

Mangere Bridge School Charter

Strategic Plan 2018-2021

with **2019** Action plan

Together we care, we learn, we succeed

Aroha, Ako, Angitu

Mehemea ka moemoeā ko au anake

Mehemea ka moemoeā tātou, ka taea e tātou

(If I dream I dream alone, if we dream together, we can 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.



Nga Uara / MBS school values

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 who strive for the best.*

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, caring, articulate, confident, adaptable, resilient, 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 and all cultures 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 celebrate, share and include 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 for all children irrespective of cultural backgrounds.

Our school has a strong commitment to the principles of Te Tiriti o Waitangi in all aspects of school life. We have a culturally responsive approach to curriculum design and delivery. All students are proud of their language, culture and identity.

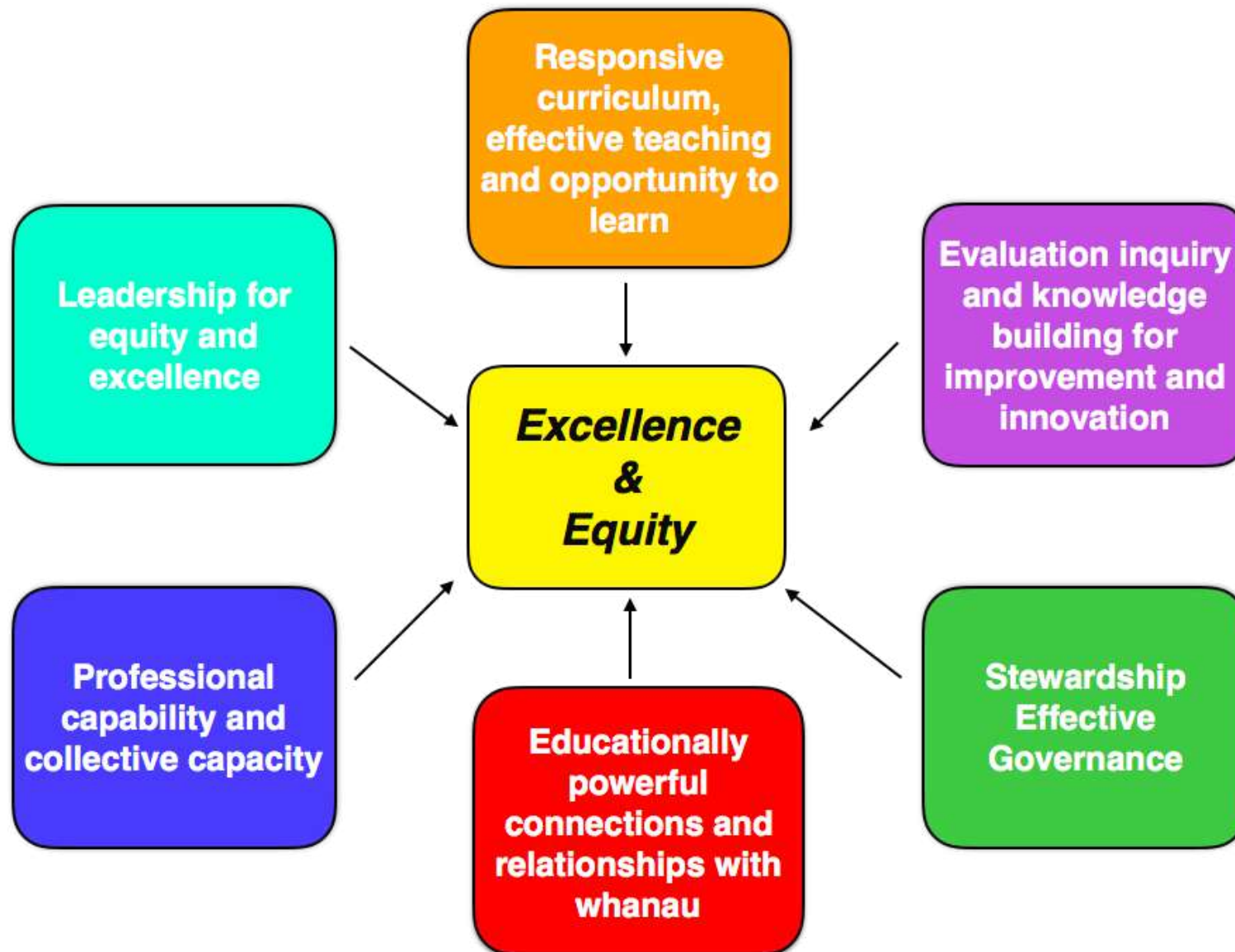
The 3 Principles of **partnership, participation** and **protection** are practiced and respected at Mangere Bridge School

Partnership 	Protection 	Participation 
<p>Partnership involves working together with our Maori whanau including Te Waiohua 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 and reaching their full potential • Power sharing • Partnership relies on us welcoming and having genuine relationships with our Māori community. This requires us to consult and co-construct the partnership models. 	<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 by speaking te reo and teaching it school wide as per our 8 year Te Reo revitalisation plan. • 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 all areas of school life. 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

We provide Maori medium education and English medium education from years 0-6.

Mangere Bridge School Strategic Goals 2018 - 2021

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 disparities and ensure equity.



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

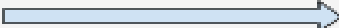
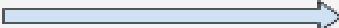
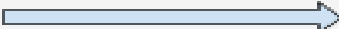
Stewardship Effective Governance

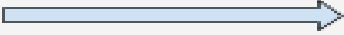
Strategic Goal 1

Mangere Bridge School provides a responsive curriculum, effective teaching and opportunity to learn so all children can reach their full potential.




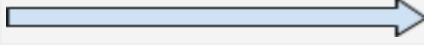
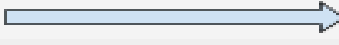
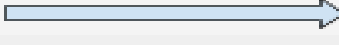
Students learn, achieve and progress in the breadth and depth of The New Zealand Curriculum and/or Te Marautanga o Aotearoa

Indicators and examples of effective practice	2018	2019	2020	2021
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.	Accelerate student achievement in mathematic for all students and address disparities in Māori and Pacific student achievement through a culturally responsive model of teaching maths DMIC (Developing Mathematical Inquiry Communities)	<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>Tamariki are engaged in challenging mathematical programmes that allow them to reach their full potential as mathematicians. High numbers of student excel in maths and reach above expectation curriculum levels.</p>	<p>DMIC classes are the norm.</p> <p>All classes are fully inclusive communities of mathematics 'inquirers'.</p> <p>MBS tamariki are strong , confident mathematicians</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 knowledge.</p> <p>Curriculum design and enactment ensures that every student is learning and makes sufficient progress to achieve curriculum expectations and standards.</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>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>Critical Maori and Pakeha Histories introduced into MBS curriculum</p> <p>CPR is designed to support the New Zealand Curriculum (NZC) Te Marautanga o Aotearoa goals that require all New Zealanders to be knowledgeable about Māori and Pākehā, to understand the history of their relationship and enact the Treaty of Waitangi Principles</p> <p>The CPR will be integrated across all curriculum areas</p> <p>Unit 1 : Te Ao Maori o Nehera will be incorporated into Term 1 student Inquiry “ How can we be kaitiaki o Nga korero Tuku iho”</p> <p>Building and in-depth knowledge of the School Pepeha, the places the histories and stories through engagement with Makaurau Marae, Te Pane o Mataoho Education Center and Local historians, kaumatua and mana whenua</p>	 <p>MBS students are taught Accurate colonial history Te Tiriti and Māori knowledge</p> <p>Our curriculum incorporates two worldviews, two knowledge bases: a tangata whenua view, and a Pākehā settler group view along with later immigrants to Aotearoa. It draws on all Treaty texts, local and global context, histories of colonisation and an honouring Te Tiriti o Waitangi discourse</p> <p>Building and in-depth knowledge of Te Kingitanga, the places, the histories and stories of the Waikato</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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	<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>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 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>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 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>	
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Students participate and learn in caring, collaborative, inclusive learning communities







Indicators and examples of effective practice	2018	2019	2020	2021
<p><i>Relationships are respectful and productive; difference and diversity are valued.</i></p> <p><i>Instructional organisation, task design, modelling, and grouping practices develop community and promote active learning.</i></p> <p><i>Students develop dialogue and group work skills and participate in group-based learning activities where they draw on individual strengths to complete group tasks.</i></p> <p><i>Students experience an environment in which it is safe to take risks and errors are regarded as opportunities for learning.</i></p> <p><i>Participation in effective heterogeneous (mixed ability) group activities provides students with cognitive challenge</i></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 MBS Way Values Manaakitanga, Kotahitanga, Kaitiakitanga, Rangatiratanga and weaving them through all areas of school life.</p>	<p>Embedding Mathematical Inquiry Communities Year 2</p> <p>High Pasifika and Maori student engagement and achievement in mathematics</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</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>Transfer of DMIC principles to other areas of the curriculum</p> <p>Review and updates of MBS Way</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>Transfer of DMIC principles to other areas of the curriculum</p>  

		<p>Lesson and supporting resources e.g. Digital Lesson stories are created to incorporate Te Reo Maori and English working towards Bilingual delivery for all students and staff to support our Te Reo Goals.</p> <p>Regular review of SET data and PB4L data informs MBSWay teaching focuses</p>	<p>Lesson and supporting resources e.g. Digital Lesson stories are created to incorporate Te Reo Maori and English working towards Bilingual delivery for all students and staff to support our Te Reo Goals.</p> <p>We will use the language expertise in the school to enable Pacific languages to also be included in PB4L resource development</p>	<p>The MBS Way supports a safe and orderly learning environment where all students will reach their full potential. The approach is culturally responsive to meet the needs of our diverse learning community taking</p>
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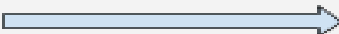

