begin T1	School Wide Participation in PB4L - Positive Behaviour for Learning	PB4L Team Coach Delwyn	
Wk 4 T1	<ul style="list-style-type: none"> - Establish team and roles - Develop the 'Ideal MBS student profile' - Develop the 'Ideal MBS teacher profile' - Gather student, staff and whanau voice on the ideal MBS student - Develop a clear set of positive behaviour expectations - Produce school wide behaviour matrix - Develop procedures and plan for teaching school wide positive behaviour expectations - Develop procedures for encouraging expected behaviours - Develop a continuum of procedures for discouraging inappropriate behaviour - Develop procedures for ongoing monitoring and evaluating effectiveness of the SW- 	Leader Emma	Through the analysis of school wide behaviour notifications:ie Behaviour data PB4L etap Evidence from observations of teachers - consistency in language used in regards to behaviour - consistency in teaching of expectations - consistency in what to recognise
Wk 10 T1		Core Members Rebecca Maxine Stephanie T	
		Jan Bills Fiona Sharleen Mc Clay BOT	

	PB4L system		– consistency in what to correct
Term 1 week 6	<p>SET School Evaluation Tool - collection of school baseline data: Annual Benchmark tool established- SET data to be completed before team training day</p> <p>Interview coach and Principal</p> <p>Interview between 10 - 15 teachers / teacher aides Once SET is completed score will be given Coach to share with PB4L team and then with the school staff Data stored aggregately with MOE. Baseline data to be completed before School Wide interventions begin in term one. SET is designed to provide trend lines of improvement and sustainability over time. Used to assess PB4L features already in place Determine annual goals for PB4L-SW Evaluate on - going efforts toward PB4L SW Design and revise procedures as needed and compare efforts toward PB4L-SW from year to year</p> <p>Data about student behaviour or school's implementation will direct our team's efforts.</p> <p>SET data to be shared with all staff call back day</p>	Del	<p>SET data collected by MOE Baseline in Term 1 2017 Report back to leadership, PB4L team and all staff</p> <p>SET data collection 2 Term 1 2018</p> <p>WellBeing in Schools Survey end of term 3</p>
	<p>Pre training - Review of current Behaviour plan Working smarter matrix - Audit of what takes up the staff time in dealing with behaviour. What is the spread of interventions? What is the purpose those interventions? Is there an evidence base for them? Evidence base is Research base? Are the staff finding our interventions useful in this</p>	PB4L core team	<p>Monitoring over time of PB4L etap data</p> <p>Well Being in Schools Survey end of term 3</p>

	<p>context and how does it fit our community? These 3 gives us evidence based. If one of these aspects is not there it won't be effective intervention. Are there measurable outcomes? Who is the target group? Who are the staff involved? How long are the staff involved - what is the interventions relationship to the school charter and what is the priority to this?</p> <p>Evidence based across the whole school - what are we spending our time on? - do we want to send this out to whole staff/ give it to senior teachers? Or whole school to do at Team meetings? Do we have measurable outcomes? Are we confident that what we are doing is working?</p>		
	<p>Effective use of PB4L data and student voice to measure our effectiveness and inform programmes and interventions</p>		
<p>Ongoing at regular hui throughout the year</p>	<p>DATA COLLECTION: PB4L etap Developing an understanding of what constitutes good data? Less than 1% of time should be around getting the data.</p> <p>Data being made available when decisions are being made. Scanning and interpreting data before the interventions are implemented so that the data leads the implementation. Data will give us a process to follow so that decisions are not made rashly.</p> <p>Big 5 questions WHAT? What is the most frequent problem behaviour and how often is it happening? - observable and measurable. What is happening...? WHERE? Where do most problem behaviours occur? WHEN? When do most problem behaviours occur?</p>	<p>PB4L Team HELP Team SENCO</p>	<p>PB4L data discussed regularly at hui - data reports shared with BOT</p>