Students have effective, sufficient and equitable opportunities to learn

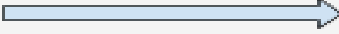
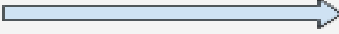
	2018	2019	2020	2021
<p>Students whose culture/first language differs from the culture/language of instruction are well supported to access learning.</p> <p>Students with special needs or abilities participate in learning opportunities that provide appropriate support and challenge.</p> <p>Students are 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</p>	<p>Pacific Language and Cultural weeks are co-designed and run by parents and teachers.</p> <p>Weekly language and cultural Unit plans are delivered in all classes.</p> <p>Students have multiple opportunities to engage in their language, culture and identity.</p> <p>Opportunity for students to enter regional and national level language competitions</p>	<p>Improve our response to culturally and linguistically diverse learners, and to support their acquisition of the English language.</p> <p>Our learning and teaching is designed in a way that draws on all of a child's cultural capital, especially that related to literacy and language.</p> <p>Develop systems and processes to gather important information and knowledge about our linguistically diverse students to ensure our teachers Know the learners understand the differences and similarities between migrant, refugee, and New Zealand-born</p>	<p>Mangere Bridge School is developing in responding to culturally and linguistically diverse learners, and to support their acquisition of the English language.</p> <p>Our learning and teaching is designed in a way that draws on all of a child's cultural capital, especially that related to literacy and language.</p> <p>We are knowledgeable about our linguistic learners, their language learning needs and cultural backgrounds. We are well equipped to meet their learning needs</p>	<p>Mangere Bridge School is effective in responding to culturally and linguistically diverse learners, and to support their acquisition of the English language.</p> <p>Our learning and teaching is designed in a way that draws on all of a child's cultural capital, especially that related to literacy and language.</p> 

<p>metacognitive skills, self-regulate, and develop self-efficacy and agency.</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>CLD learners, and their families appreciate and celebrate cultural and linguistic diverse backgrounds show empathy and understanding</p> <p>Introduction to the use of Pasifika Dual Language Resources</p> <p>Use Dual language resources to support the early language and literacy learning of Pasifika students in English-medium classrooms.</p> <p>Utilising the resource to support the second language acquisition principle that building on the child’s language/s, helps to strengthen English language and literacy.</p> <p>Utilise the resources which are in line with the Pasifika Education Plan and the Ministry Statement of Intent, by ensuring the linguistic strengths these students bring to school will be used to build their English language and literacy.</p>	<p>Embedding the use of Pasifika Dual Language Resources</p> <p></p> <p></p> <p>Effectively using the ELLS resources to support the second language acquisition principle that building on the child’s language/s, helps to strengthen English language and literacy.</p> <p></p>	<p>Effective at using the Dual Language Resources</p> <p></p> <p></p> <p>Highly effective at using the ELLS resources to support the second language acquisition principle that building on the child’s language/s, helps to strengthen English language and literacy.</p> <p></p>
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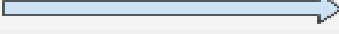
		<p>Introducing the Tapasa competencies for Pacific Learners 'The Turu' into our learning and teaching</p> <p>Tapasa Cultural Competencies Framework for Pacific Teachers</p> <p>Turu 1 :Identities,languages and cultures Demonstrate awareness of the diverse and ethnic-specific identities, languages and cultures of Pacific learners.</p> <p>Turu 2: Collaborative and respectful relationships and professional behaviours Establishes and maintains collaborative and respectful relationships and professional behaviours that enhance learning and wellbeing for Pacific learners.</p> <p>Turu 3: Effective pedagogies for Pacific learners Implements pedagogical approaches that are effective for Pacific learners.</p>	<p>Embedding the Tapasa competencies for Pacific Learners 'The Turu' into our learning and teaching</p>	<p>Highly Effective at implementing the Tapasa competencies for Pacific Learners 'The Turu' into our learning and teaching</p>
				
				
				

Effective, culturally responsive pedagogy supports and promotes student learning

Indicators and examples of effective practice	2018	2019	2020	2021
<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</p> <p>Teaching practices such as questioning, wait time, and</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</p> <p>Te Reo Māori Learning site established to support learning and teaching</p> <p>Te Reo Māori progressions used</p> <p>Te Hiaroa</p> <p>Establish 2 Māori Bilingual classes for years 1-2 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>Implement Tier 1 Te Reo Māori Strategy Year 2</p> <p>Level 4e Te Reo Programme Implementations for whole school</p> <p>Te Reo Māori is normalised</p> <p>Te Reo Māori is used in all classes and school events.</p> <p>Daily broadcasts and Te Reo Curriculum Plan for supporting Te Reo</p> <p>Te Reo Māori Learning site established to support learning and teaching</p> <p style="text-align: center;"></p> <p>Te Hiaroa</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>Research into translanguaging and transfer</p> <p>A focus on Formative assessment to monitor and report progress</p> <p>Explore the best fit assessment tools for our Maori medium context</p> <p style="text-align: center;"></p> <p>Embedding</p>	<p>Implement Tier 1 Te Reo Māori Strategy Year 3</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>Assembly, and school gatherings are delivered bilingually and incorporate diverse languages</p> <p style="text-align: center;"></p> <p>Te Hiaroa</p> <p>Māori bilingual classes provided for all year levels years 0-6</p> <p>Full implementation of MBS Te Reo Māori Acquisition plan</p> <p style="text-align: center;"></p> <p>Fully implemented / highly effective</p>	<p><i>Opportunity for students not in the Immersion units to advance their levels of Te Reo through expert reo teacher</i></p> <p style="text-align: center;"></p> <p style="text-align: center;"></p> <p>Te Hiaroa</p> <p>Review of MBS</p> <p>Te Reo Māori Acquisition plan. Informed by research and data of students in their first 4 years</p> <p style="text-align: center;"></p> <p>Review</p>



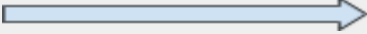

<p>providing opportunities for application, problem solving and invention engage students in learning and thinking. Student learning is scaffolded through the use of practices such as prompts, open questions, explanations, worked examples and active discussion and through the provision of appropriate tools and resources.</p>	<p>Support and guidance for Pacific students to attend and experience and enter Pacific Language Speech Competitions and attendance at Pacific language events</p> <ul style="list-style-type: none"> - Niuean - Samoan - Tongan 	<p>Support and guidance for Pacific students to enter Pacific Language Speech Competitions and attendance at Pacific language events</p> <ul style="list-style-type: none"> - Niuean - Samoan - Tongan <p>Higher numbers of students registering to participate</p> <p>More opportunity for student led cultural week planning, organisation and implementation</p> <p>Begin to explore the development of a pacific unit / class</p>	<p>Support and guidance for Pacific students to enter Pacific Language Speech Competitions and attendance at Pacific language events</p> <ul style="list-style-type: none"> - Niuean - Samoan - Tongan <p>Higher numbers of students registering to participate</p> 	<p>Support and guidance for Pacific students to enter Pacific Language Speech Competitions and attendance at Pacific language events</p> <ul style="list-style-type: none"> - Niuean - Samoan - Tongan <p>Higher numbers of students registering to participate</p> 
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Assessment for learning develops students' assessment and learning-to-learn capabilities

Indicators and examples of effective practice	2018	2019	2020	2021
<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</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 	<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 	<p>Review of Talanoa Ako cycle</p>  	<p>Improve plan implementation based on review 2020</p>  

<p>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>materials to support Pasefika whanau</p> <ul style="list-style-type: none"> - 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>and end of year report</p> <p>Gather parent voice on effectiveness of our reporting - focus on the student inquiry report, reporting on the wider curriculum</p> <p>Grow and spread effective practices for ongoing information sharing between kaiako, ākonga, parents, and whānau, recognising that parents have diverse needs and a range of effective communication methods is essential for building educationally powerful partnerships for learning.</p> <p>Design and trial ākonga-owned records of learning that:</p> <ul style="list-style-type: none"> -capture rich learning -builds shared ownership -builds student and whanau agency -support ākonga transitions across the schooling -evaluate and communicate progress in important learning across the breadth of The New Zealand Curriculum and Te Marautanga o Aotearoa. <p>Exploring the use of electronic tools for students to share their learning and report to their parents on their progress. Seesaw and eTap Spot Light.</p>	<p>MBS has effective practices for ongoing information sharing between kaiako, ākonga, parents, and whānau, recognising that parents have diverse needs and a range of effective communication methods is essential for building educationally powerful partnerships for learning.</p> <p>Students curate, and develop rich records of learning share with their parents and whanau.</p>	<p>Highly effective practices for ongoing information sharing between kaiako, ākonga, parents, and whānau, recognising that parents have diverse needs and a range of effective communication methods is essential for building educationally powerful partnerships for learning.</p> <p>Students experts at curating, and develop rich records of learning share with their parents and whanau.</p>
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Students participate and learn in caring, collaborative, inclusive learning communities 2019

Indicators and examples of effective practice	2018	2019	2020	2012
<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. Students develop dialogue and group work skills and participate in group-based learning activities where they draw on individual strengths to complete group tasks. The learning community is characterised by respect, empathy, relational trust, cooperation and teamwork. Students experience positive transitions between learning contexts.</p>	<p>Positive Learning for Behaviour Implementation Year 2 of Tier 1</p> <p>Embed PB4L Tier 1</p> <p>PB4L Expectations used 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>Incredible years training for Learning support staff and selected teachers.</p> <p>Behaviour PB4L implementation is evaluated and measured through our own internal systems and annual external SET data collection</p>	<p>Positive Learning for Behaviour Implementation Year 3 of Tier 1</p> <p>Embed PB4L Tier 1</p> <p>PB4L Expectations used in every class and in all interaction regarding behaviour.</p> <p>Add to 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>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>Explore other cultural frameworks to support behaviour 2019 Mana Potential Maori Framework</p>	<p>Positive Learning for Behaviour Implementation Year 3 Tier 2</p> <p>Train for Tier 2</p> <p>PB4L Expectations used 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 internal systems and annual external SET data collection</p>	<p>Restorative Practices PLD for all staff</p> <p><i>Review and update</i></p>  <p><i>Review and update</i></p>   



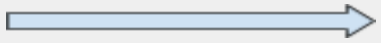
Strategic Goals Goal 2



Educationally powerful connections and relationship with whanau.

Indicators and examples of effective practice	2018	2019	2020	2021
<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. Leaders and teachers actively participate in whānau and community activities.</i></p> <p><i>Parents, whānau and the community participate in school activities and</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>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 (Digital curriculum focus)</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 (Social sciences focus)</p> <p>Review our Maunga Model of Student Inquiry seek whanau input</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 (Sciences focus)</p>

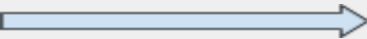
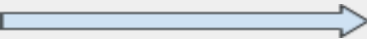


<p><i>contribute constructively to decision making in a variety of productive roles</i></p>	<p>Voice of Pasefika groups is collected and used to design language and cultural programmes to support Pasifika Learners and make them feel valued and support educational success.</p> <p>Termly Pasefika Fono 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>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 style="text-align: right;"></p> <p>Voice of whanau is collected and used to design language and cultural programmes to support 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. Include student leaders</p> <p>Establishment of The Hiaroa whanau committee (Power sharing).</p> <p>Māori parents co design and leading termly Whanau Hui for Māori Unit</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>Students and whanau leading in Te Reo Domains to engage the school and community in Te Reo speaking opportunities</p> <p>Developing Bilingual speaking community where te reo Maori and english are spoken widely.</p> <p>Digital platforms developed to grown te reo community wide.</p>	<p style="text-align: right;"></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. Include student leaders</p> <p>Māori parents co-design and leading termly Whanau Hui for Maori Unit</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>Students and whanau leading in Te Reo Domains to engage the school and community in Te Reo speaking opportunities</p> <p>Developing multilingual school Te Reo Maori. English and Pacific Language are normalised in all settings</p>	<p style="text-align: right;"></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. Include student leaders</p> <p>Māori parents co-design and leading termly Whanau Hui for Maori Unit</p> <p style="text-align: right;"></p> <p style="text-align: right;"></p> <p style="text-align: right;"></p>
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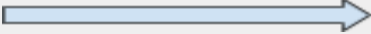
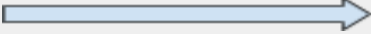
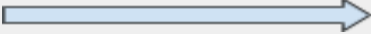
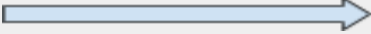
Communication supports and strengthens reciprocal, learning-centred relationships with whānau

Indicators and examples of effective practice	2018	2019	2020	2021
<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> <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 	<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 style="text-align: center;"></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 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><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> <p style="text-align: center;"></p> <p>Participants are well prepared and confident to engage in the goal setting and reporting meetings.</p> <p>Parents are confident and empowered when engaging in learning fono/hui about their children's progress</p>	<p><i>Revised Edition 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> <p style="text-align: center;"></p> <p>Participants are well prepared and confident to engage in the goal setting and reporting meetings.</p> <p>Parents are confident and empowered when engaging in learning fono/hui about their children's progress</p>





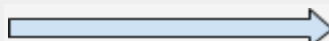


	<p>learning and develop statements for inclusion in school policy documents that reflect this shared understanding and purpose</p> <ul style="list-style-type: none"> • establish clear, timely learning goals for students • support, track, clearly report on and review learning goals • establish and build 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>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>Utilise the Pacific speaking staff members to run special evenings for Pacific groups to support the understanding around student learning information and gather voice.</p> <p><i>Begin dialogue with pacific groups re possible establishment of dual language units.</i></p>	<p>MBS Students able to articulate their learning goals and progress towards meeting their goals,</p> <p>Teachers consistent in their approach to reporting student progress and achievement,</p> <p>and parents are well informed, engaged and confident to ask questions and contribute during talanoa</p> 	<p>Confident students who are able to articulate their learning goals and progress towards meeting their goals,</p> <p>Teachers consistent in their approach to reporting student progress and achievement,</p> <p>and parents are well informed, engaged and confident to ask questions and contribute during talanoa</p> 
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Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support

Indicators and examples of effective practice	2018	2019	2020	2021
<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>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>Parents and whānau receive information and participate in learning opportunities that enable them to constructively support their children's learning.</i></p> <p><i>Exploring Seesaw for Y0-4</i> <i>Exploring eTap for Y5-6</i></p> <p><i>School Home Group Partnerships 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>Digital and Collaborative Learning Innovations</i></p> <p><i>Year 1 Design and launch Phase TE REO MAORI WHANAU Online LEARNING NETWORK (Mindlab assignment Principal)</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</i></p> <p><i>Newly Designed Transition to school and pre-school workshops implemented</i></p> <p><i>Exploring ways to provide digital platforms for engagement in homeschool partnerships</i></p> <p><i>Digital and Collaborative Learning Innovations</i></p> <p><i>Year 2 Implementation Phase TE REO MAORI WHANAU Online LEARNING NETWORK (Mindlab assignment Principal)</i></p> <p><i>Whanau actively utilise the Te Reo Maori readers to support Te Reo i te kainga. PDF versions</i></p>	<p style="text-align: right;"></p> <p style="text-align: right;"></p> <p style="text-align: right;"></p> <p style="text-align: right;"></p> <p><i>Digital and Collaborative Learning Innovations</i></p> <p><i>Year 3</i></p> <p><i>TE REO MAORI WHANAU Online LEARNING NETWORK (Mindlab assignment Principal) Well utilised by whanau to</i></p>

<p>Teachers, parents, whānau and community engage in joint activities and interventions to improve learning and/or behaviour.</p>		<p><i>Te Reo Maori readers sent home to support Te Reo i te kainga. PDF versions accessible via digital platforms</i></p> <p>Dual Language Fono for Linguistically diverse Pacific parents <i>Fono to help parents understand how to support their children’s learning at school, by using the Pasifika dual language books at home.</i></p> <p><i>Use of <u>Supporting your child’s learning through reading Resource</u></i></p> <p><i>In Gagana Samoa, Gagana Tokelau, Lea Faka Tonga, Cook Island Maori, Vagahau Niue.</i></p> <p><i>Introduction of Dual Language Readers for Pacific Students and families who are English language learners Create web access to Dual Language Books</i></p>	<p><i>accessible via digital platforms</i></p>   <p><i>Parents confident in using Dual Language Text to support learning at home</i></p> <p><i>Use of <u>Supporting your child’s learning through reading Resource</u></i></p> <p><i>In Gagana Samoa, Gagana Tokelau, Lea Faka Tonga, Cook Island Maori, Vagahau Niue.</i></p> <p><i>Dual Language Readers for Pacific Students and families who are English language learners are used confidently</i></p>	<p><i>support in the growth of our Maori speaking community</i></p>   <p><i>Parents confident in using Dual Language Text to support learning at home</i></p> <p><i>Use of <u>Supporting your child’s learning through reading Resource</u></i></p> <p><i>In Gagana Samoa, Gagana Tokelau, Lea Faka Tonga, Cook Island Maori, Vagahau Niue.</i></p> <p><i>Introduction of Dual Language Readers for Pacific Students and families who are English language learners are widely used</i></p>
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Community collaborations enrich opportunities for students to become confident, connected, actively involved, lifelong learners










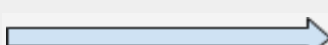
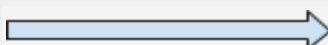
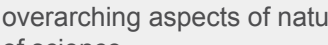
Indicators and examples of effective practice	2018	2019	2020	2021
<p><i>Teachers, parents, whānau and community engage in joint activities and interventions to improve learning and/or behaviour.</i></p> <p><i>School and community work together to support students to make effective transitions at critical points on their educational journey.</i></p> <p><i>The school proactively identifies and draws on community resources to enhance student learning opportunities, achievement and wellbeing</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 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 Puea Marae call back - Mangere Mountain Education Centre - Te Wananga o Aotearoa - SUPA Saintz Up Academy performing arts classes 	<p style="text-align: center;"></p> <p style="text-align: center;"></p> <p style="text-align: center;"></p> <p>Relationship building with local Kohanga Reo</p> <p>Engaging with Intermediates and High schools re Māori Bilingual pathways for our tamariki at MBS</p> <p>Te Iti Kahurangi Kahui Ako co constructed transition plans developed</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 style="text-align: center;"></p> <p style="text-align: center;"></p> <p style="text-align: center;"></p> <p>Relationships formed with Intermediates and High schools re Māori Bilingual pathways for our Maori bilinguals Collaboration in developing a Maori medium pathway from ECE to Tertiary</p> <p>Te Iti Kahurangi Kahui Ako co constructed transition plans implemented</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 Papatuanuku Marae / Para Koror</p> <p>Future focused problem solving through identification of local issues and needs</p>	<p style="text-align: center;"></p> <p>Te Iti Kahurangi Kahui Ako co constructed transition plans highly effective</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>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>Building and in-depth knowledge of the School Pepeha, the places the histories and stories through engagement with Makaurau Marae, Te Pane o Mataoho Education Center and Local historians, kaumatua and mana whenua</p>	<p>Building and in-depth knowledge of Te Kingitanga, the places the histories and stories through engagement with Te Paea Marae, Te Pane o Mataoho Education Center Kingi Tawhiao's whare, Turangawaewae and Local historians, kaumatua and mana whenua</p>	<p>Building and in-depth knowledge of Ngati Whatua, Takaparawha Orakei</p>
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Strategic Goal 3