	<p>WHO? Which students are involved and how many students are there in the 3 tiers? WHY? What is maintaining the behaviour? (what is the function of the behaviour - is it to get something or to avoid something?)</p> <p>Using the Data - overview. Is there a problem? - use the big 5. Define the problem with precision Use the data to develop a practical solution. Use the data to assess if a solution is implemented well and effectively.</p>		
Call back days each term	<p>PB4L whole staff training</p> <p>Call back days for all staff - Term 1, 2,3 school holidays</p>	PB4L core team	
Term 1	<p>Conflict Resolution Skills for Everyone</p> <p>Implementation of Cool Schools conflict resolution and mediation - staff and students taking ownership of their own behaviour and parts they play in an issues, and using effective communication when managing difficult situations.</p> <p>Sign up to Cool School Peace Foundation</p> <p>Purchase of Cools Schools mediation resources and licence 3 staff meetings on Peer Mediation implementation and classroom programmes</p> <p>Student peer mediation training and selection</p> <p>Whole school lessons on Using 'I statements' to express concerns in a constructive and non-threatening way and using mediation to solve problems.</p>	<p>DeI McFarlane Scott</p> <p>Rangi Fiu</p>	<p>Cool Schools Mediator notes books and collation of PB4L meditation forms</p> <p>Well Being in Schools Survey end of term 3</p>

	<p>Cool Schools Mediators road show to every class explaining the mediation service.</p> <p>Meditator recognition through presentation of badges, wearing of mediator hats and vest Cool Schools mediator timetable for student mediators to be on duty at every break.</p> <p>Weekly mediator meetings to review and discuss successes and challenges of the service and further development for the student mediators</p> <p>End of year recognition for Peer Mediation Services through trip to Rainbows End</p>		
Term 2	<p>Developing clear expectations for staff responses to undesirable behaviours - a restorative approach. Understand the causes of behaviour and how we contribute - Ensuring a cultural and relational approach to behaviour</p>	PB4L Core Team	

Actions for Creating a Responsive Curriculum

Annual Goal:

Goal #3 Treaty partnership Te Reo Maori

Te Reo Maori is taught in every class and used on a daily basis by all staff and students.

Students, teachers and whanau of MBS value and use Te Reo Maori

Historical information:

MBS does not currently have a programme for teaching Te Reo Maori at school. 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.

In 2016 the BOT undertook consultation with Maori to ask what their aspirations were for their student at Mangere Bridge School.

This took the form of

-Online google form surveys about what whanau wanted in our school curriculum (and paper form)

-Culture counts voice collecting of Maori students and their Whanau. 9 student focus groups and 3 parent focus groups. There was a clear indication that students wanted their teachers to really know them and understand them as Maori students. Maori students succeeding as Maori.

We held 3 hui during the year

#1 Maori Whanau Hui Wed 25 March - We shared Maori achievement data and asked

“How can we raise Maori student achievement”, “What do Maori parents expect from Mangere Bridge School?” [Maori Whanau hui](#)

#2 Te Reo Maori Hui - Getting the discussion going 12 October 2016 We asked [Te Reo Hui #2 2016](#)

“What is our vision and desire for our tamariki / school community in terms of having access to learning in Te Reo Maori me ona tikanga?”

#3 Te Reo Maori Vision Hui 17 November 2016 . We looked at videos of 3 models of Te Reo programmes in schools and discussed what would be best for MBS. [Te Reo Hui #3 2016](#)

There is a strong desire for MBS to provide Te Reo Maori for all students and staff and a longer term goal of providing education in Te Reo Maori i.e. A Maori language class for the future

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.

This is an 8 year long term strategy for the provision of Maori language programmes with the aim of developing students who choose to be proficient in Te Reo Maori and English

When/ Ahea?	What / He aha?	Who / Ko wai?	How will this be monitored and evaluated? Me pehea te arotake?
Terms 1	Establish Te Reo Maori Strategy Team and write plan	Te Tima Tokowaru Principal S Tawha BOT Charlie Tuhua Lead Dale Munro Junior Jordan Whakaruru Middle Jackie Rhind Senior Rebecca Walker Support staff Leanne Harris Community Jordan Kaie	2x Termly meetings of strategy team to evaluate plan week 2 and week 8
Term 1	<i>Seek BOT approval for Te Reo Strategy Plan from BOT and share with MBS staff and community</i>	Principal / BOT	Share MBS Staff Term 1 Call back days Community sharing week 2 term 2 Termly Hui for Te Reo week 2 Term 3/4
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 your students' whānau</i> • <i>provide real-life examples on DVD of students and teachers using te reo Māori in a variety of language tasks</i> • <i>provide units of work that contain communicative language tasks</i> • <i>help year 1–6 students improve their ability to communicate in te reo Māori and support them to use the language in</i> 	Dale and TRST (Te Reo Strategy team)	Term reflections and reporting to BOT at the completion of each Unit. Teacher appraisal RTC