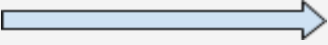
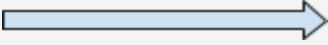

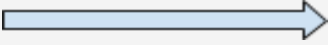
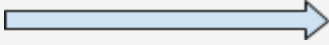


Professional capability and collective capacity

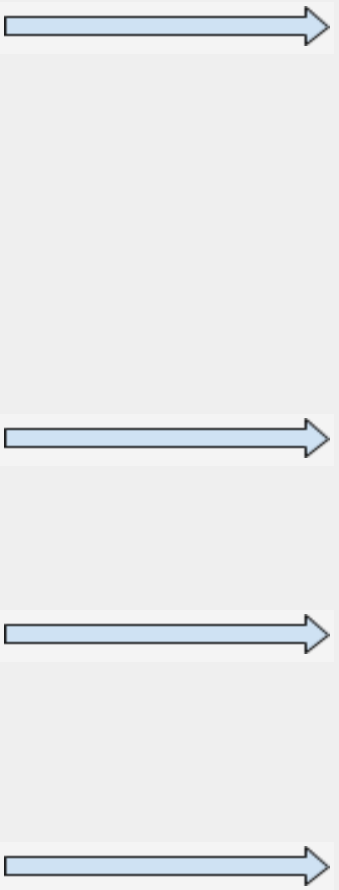
Indicators and examples of effective practice	2018	2019	2020	2021
<i>A strategic and coherent approach to human resource management builds professional capability and collective capacity</i>				
<p><i>Effective leaders and teachers are recruited, selected and retained.</i></p> <p><i>Induction of new 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.</i></p> <p><i>Teachers act ethically and with agency to ensure that all students achieve valued outcomes.</i></p> <p><i>Teachers have the cultural competence and expertise to provide inclusive and productive learning environments for</i></p>	<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</p>	<p>To be a school of choice for prospective teachers</p> <p>To have a diverse teaching and learning support staff that reflects the diversity of our school roll.</p> <p>MBS Learning and teaching site is a high quality resource that supports the induction of new staff providing all the need to deliver the MBS curriculum expectations.</p>	<p>To be a school of choice for prospective teachers and to attract a diverse staff that reflects the diversity of our school roll.</p> <p>Seek linguistically diverse teachers</p> <p>Support teachers and leader to access sabbatical and study awards to develop expertise with a focus on the DMIC master and the TESOL qualifications.</p>	<p>MBS is a school of choice for high performing education staff. Our staff are experts in culturally responsive pedagogy.</p> <p>Our diverse staff reflects the culture and linguistic diversity of the school roll.</p> <p>Support teachers and leader to access sabbatical and study awards to develop expertise in fields of study that has high relevance for our school.</p> <p>Aim to have at least 2 annually</p>

<p><i>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><i>Ineffective performance is identified and addressed.</i></p>	<p>the Treaty of Waitangi in their classrooms.</p> <p>Callback day Te Puea Marae Mangere Tainui Waka</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>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>MBS Appraisal Transition from Arinui to</p>	<p></p> <p>Wananga 2 day call back Makaurau Marae Ihumatao Te Ahiwaru Te Waiohua</p> <p></p> <p>Leaders are experts in supporting team teachers through authentic spirals of inquiry focused on linguistically diverse students ALT coaching of ISL</p> <p>Year 2 DMIC PLD for all teacher Pick up workshops for new staff Algebra workshops for all</p> <p>Development of 3 in school First Chance in school mentors for sustainability using the colleague study model</p> <p></p> <p></p>	<p></p> <p>Wananga 2 day call back Pukaki Marae Te Akitai Te Waiohua</p> <p></p> <p>Teachers are leading collaborative spirals of inquiry in small focus groups</p> <p>ISL coachign of classroom teachers</p> <p>Year 3 DMIC PLD for all 3 tiered programme</p> <p>Tier 1 - introduction and induction for new teachers Tier 2- in school mentor visits and workshops for developing teachers Tier 3 - Lesson study group to grown in school leads</p> <p>Develop 2 First chance mentors in processing and comprehending each year using the colleague study model</p> <p></p> <p></p>	<p></p> <p>Wananga 2 day call back Orakei Marae Ngati Whatua ki Orakei</p> <p></p> <p>Teachers and leaders are experts at leading collaborative spirals of inquiry in small focus groups driven by identified needs</p> <p>Year 4 DMIC PLD for all 3 tiered programme</p> <p>Tier 1 - introduction and induction for new teachers Tier 2- in school mentor visits and workshops for developing teachers Tier 3 - Lesson study group to grown in school leads</p> <p>Offer DMIC postgrad onsite</p> <p>Develop 2 First chance mentors in processing and comprehending each year using the colleague study model</p> <p></p> <p></p> <p>Building teacher confidence and capability in the overarching aspects of nature of science.</p>
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	<p>developing our own MBS Developed template(focus on curating evidence and collaborative sense making and appraisal discussions)</p> <p><i>The Quality Practice Template: the Standards for the Teaching Profession At Mangere Bridge School</i></p> <p>Template designed and used for individual teachers to complete as a stand alone document for an appraisal record or as a way to plan a website.</p> <p>Workshops on Getting to know the <i>Standards for the Teaching Profession</i> is essential for making appraisal valuable, manageable and learner-centred for all teachers and leaders. Knowing the standards and having a shared understanding of what they look like at our place allows us to focus our appraisal attention around our goals and areas of inquiry.</p> <p>Co constructions of the Quality Practice Template together as a whole teaching staff to identify the <i>Standard</i></p> <p>Supporting teachers and leaders to see the naturally occurring evidence available for discussion/analysis.</p>	<p>MBS Appraisal Embedding MBS Quality practice template for curation of quality evidence,</p> <p>Workshop on effective goals setting - linked to data and informs teacher inquiry</p> <p>Leadership coaching on appraisal discussion to implement work around the goals, the evidence that informs practice and decision making, and the conversations that are central to appraisal.</p> <p>Inclusion and alignment of Tataiako, Tapasa and the leadership frameworks into our template</p> <p>Induction to MBS Appraisal for new staff</p> <p>Refresher for all staff, revisit quality evidence curation</p> <p>MBS 2019 Appraisal overview and process refreshed and socialised</p>	<p>MBS Appraisal</p> 	<p>MBS Appraisal</p> 
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Systematic, collaborative inquiry processes and challenging professional learning opportunities align with the school vision, values, goals and targets




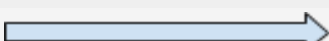
Indicators and examples of effective practice	2018	2019	2020	2021
<p><i>The professional community:</i></p> <ul style="list-style-type: none"> • <i>shares high, clear and equitable expectations for student learning, achievement, progress and wellbeing</i> • <i>gathers, analyses and uses evidence of student 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 learning-to-learn capabilities</i> • <i>develop teacher knowledge and adaptive expertise using context-specific</i> 	<p>Collaborative setting of annual targets for all year groups and whole school</p> <p>Connection of annual school targets to Te Iiti Kahurangi Achievement Challenge goals in Mathematics and writing</p> <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 style="text-align: center;"></p> <p>Collaborative target setting Shared ownership commitment to goals and targets</p> <p>MBS to work with PacT model school to design integrated use of PacT across the school to support learning and teaching</p> <p>Develop and implement clear procedures and processes for using PacT in reading writing and maths.</p> <p>Explore Pact reports and how they can be used effectively to support teacher planning, report to parents and for leadership and board review</p>	<p style="text-align: center;"></p> <p style="text-align: center;"></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 Teachers and leaders are effective at setting goals and targets, they have high expectations for all learners.</p> <p style="text-align: center;"></p>	<p style="text-align: center;"></p> <p style="text-align: center;"></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 Teachers and leaders are effective at setting goals and targets, they have high expectations for all learners.</p> <p style="text-align: center;"></p>

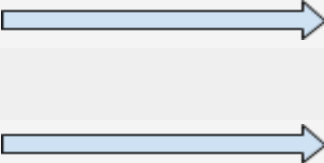
<p><i>approaches that are informed by research</i></p> <ul style="list-style-type: none"> <i>enable teachers to activate educationally powerful connections.</i> 	<p>In school Te Reo Maori development for all staff Working towards Level 4e programme delivery. All teachers know school karakia, whakatauki, values, karakia timatanga and karakia mo te kai, haka powhiri in te reo.</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 inquiry</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>Te Reo Māori development for all staff increasing maori language capacity across the school - most teachers working at level 4e All teachers can present their pepeha and a simple mihi. Teachers model the use of Te Reo Maori. TWA level 2 Reo Course TWA level 4 Reo course Kura Reo for Rumaki Teachers</p> <p>Te Reo Immersion Qual Study Leave for Te Reo Lead Teacher</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>Assessment and data workshop for leaders with B.Weal. Training 2 data analysis experts</p> <p>Working in collaboration with Te Iti 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>Te Reo Māori development for all staff increasing maori language capacity across the school - most teachers working at level 4e All teachers can present their pepeha and a simple mihi. Teachers model the use of Te Reo Maori. TWA level 2 Reo Course TWA level 4 Reo course Kura Reo for Rumaki Teachers</p> <p>Te Reo Immersion Qual Study Leave for Te Reo Lead Teacher</p> <p>Teachers leading in data analysis and measuring impact of teaching on learning.</p> <p>Assessment and data workshop for leaders with B.Weal. Training 2 data analysis experts</p> <p>Working in collaboration with Te Iti 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 - Confidence in data across the Kahui ako 	
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Organisational structures, processes and practices enable and sustain collaborative learning and decision making









Indicators and examples of effective practice	2018	2019	2020	2021
<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 what works and why</i> • <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>First Chance maintenance PLD programme - 2 x termly observations , feedback and targeted workshops</p> <p><i>DMIC maths Year 2 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 (awaiting MOE confirmation from PLD application)</p> <p><i>Focus on culturally and linguistically diverse students.</i></p> <p><i>Workshops to support teachers in English-medium junior classrooms working with bilingual Pasifika students. Designed to help teachers work in partnership with families and Pasifika communities to build students' English language and literacy, utilising the strengths they bring from their first language.</i></p> <p><i>Introduction to Tapasa</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 - study group model</i></p> <p>Digital literacy strategies, and future-focused curriculum PLD 2nd year (pending MOE approval)</p> <p>Workshops on Linguistically and culturally responsive teaching practice <u>Linguistically and Culturally Responsive Teaching Practice</u></p>	<div style="text-align: center;"></div> <p>Support teachers to complete the DMIC Masters course</p> <p>Digital literacy strategies, and future-focused curriculum PLD 3rd year (pending MOE approval)</p>

Access to relevant expertise builds capability for ongoing improvement and innovation




Indicators and examples of effective practice	2018	2019	2020	2021
<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 and across 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 style="text-align: center;"></p> <p>DMIC Developing MBS expert teachers coaching across teams</p> <p>3 Te Iti Kahurangi in school lead teachers appointed New 2019 Leadership roles established</p> <p style="text-align: center;"></p> <p>Completion of Principal Masters Thesis on Bilingualism to inform bilingual programme design</p>	<p style="text-align: center;"></p> <p>Study group model for advance teachers of DMIC</p> <p>Induction model for new teacher and intermediate workshops for experienced. 3 tiers of PLD support</p> <p>MBS bilingual teachers are experts in bilingual teaching strategies</p>	<p style="text-align: center;"></p> <p>Study group model for advance teachers of DMIC</p> <p>Induction model for new teacher and intermediate workshops for experienced. 3 tiers of PLD support</p>

Strategic Goal 4				
<i>Leadership for equity and excellence</i>				
Indicators and examples of effective practice	2018	2019	2020	2021
<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>Redesign of First Chance PLD</p> <p>Taking into account staff feedback and evaluation on duration, frequency and cultural responsiveness</p>		
	<p>DMIC External PD mentors - Identifying lead teachers for subsequent years</p> <p>DMIC Leader to develop MBS Mathematics effective teaching expectations and guidelines</p>	<p>Increase leadership release to support new distributed leadership structure.</p>		
	<p>Team Leaders development in leading spirals of inquiry teams</p> <ul style="list-style-type: none"> - Coached by DP and appointed as in school lead teachers for Te Iti Kahurangi <p>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>		

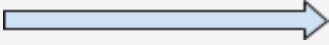
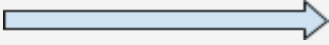
Leadership ensures an orderly and supportive environment that is conducive to student learning and wellbeing

Indicators and examples of effective practice	2018	2019	2020	2021
<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>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></p> <p></p>	<p></p> <p></p>
	<p>Voice collection and analysis to inform change - target groups DMIC student focus</p>	<p>Voice collection and analysis to inform change - target groups identified</p>	<p></p>	<p></p>
	<p>Regular collection of target student voice through Assessment for Learning</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>Annual Wellbeing in school survey to inform our effectiveness and areas for improvement</p>	<p></p>	<p></p>


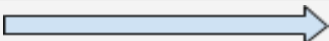
Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching

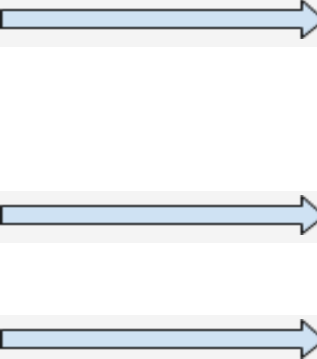
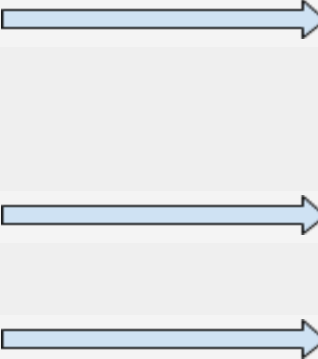
Indicators and examples of effective practice	2018	2019	2020	2021
<p><i>The school curriculum is coherent, inclusive, culturally responsive, and clearly aligned to The New Zealand Curriculum and/or Te Marautanga o Aotearoa.</i></p> <p><i>Leadership ensures that community and cultural resources are integrated 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>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 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>Leadership engages in Strengthening Local Curriculum Design Workshops</p> <p>The <i>Leading Local Curriculum Guide</i> series resources and tools available to support teaching and learning through quality local curriculum design and review. The series has three parts:</p> <ol style="list-style-type: none"> 1. Local curriculum: designing rich opportunities and coherent pathways for all learners 2. Assessment for learning: using the right tools and resources to notice and respond to progress across the curriculum 3. Information sharing and building partnerships: having conversations with young people and their families and whānau about their learning and progress. <p>Workshop with parents / whanau and community to develop our 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>Implement recommendations from engagement Curriculum design workshops</p> <div style="text-align: right; margin-top: 20px;">  </div> <div style="text-align: right; margin-top: 20px;">  </div> <div style="text-align: right; margin-top: 20px;">  </div>	

Leadership promotes and participates in teacher learning and development

	2018	2019	2020	2021
<p><i>Leadership ensures alignment of student learning needs, teacher professional learning goals, and processes for teacher appraisal and attestation.</i></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><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><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.</i></p> <p><i>2018 DMIC and First Chance</i></p> <p><i>2019 Digital Curriculum & Culturally and Linguistically Diverse Learners</i></p> <p><i>2020 The Nature of 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> <p><i>Leadership evaluation on the effectiveness of meetings, strategies to reduce the hours spent meeting and optimise professional learning time.</i></p>				

Leadership builds relational trust and effective collaboration at every level of the school community




Indicators and examples of effective practice	2018	2019	2020	2021
<p><i>Leadership actively involves students, parents, whānau and the community in reciprocal and collaborative learning-centred relationships.</i></p> <p><i>Leadership builds trust with students, parents, whānau and the community.</i></p> <p><i>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.</p> <p>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”, 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.</p> <p>@ MBS and within Te Iti Kahurangi</p>	<p>Work with the School Practices and Principal Leadership survey results to target key areas for 2019</p> <p>Conditions for effective teaching.</p> <p>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 First Chance Lead Teacher</p> <p>Lead Teacher Development in Leading Digital Curriculum</p> <p>2019 Distributed Leadership Model</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.</p> <p>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>DMIC In school Mentor development</p> <p>Lead Teacher Development in Leading Digital Curriculum</p>	<p>Work with the School Practices and Principal Leadership survey results to target key areas for 2020</p> <p style="text-align: center;"></p> <p style="text-align: center;"></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>University of Auckland Open to Learning Leadership Course for all team leaders and senior leaders</p> <p>Te Iti Kahurangi Kahui Ako Leadership development in coaching - Jan Robertson</p>	 <p>Te Iti Kahurangi Kahui Ako Leadership development in coaching - Jan Robertson</p>		
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Strategic Goal 5

Evaluation inquiry and knowledge building for improvement and innovation.