	<p><i>everyday situations</i></p> <ul style="list-style-type: none"> • <i>provide opportunities for our students to listen to, speak, read, and write in te reo Māori</i> • <i>help use Te Aho Arataki to plan and assess your programme for teaching te reo Māori</i> • <i>build on the work done in the early childhood sector with Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa and prepare students for using Ka Mau te Wehi! in years 7–8</i> • <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.</i> 		
Term 2	<p><i>Choose 1 Unit Plan from He Reo He Tupu To implement and support the Student Inquiry on Healthy Communities</i></p>	Dale and Te Reo Team	<p>Evaluation and assessment tracking sheets for staff and students for each Unit</p> <p>Collate information at the end of each term</p> <p>Evidence of Te Reo Planning</p> <p>Classroom walls/displays</p>
Term 4	<p><i>School wide 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 Maori in the MBS School Community?</i> - <i>What languages are used and living amongst us?</i> 	Te Reo Strategy Team 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

Excellence and Equity 2017 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>Develop new vision statement and values in collaboration with students, whanau, community and staff</p> <p>Culture counts voice collection for students accessing Learning Support Programmes</p> <p>Te Reo Maori Strategy development - Te Reo Plans for Whanau</p> <p>New School website with links to</p> <ul style="list-style-type: none"> - MBS Facebook - MBS Twitter <p>School Docs online Parent participation in policy review</p> <p>Pause Prompt Praise Workshops to support achievement in reading</p>	<p>Whole School Participation in Accelerated Literacy Learning Year 3 Programme (see Writing plan for details)</p> <p>Spiral of Inquiry by Kaser and Halbert</p> <p>Years 0- 4 Engagement in First Chance PLD Gwyneth Phillips</p> <p>Staff PLD in Positive Learning for Behaviour</p> <p>The Politics of Collaboration - Hattie</p> <p>Engagement in the establishment and development of "Te Iti Kahurangi Kahui Ako"</p>	<p>Leadership of ALLS Year 3</p> <p>4 Leaders 14 Teachers 90 Target students</p> <p>Leadership Spirals of Inquiry into lifting team wide achievement in writing</p> <p>Building Relational Trust Leaders engagement in Open To Learning Leadership PLD</p> <p>Jan Robertson Leadership Coaching</p>	<p>PACT used by all teachers in Reading, Writing and Mathematics</p> <p>Teacher satisfaction survey NCER</p> <p>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>Review MBS IEP process / Whanau collaboration in Individual Education Plans with a focus on Pasefika Whanau perspectives</p>	<p>Improved review of all school policy and procedure through school docs</p> <p>Communication plan - sharing our progress towards goals with stakeholders</p> <p>Collecting whanau feedback</p> <p>Professional development for BOT Annual conference</p> <p>2017 Property projects completed</p> <p>Wireless Upgrade</p> <p>Roofing and spouting</p> <p>Upgrade heating and insulation of prefabs</p> <p>Hallway upgrade</p> <p>Electrical upgrade</p> <p>New SWIS and Health Centre</p> <p>Playground upgrade</p>

Leadership for Excellence and Equity Development Goals 2017

When?	What?	Who?	How will this be monitored and evaluated?
Establish inquiry	ALL Year 3 Writing Focus Accelerating Literacy Learning (ALL) Leaders facilitating their teams through spirals of inquiry to lift student achievement in writing	Emma ALL Team Leader Whanau Leaders	Spiral of inquiry timeline School wide target student tracking docs
Term 1 -3	Leaders development in leading spirals of inquiry teams MBS School Wide target writing students tracking document Teacher Inquiry Spiral Timetable aligns with assessment timetable, team and staff hui.	Emma	Open-to-learning Leadership gives practical solutions that will help leaders solve complex school-based problems, while building relational trust with staff, parents, and learners. NZCER Educational Leadership Practices Survey
Term 1	Professional Learning Partnerships developed for all teaching staff	Emma	Appraisal - staff voice
Term 2	Senior Leaders and Whanau Leader professional development in building relational trust. Open To Learning Leadership PD for Leadership Team Evaluating our Leadership Practices using the BES Leadership Matrix - 5 dimensions of effective leadership to identify areas of strength and areas for development	Steph Steph	Whanau Leaders hui logs - sharing of leadership issues and our OTL approaches, peer critique, feedback and feedforward. NZCER teacher satisfaction survey
Term 3	Ongoing OTL coaching		