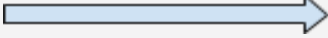





Indicators and examples of effective practice	2018	2019	2020	2021
<i>Coherent organisational conditions promote evaluation, inquiry and knowledge building</i>	<i>Coherent organisational conditions promote evaluation, inquiry and knowledge building</i>	<i>Coherent organisational conditions promote evaluation, 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.</i></p> <p><i>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>Use of School Practices and Leadership evaluation Tool NZCER</i></p> <p><i>Working with model schools to inform our use of Pact</i></p> <p><i>Set aside time for leader planning and review</i></p> <p><i>Set time for teacher PLD in pact and time to use Pact for reporting</i></p> <p><i>Every Day Counts - Attendance data reporting</i></p> <p><i>HE HA! High Engagement High Achievement 2019 Attendance Action PLan</i></p>	<p><i>Use of School Practices and Leadership evaluation Tool NZCER</i></p> <p><i>Every Day Counts - Attendance data reporting informs plan</i></p> <p><i>HE HA! High Engagement High Achievement 2020 Attendance Action PLan</i></p>	<p><i>Every Day Counts - Attendance data reporting informs plan</i></p> <p><i>HE HA! High Engagement High Achievement 2021 Attendance Action PLan</i></p>

	<p><i>Explore tools for measuring our effectiveness in providing a Culturally Responsive Curriculum</i></p> <p><i>Kahui Ako - Te Iti Kahurangi designed Review using voice collection</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>Focus A Pacific students and Language Diverse Students</i></p> <p><i>Focus B Attendance concern students</i></p> <p><i>Review ELLs and Attendance policies and procedures based on in school reviews and best practice reports</i></p> <p><i>Collecting student and whanau voice / narratives using Culture Counts model</i></p>  <p><i>Kahui Ako culturally responsive Practices Review</i></p> <p><i>Co Designed Student and Staff survey and Multilingual Family Fono voices used to design a plan to address inequality for Maori, Pacific and minority group Learners</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>Kahui Ako Culturally Responsive Practices Plan implementation</i></p> 	<p><i>Kahui Ako Culturally Responsive Practices Plan implementation</i></p> 
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Collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation

Indicators and examples of effective practice	2018	2019	2020	2012
<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>Leadership assessment review workshops with Evaluation Associates</i></p> <p><i>Kahui Ako working with change managers on CRP review</i></p> <p><i>Review of data protocols and use of etap. Leadership Development on use of etap</i></p> <p><i>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 align="center"></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>	<p align="center"></p>




Evaluation, inquiry and knowledge building capability facilitates engagement with external evaluation and the wider education community




Indicators and examples of effective practice	2018	2019	2020	2012
	<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></p> <p><i>DIMIC Massey University</i></p> <p><i>First Chance Dr Gwenneth Phillips</i></p> <p><i>Wellbeing in Schools NZCER</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></p> <p><i>ERO recommendations</i></p> <p><i>Kahui ako focus on Culturally responsive practice D and G consulting</i></p> <p><i>DIMIC Massey University</i></p> <p><i>First Chance Dr Gwenneth Phillips</i></p> <p><i>Wellbeing in Schools NZCER</i></p> <p><i>PB4L Set Data MOE</i></p> <p><i>Brenda Weal Assessment and Data reporting</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></p> <p></p> <p></p> <p></p> <p></p>	<p><i>Leaders and teachers engage with, learn through and use external evaluation as a resource for improvement and innovation.</i></p> <p></p> <p></p>

Strategic Goal 6

Stewardship Effective Governance

The board actively represents and serves the school and education community in its stewardship role

2018	2019	2020	2021
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	Revise 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>	<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</p> <p>Annual review plan implemented</p> <p>Robust Principal Appraisal in place using external experts -Education Group 2nd Year</p> <p>Board Effectiveness Self Assessment Checklist in January</p> <p>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 meetings for all parents and hui/ workshops for Maori and Pacific families and feedback and feedforward sort and used for planning</p> <p>Annual review plan implemented</p> <p>Appointment of new principal appraiser</p> <p>Register and use NZSTA Governance Internal Evaluation Tool survey in March</p> <p>Board Self Assessment Checklist in January</p> <p>Gathering whanau voice as normal practice - Health curriculum - Diverse language learners</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</p> <p>Annual review plan implemented</p> <p>2nd Year Principal Appraiser</p> <p>NZSTA Governance Internal Evaluation Tool survey in December</p> <p>Gathering whanau voice as normal practice - elearners - Maori Medium</p>	<p> Board is confident and effective at using data to track student progress and progress towards board goals</p> <p>Annual review plan implemented</p> <p>Appoint new Principal Appraiser</p> <p>NZSTA Governance Internal Evaluation Tool survey in December</p> <p>Gathering whanau voice as normal practice - 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></p> <p>Succession planning for incoming board. New Board PLD Plan - Whole board attendance at NZSTA annual conference Dunedin BOT PD on responsibility for Principals appraisal Policy review</p>	<p></p> <p>Implement BOT PLD Plan Hautu Tapasa</p>	<p></p>

2019 Annual Action Plan

Kia puta ki Angitu! Achieving Success!

Goal # 1 Achievement in Literacy

MBS students achieve success in literacy with at least 85% of all students operating at or above expectation in writing and 90% operating at or above curriculum expectation in reading.

With a particular focus on systems, procedures and programmes that support Culturally and Linguistically Diverse students to reach their full potential

Goal # 2 Achievement in Mathematics

MBS students feel positive about learning mathematics, they see themselves as capable mathematicians and achieve success with at least 90% of all students achieving at curriculum expectation.

With a particular focus on systems, procedures and programmes that support Culturally and Linguistically Diverse students to reach their full potential

Goal # 3 High student engagement and effective relationships with whanau to ensure high levels of attendance

HE HA! High Engagement High Achievement!

Improve conditions within the school to raise the **average attendance rate for all students to 95% or higher** across each school term with a particular focus on engaging effectively with Maori and Pacific families.

2019 Action Plan for Goal 1

MBS students achieve success in literacy with at least 85% of all students operating at or above expectation in writing and 90% operating at or above curriculum expectation in reading.

With a particular focus on systems, procedures and programmes that support Culturally and Linguistically Diverse students reach their full potential

Baseline Data: 2015 - 2018 End of year National Standards Data Writing All Students AT and ABOVE

	All WRITING	Māori WRITING	Pasifika 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%
	384 students (54.2% AT 16% ABOVE)	79 students (51.3%A 9.7% ABOVE)	83 students (50.8% AT 9.8% ABOVE)		
2018 EOY (Target 75%)	73.9% 406 students (50.5% AT 23.4% ABOVE)	70.0 % 130 students (49.2% AT 20.8% ABOVE)	72.2% 162 students (52.1% AT 21.0% ABOVE)	80.4% 199 students (51.8% AT 28.6%ABOVE)	67.7% 207 students (49.3% AT 18.4% ABOVE)
SHIFT SIZE Required	+11.6 %	+15 %	+12.8%	+4.6 %	+ 17.3 %
2019 Targets	85%	85%	85%	85%	85%

2015 - 2018 End of year National Standards Data **Reading** All Students AT and ABOVE

	All Reading	Māori Reading	Pasifika Reading	Girls Reading	Boys Reading	Culturally and linguistically Diverse learners
2015 EoY	63.9%	59.5%	64%	-	-	
2016 EoY	69.9%	70.3% 114 students	64.2%	77%	63%	
2017 EoY	75.6%	66.3%	67.4%	74.6%	69.1%	
2018 EoY	78.4% 412 student (44.4% AT 34.0% ABOVE)	76.2% 130 students (46.2% AT 30.0% ABOVE)	76.8% 164 students (50.0% AT 26.8% ABOVE)	84.0% 200 students (49.0% AT 35.0% ABOVE)	73.1% 212 students (40.1% AT 33.0% ABOVE)	TBC Updating data collection tools
2019 Targets	90%	90%	90%	90%	90%	
SHIFT SIZE Required to reach target	+11.6 %	+13.8 %	+13.2%	+6.0 %	+ 16.9 %	

2019 End of Year Achievement Targets for Whole School

All students	2018 EoY results	2019 EoY OTJ Target	Required shift
Writing	78.4%	83%	+ 4.6%
Reading	73.9%	87%	+ 13.1%

After One Year targets students AT and ABOVE	2019 EoY OTJ Year 1 Target
Writing	85%
Reading	85%

After Two Years targets students AT and ABOVE	All Students 2018 EoY OTJ as Y1	Māori 2018 EoY OTJ as Y1	Pasifika 2018 EoY OTJ as Y1	Male 2018 EoY OTJ as Y1	Female 2018 EoY OTJ as Y1	2019 Year 2 Target
Writing	85% (55%) adjusted March 2019	85.0%	80.1%	76.0%	89.3%	85%
Reading	66.0%	64.7%	57.1%	64.0%	68.0%	85%

After Three Years Targets students AT and ABOVE	2017 EOY OTJ as Y1	2018 ALL EOY OTJ as Y2	2018 Māori EoY OTJ as Y2	2018 Pasifika EoY OTJ as Y2	2018 Male EoY OTJ as Y2	2018 Female EoY OTJ as Y2	2018 Year 3 Target
Writing	58.7%	83.3%	75.0%	90.3%	77.3%	91.2%	90%
Reading	70 %	89.8%	89.3%	90.3%	84.1%	97.0%	95%

Year 4 Targets students AT and ABOVE	2016 EOY OTJ as Y1	2017 EOY OTJ as Y2	2018 EOY OTJ as 3	2018 Māori EoY OTJ as Y3	2018 Pasifika EoY OTJ as Y3	2018 Male EoY OTJ as Y3	2018 Female EoY OTJ as Y3	2019 Year 4 Target
Writing	60%	64.8%	61.9%	56.0%	56.2%	63.2%	82.4%	75%
Reading	71.5%	78.1%	70%	60%	60%	70.6%	68.9%	80%

Year 5 Targets students AT and ABOVE	2015 EoY OTJ as Y1	2016 EoY OTJ as Y2	2017 EoY OTJ as Y3	2018 EOY OTJ as Y4	2018 Māori EoY OTJ as Y4	2018 Pasifika EoY OTJ as Y4	2018 Male EoY OTJ as Y4	2018 Female EoY OTJ as Y4	2019 Year 5 Target
Writing	54.1%	70.4%	71.2 %	74.7%	75.0%	72.0%	68.4%	81.8%	85%
Reading	61.9%	77.3%	83.8%	81.7%	87.5%	76.0%	76.3%	87.9%	90%

Year 6 Targets students AT and ABOVE	2015 EoY OTJ as Y2	2016 EoY OTJ as Y3	2017 EoY OTJ at Y4	2018 All Students EoY OTJ at Y5	Māori EoY OTJ at Y5	Pasifika EoY OTJ at Y5	Male EoY OTJ at Y5	Female EoY OTJ at Y5	2019 Year 6 Target
Writing	57.1%	63.9%	63.6 %	66.7%	62.5%	57.9%	55.5%	77.8%	80%
Reading	67.2%	68%	71.6%	80.0%	70.6%	84.2%	74.0%	85.7%	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 2019 at least 85% of all students operating at or above expectation in writing

- shift 11.6 % of all students
- shift 15.0 % of Māori from below to at in writing
- shift 12.8 % of Pasifika form below to at in writing
- shift 17.3 % of all Boys from below to at in writing

Annual Reading Target - by the end of 2019 at least 90% of all student will be operating at or above expectation in reading

- shift 11.6 % of all students
- shift 13.8 % of Māori from below to at in writing
- shift 13.2% of Pasifika form below to at in writing
- shift 16.9% of all Boys from below to at in writing

When / Who?	What ? Desired Outcomes	How ? What actions will we take to make this happen?	How will this be monitored and evaluated?
Term 1 week 5 Term 1 week 6 Term 1 week 2 Set up by end of	Equity and Excellence for Culturally and Linguistically diverse learners Mangere Bridge School is effective at meeting the needs of Culturally and Linguistically Diverse students in Literacy. Develop an engagement strategy for getting to know CLD learners, their parents and whānau. Prioritise the identification of learners' strengths, interests and learning priorities.	Develop new and robust processes for collecting cultural and linguistic information about our CLD Learners by <ul style="list-style-type: none"> a) Developing a CLD form to be filled in at enrolment with staff member and parents b) etap SMS set up to input CLD cultural and language information and for ease of identifying and tracking cohorts e.g by home language etc c) Teacher/Student/Family CLD interview Tool Getting to really know your CLD learners within 4 weeks of starting Resourcing- Order all sets of Pasifika Dual Language Series Set up system for accessioning and familiarise staff Workshops on using: Linguistically Culturally Responsive Teaching Practice Teacher resource	Etap learner profiles provide depth of data and knowledge of each learner. Ability to track CLDS cohort data according to migrant , NZ born and languages spoken.

<p>week 8</p>	<p>Plan and implement teaching strategies appropriate for supporting cultural diversity and English language learning.</p> <p>Review the use of ESOL funding to ensure it supports CLD learners acquisition of English tailored to our ongoing priorities</p> <p>Learning through use of home language and cultural lens to support learners acquisition of English and to promote engagement with the learner, their parents, their community.</p> <p>Build a diverse knowledge base for every teacher, with desired competencies in second language acquisition theory and development, understanding the relationship between language and culture, and an increased ability to affirm the culture of the learners.</p> <p>Bilingual support included the migrants mother tongue in the curriculum Strategies policies and practices to address learning priorities of CLD learners</p>	<p>Support the development and sharing of language resources, to encourage children and their whānau to use and maintain their home languages</p> <ul style="list-style-type: none"> - Access Dual Language readers - Acquire PLD to support effective use of - Dual Language resources and ESOL resources and tools <p>Appoint Samoan or Tongan speaking coordinator</p> <ol style="list-style-type: none"> 1. Partner with the Pasifika community 2. Send home model letter for families in Pacific languages 3. Make personal contact using speaker of Pacific Languages. 4. Use the Dual language family support material 5. Host a homeschool partnership evening with parents about Dual Language books 6. Build our knowledge of Pasifika home and community language and literacy practices and how these help students to learn through the teacher video series and online resources. 7. Share insights into literacy practices 8. Using the dual language books in our classrooms and as homework tasks for families. 9. Use the texts for oral language, reading, and writing 10. Link oral language, reading, and writing using a dual language text 11. Support reading comprehension and vocabulary by using a dual language text 12. Understand and use appropriate Assessment for our bilingual students <p>Tapasa workshops and inclusion of Tapasa Turu in MBS Appraisal Document (S Tawha term 2)</p>	<p>Progress against the English Language Learning Matrixes</p> <p>Whanau engagement registers Whanau and student interviews</p> <p>First Chance 5 weekly wedge graphs Observation surveys</p> <p>Evidence in appraisal docs</p>
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<p>Dale Munro</p> <p>Gwenneth Phillips</p> <p>Robin Stephanie Dale</p>	<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>Teachers new to the school are systematically guided into the practices we have found effective with our students</p>	<p>School Wide Teacher Engagement in 2nd year of First Chance Literacy PLD Years 0-6</p> <p>PLD Delivery details</p> <p>Focus group 1: Dale, Stephanie, Robin</p> <ul style="list-style-type: none"> - Purpose: training in-school leads for consistency of practice across the school - Content knowledge particularly around NE and comprehending - Theory behind why we do things - Colleague visits - for us to support teachers between workshops - Support in developing schoolwide approach to teaching literacy - Dale will be working with Tui teachers and their learners who still need processing - Potential for Dale/Stephie to do: 100 week testing and 20 week HRS <p>Time resource - colleague visit model?</p> <p>Focus group 2: Tui/Kereru</p> <p>Year 3-4: Oliana, Waitangi, Maxx, Italia, Lyrentia</p> <p>Year 5-6: Rebecca, Robin, Rangi, Otilie</p> <p>Comprehending workshops twice/ x3 termly (1.75hrs each)</p> <ul style="list-style-type: none"> - Purpose: content knowledge to support the teaching of comprehending approaches - For all Tui & Kereru teachers (Piwaiwaka opt-in) - Each session: begin with/recap on the curriculum and big picture, then the learning of one reading approach and one writing approach and planning for these (templates) - Teachers then go and practise planning for and implementing these in their classrooms, they will be visited by Dale and Robin, they will feedback at the next session what has worked well and ask any questions (this will also be incorporated into team meetings) <p>Focus group 3: Piwaiwaka</p> <p>NE/Y1: Stephanie, Karli, Bernie, Dale</p>
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Year 1-2: Lauren, Jenny, Shadia, Dale

processing workshops fortnightly (1.75hrs each)

- **Purpose: content knowledge to support the teaching of processing approaches**
- For all Piwaiwaka teachers (others can opt-in)
- Each session: different focus (see below)
- Teachers then go and practise planning for and implementing these in their classrooms, they will be visited by Dale and Stephie, they will feedback at the next session what has worked well and ask any questions (this will also be incorporated into team meetings)

Breakdown of processing sessions - to be planned out by Gwenneth, Stephie, Dale

Potential beginning session: whole staff session to set the scene

Knowing your learners "know me see me hear me" voice - key phrases for us

- Task - teacher - student triangle of instruction dynamic (triangle changes shape) and how this influences your planning and text choices etc.
- Sharing our successes
- The Why - plenary, the big picture for learners in our school and our practice
- Common philosophies: task, teacher, child
- A child's journey through school
- What are the possibilities of us as a group of people? in literacy
- The components of First Chance
- Reading to - across the levels, instructional reading across the levels, writing across the levels
- Expectation of at least 80% at or above (to 7 years of age)
- Noticing, ongoing noticing of what the children are doing, what do we need to do.
- Tracking, wedge graphs, see these kids here? we would be picking them up for RR, what next?
- First chance is designed for ELLs Dr Phillips to explain

Assessment

- whole staff session on running records (ask Oranga Reading Recovery Centre)
- Stephanie/Dale to work alongside Piwaiwaka teachers for administering SEA and 6YR obs
- Potential for Dale/Stephie to do: 100 week testing for Tui and 20 week HRS (need to ask Gwenneth for more information about this)

	<p>Consistent assessment practice across the school</p> <p>Teachers are confident and competent at administering, recording and analysing assessments</p>	<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>Feedback from external facilitator Teacher support from in school lead teacher</p>	
<p>ALT Dale Munro</p> <p>ISL Team Leaders</p>	<p>Teacher Inquiry</p> <p>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>Appraisal focuses on improving teaching practices and outcomes for students</p> <p>We look into a range of</p>	<p>Target students in reading and writing.</p> <p>Team leaders work collaboratively with ALT to create Inquiry templates, overviews and calendars to support Teaching as an Inquiry</p> <p>Development and implementation ensuring team and whole staff time for discussion, sharing and reflection at each stage of inquiry.</p> <p>Spiral of inquiry 2019 will focus on literacy with a focus on CLD Learners.</p> <p>Teacher spirals of inquiry are an integral piece of evidence for teacher appraisal providing evidence across all 6 Teacher standards</p> <p>Use the 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>Embed the use of data tracking and analysis templates for all teachers</p> <p>Extra support and training for new teachers</p> <p>Teacher Data tracking tools</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>evidence when we're trying to understand why students are struggling with their learning 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>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>PACT workshop and PLD to use Pact to support judgements o</p> <p>Spiral of Inquiry: teachers measuring their impact in writing</p>	
<p>Team Leaders</p> <p>Dale ALT</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>Support and workshops for teacher to ensure consistent assessment administration e.g. easTTle, running records, using wedge graphs, annotated writing samples</p>	<p>Class Data Tracking Sheets inform Whanau wide data tracking which informs school wide data tracking</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 90% achieving success at the expected curriculum level.

With a particular focus on engaging culturally and linguistically diverse students

Historical Progress and Annual Targets -

	All	Māori	Pasifika	Boys	Girls	CLD Learners
2015	61.6%	61.3%	56.8%			
2016	72%	69%	68%	74%	74%	
2017	77%	74.6%	67.9%	78.2%	75.8%	
	384 students (59.3% AT 17.7% ABOVE)	85 children (58.8% AT 15.8% ABOVE)	93 students (54.5% AT 13.4% ABOVE)			
2018 EoY OTJ	77.4%	76.2 %	74.6%	79.%	75.7%	TBC
2019 Target 90%	389 students (44.2% AT 33.2% ABOVE)	126 students (41.3% AT 34.9% ABOVE)	150 students (49.3% AT 25.3% ABOVE)	200 students (45% AT 34% ABOVE)	189 students (43.4% AT 32.3% ABOVE)	
Shift size achieved	+15.4%	+13.3 %	+11.1	+4.2%	+1.8%	TBC
Shift required	+13.9%	+17%	+16%	+12.5%	+15.8%	TBC

Historial Mathematics data and Year Level Targets 2019					Overall Target 90%				
2018 year level	2015 EoY OTJ	2016 EoY OTJ	2017 EoY OTJ 384 students	2018 EoY OTJ 389 students	2018 Māori 126 students	2018 Pacific 150 students	2018 Male 200 students	2018 Female 189 students	2019 Targets
Year 1									100%
Year 2			86.6% _(after 6 months)	90.0%	89.5%	91.6%	87.5%	92.3%	100%
Year 3			84.6%	89.1%	84.0%	95.2%	89.5%	88.4%	95%
Year 4		73%	76.1%	75.0%	64.0%	75.0%	83.8%	66.7%	90%
Year 5	56%	87%	85.2%	77.5%	83.3%	76%	76.3%	78.8%	90%
Year 6	67%	87%	86.8%	70.3%	68.8%	52.6%	70.3%	70.3%	80%
When? Who?	What?			How will this be achieved monitored and evaluated?					
DMIC Massey University PLD providers MBS Lead Teacher Dale Munro	School Participation in DMIC Year 2 “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. In 2019 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.								
Overseen and coordinated by Core curriculum leadership coach Dale Munro Lead Teacher support and	Students will: <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 			Whole staff callback day at Makaurau Marae January 2019 Making Mathematical Practices Explicit Beginner workshops for new teachers week 4 Term 1 2 x Mentor Visits per teacher per term to include teacher observations, co-teaching, feedback and feedforward.					

<p>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>	<ul style="list-style-type: none"> ● 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>In - between Lead teacher check ins, whanau reflection doc, sharing, collaborative planning and sharing of student inquiry related problems.</p> <p>End of term callback workshops by Massey University Mentor</p> <p>Term 2 Algebraic Thinking /Number and making conjectures, proof and justification workshops with Jodie Hunter 3 workshops in total</p> <p>Involvement in longitudinal study with Massey University tracking student progress over time. Led by Jodie Hunter. This will track student disposition and student voice through the use of a student survey.</p> <p>This survey explores students views of mathematics and their participation in the mathematics classroom. It also explores their health and well-being in the school and mathematics classroom because DMIC has a strong focus on developing many pro-social skills including collaboration, group skills, inclusive and culturally responsive practices and inquiry.</p> <p>Mathematics assessment review Review current tools for alignment Investigate possible change to PAT Maths and new tools that support formative assessment. Work on a sets of tasks that will support students show their mathematical understanding</p> <p>Focus on formative assessment - noticing, monitoring and responding during group problem solving</p>
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2019 Attendance Action Plan

HE HA! High Engagement, High Achievement

Goal: 95% or higher attendance across each term

Our school values will be at the forefront, guide and be implicit in the relationships we build and in the ways in which we work with our children and whanau to meet our goal



Rangatiratanga



Manaakitanga



Kotahitanga



Kaitiakitanga

Expected Outcomes

Actions

Project Leaders Jan Bills and Rebecca Walker

Team: Elaina Richmond Rex, Candace Nicholson, Roland Pereira

Effective communication:

- ***Teacher/Parent/Caregiver***
- ***Teacher/Management***
- ***Management/BOT***
- ***Community***
- ***Kaiarahi Tamariki***
- ***SWIS***
- ***Attendance Officer (Ministry)***
- ***Health Nurse***

- Establish and strongly promote school-wide incentives for attendance - keep the magic 95% number up front and visible, competitions, cultural language weeks
- Make public goal of 95% attendance and promote attendance through the fortnightly school newsletter, facebook, assemblies
- Teachers to make regular contact with whanau over high absences promoting learning and achievement
- Establish close kaiako / student / whanau relationships where teachers monitor their students' attendance and discuss truancy or chronic absenteeism with parents, guardians, or caregivers at the early stages and ongoing
- All children know and set goals around their own attendance and communicate these with whanau

	<ul style="list-style-type: none"> ● Send attendance letter to ensure parents are aware of cumulative absences of more than 1 week ● If needed translate and send letter in language appropriate for the family ● Survey community on preferred communication around attendance ● Utilise Roland and SWIS as proactive check in with families who have patterns of attendance and use these people in conjunction with people known to and trusted by the family to build and strengthen relationships ● Share strategies employed by teachers who have successful attendance
<p><i>Ensure effective support for:</i></p> <ul style="list-style-type: none"> ● <i>Child</i> ● <i>Parent/Caregiver</i> 	<ul style="list-style-type: none"> ● Meet with child and whanau of children with high absences to set goals and monitor across the term ● Meet with families in ways that are culturally appropriate using the languages and cultural knowledge of teachers across the school - ask, 'who is best to meet with the family?' ● Use personal touch when contacting and talking to families and seek to find ways to best support and meet their needs ● Tailor teaching practice to meet the needs of children with high absences and support and strengthen the teacher/child/whanau relationship ● Kaiarahi Tamariki to build relationship with child/whanau through in school touching base and home visits working with organisations who can support the family ● Promote health nurse on a regular basis through newsletters and personal introductions for families with high/ongoing illness ● Utilise health nurse to run workshops in term 2 to promote wellbeing in preparation for term 3 illness - nutrition, fitness, healthy practices - eg hand washing ● Ensure school environments are clean and classes have handwash, antiseptic wipes etc during term 3

	<ul style="list-style-type: none"> ● Promote healthy practices through MBS Way videos and lessons ● Establish individual incentives for attendance
<ul style="list-style-type: none"> ● Utilise Data Effectively 	<ul style="list-style-type: none"> ● Monitor and check data regularly reporting to leadership and BOT ● Monitor and check trends and patterns and respond to subgroups of chronic and habitual non attendance ● Closely monitor Maori and Pacific cohorts, ELLS and Learning Support children ● Display attendance graphs in prominent locations to show current attendance goals and comparisons between past and present school year attendance. Fortnightly and monthly graph up dates. Daily notice announcements
<p>Ensure systems are well managed</p>	<ul style="list-style-type: none"> ● Review Policy ● Record clear attendance procedures on teaching and learning website ● Monitor absences daily with follow-up phone call for all unknown absences in afternoon and evening ● Ensure clarity/consistency in recording and monitor closely contacting family when when absence unjustified and or truant <p>U - unjustified absence J - justified absence</p>

At Mangere Bridge School Weeks 1-5 31/01/2019 - 26/02/2019

- 87.5 lowest daily attendance
- 95% highest daily attendance
- 91.97 average attendance

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>Dual Language Books in Homes project for Culturally and Linguistically Diverse Learners</p> <p>Te Reo Classes Level 2 and Level 4 available for all parents and whanau</p> <p>Review reporting to parents by gathering parent/whanau perspectives on our current forms and possibilities for future</p> <p>Digital Learning Platforms to share rich records of learning E.g Seesaw, Spotlight</p> <p>Pacific group discussions re dual language programmes</p>	<p>DMIC Developing Mathematical Inquiry Communities Year 2 2x termly</p> <p>Years 0- 6 Engagement in First Chance PLD 3 Lead Teacher PLD Dr Gwyneth Phillips Year 3</p> <p>Dual Language Resources CLD Learners PLD</p> <p>Reoruatanga - Bilingualism PLD University of Auckland - Fortnightly with Te Hiaroa</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 in DMIC,</p> <p>PACT PLD</p> <p>Growing First Chance lead teachers towards independence in 2020</p> <p>Principal Masters of Education in Bilingualism Study Award</p> <p>Open To Learning Leadership training for Leadership Team with University of Auckland Centre of Leadership</p> <p>Developing Local Curriculum workshops for NZC and Te Marautanga o Aotearoa.</p>	<p>PACT used by all teachers in Reading , Writing and Mathematics</p> <p>Schoolwide assessment review</p> <p>School and Leadership Practices survey NZCER end term 2</p> <p>Wellbeing at School for students and staff NZCER</p> <p>BOT Governance Review December</p> <p>Culture Counts Voice collection - Term 1 CLD Learners and high absence learners</p> <p>Te Hiaroa Assessment overview development</p>	<p>Succession Planning</p> <p>New board induction Term 2</p> <p>Board PLD intro to governance Dunedin Term 2 holidays</p> <p>Financial Planning to increase income and reduce expenditure - Surplus budget to return school to healthy financial position</p> <p>Submit new 5 Year Property Plan End of Term 1</p> <p>Fencing and Special needs upgrade Grants to acquire digital devices</p> <p>Appoint new Principals appraiser consultant</p>

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