

# Maangere Bridge School Annual Implementation Plan 2024

Aroha, Ako, Angitu  
*Together We care, We learn, We succeed!*



*Mehemea ka moemoeaa ko au anake,  
Mehemea ka moemoea tatou, ka taea e taatou.*

*If I dream I dream alone,  
But if we dream together we can achieve anything.*

### *Na Te Puea Herangi*

*from the tongikura by Princess Te Puea Herangi  
explaining that if you dream alone, you alone will  
achieve but dreaming together we can achieve  
great things we could never achieve on our own.*



*'Excellence and Equity for all'*

**Aroha** - We care!

## Strategic Goal 1

**MBS Taura learn how to care and respect the people and environments of their communities. MBS staff attend to taura and whaanau needs and foster their sense of belonging to MBS.**

### Initiative

Embed MBS Way, PB4L and restorative practice. Environment reflects school values and culture, Enviro and Sustainability school.

### Indication of Success (by the end of the year)

Taura shows care for the environment and each other. Taura demonstrates an improved sense of belonging.

Action	Board Primary Objective	Education Requirements NELP's	Responsibility	Resources	Timeframe	How will we measure success?
<p>*Embed the MBS Way (PB4L Framework) throughout the school</p> <p>*Provide induction and training for new teachers to implement and deliver the MBS Way (PB4L Framework) and restorative practice</p> <p>*Deliver the Student and Staff wellbeing NZCER Survey as a tool to collect and analyse information for improving a safe, maanakitanga environment.</p>	<p>*Education and Training Act 2020. Section 127 1b(i), (ii), (iii) Section 127 1c</p>	<p>*Learners at the Centre</p> <p>*Barrier-free Access</p> <p>*Quality Teaching and Leadership</p>	<p>*Deputy Principal (MBS Way and PB4L Leader)</p> <p>*Deputy Principal (MBS Way and PB4L Leader)</p> <p>*Deputy Principal/SENCO</p>	<p>*MOE (PB4L Professional development training)</p> <p>*Staff Release</p> <p>*Budget - MBS Way</p> <p>*Student and Staff Survey Wellbeing NZCER Survey tool</p>	<p>*Term 1</p> <p>*MOE PLD PB4L Dates 2024</p> <p>*All Year</p> <p>*Term 3</p>	<p>*PB4L Reported to the Board</p> <p>*100% staff are trained and understand the PB4L Framework</p> <p>*Student and Staff Wellbeing NZCER Survey showing a shift in progress of 2 areas of priority from the Wellbeing NZCER Survey</p>
<p>*To plan and beautify 2 projects designated in the school through community mahitahi (i.e working bees and students inquiry)</p> <p>*To visit 2 Sustainability and Environmental Schools for inspiration on how to creatively</p>	<p>*Education and Training Act 2020. Section 127 1b(i), (ii), (iii) Section 127 1c Section 127 1d(i) Section 127 2b (ii)</p>	<p>*Learners at the Centre</p> <p>*Barrier-free Access</p> <p>*Quality Teaching and Leadership</p>	<p>*Sustainability and Enviro Leader and Team</p>	<p>*Staff Release</p> <p>*Budget - Sustainability and Property</p>	<p>*Term 2 and 3</p> <p>*Term 2</p>	<p>*Report on Sustainability and Environment success to the Board in Principals Report</p> <p>*Mahitahi (Working Bees x 2)</p> <p>*Visited x 2 Sustainability and Environmental Schools and 2-3 areas in</p>

reflect our school culture, school values and integrating Te Ao Maaori and Pasifika designs						the school would be beautified by the end of the year.
<p>*To continue meeting and planning alongside the Sustainability and Enviro Leader</p> <p>*To plan collaboratively with the SLT and students to create the 'Ketherene Prasad memorial garden'</p> <p>*To continue providing opportunities for students to be Kaitiaki warriors in the school</p>	<p>*Education and Training Act 2020. Section 127 1b(i), (ii), (iii) Section 127 1c Section 127 1d(i) Section 127 2b (ii)</p>	<p>*Learners at the Centre *Barrier-free Access *Quality Teaching and Leadership</p>	<p>*Principal, Sustainability and Enviro Leader and Caretaker</p>	<p>*Staff Release *Budget - Sustainability and Property *Grants *External Providers - Oke Charity Trust</p>	<p>*Term 1, 2, 3, and 4</p> <p>*Term 4</p> <p>*Term 1,2,3 and 4</p>	<p>*Sustainability Leader reports to the SLT each term. 100% attendance to Cluster and Kaahui Ako Environment Hui</p> <p>*Ketherene Prasad Memorial Garden Unveiling to be completed and opened in December</p> <p>*Training completed for Sustainability Leader and Kaitiaki Warriors</p>

## Ako - We learn!

### Strategic Goal 2

*MBS taura learn to foster respectful curiosity as they share their knowledge and cultures. MBS staff provide learning environments that value our taura, their whaanau and cultures in relationship to Te Tiriti o Waitangi and Aotearoa New Zealand.*

### Initiative

Enhance student inquiry and student agency. Learning environment and resources reflect the culture of the school. Implementation of Te Mātaiao The Refreshed New Zealand Curriculum. MBS connecting with Maaori and Pasifika communities to raise learning achievement outcomes for Maaori and Pasifika students.

### Indication of Success

**(by the end of the year)**

Increased use of Te Reo Maaori across the school. Curriculum reflects the stories of Aotearoa NZ and Mana Whenua, Maaori and Pasifika whaanau highly engaged and contributing to planning programmes. Te Hiaroa effective modelling for Bilingual, bi-literate, bi-cultural students.  
NELPS 1,2,3,4,5,6 Te Mataiaho Objectives of Boards 127 (1 a,b,c,d) and (2 a,b)

Action	Board Primary Objective	Education Requirements NELP's	Responsibility	Resources	Timeframe	How we will measure success?
*To plan, implement and deliver a student inquiry concept/topic that reflects the localised curriculum and is inclusive, innovative, authentic, and responsive engaging all stakeholders.	*Education and Training Act 2020. Section 127 1a Section 127 1c Section 1d (i) (ii) (iii) Section 2a, 2b (i) (ii) (iii)	*Learners at the Centre *Barrier-free Access *Quality Teaching and Leadership	*Principal, Deputy Principal, Team Leaders, Student Inquiry leader	*Professional development training *Staff Release *Budget - Student Inquiry	*Term 1, 2, 3 and 4	*Student Inquiry Learning Plans completed each term and shared with Parents *Class Presentations shared with students and parents.
*To establish and implement a student inquiry rubric as an assessment and evaluative tool of student agency. This will align with the MBS student inquiry model.	*Education and Training Act 2020. Section 127 1a Section 127 1c Section 1d (i) (ii) (iii) Section 2a, 2b (i) (ii) (iii)	*Learners at the Centre *Barrier-free Access *Quality Teaching and Leadership	*Principal, Deputy Principal, Student Inquiry Leader	*Professional development training *Staff Release *Budget - Student Inquiry	*Term 2 and 3	*MBS Student Inquiry Model rubric in draft trialled and feedback received in preparing for implementation in 2025.
*To provide EOTC (School Trips) Year 6 Camp and cultural activities (Noho Marae) for students to engage curiosity about the world around them through Te ao Tangata/Social Sciences Aotearoa New Zealand's Histories Curriculum.	*Education and Training Act 2020. Section 127 1a Section 127 1b (i) (ii) (iii) Section 127 1c Section 1d (i) (ii) (iii) Section 2a, 2b (i) (ii) (iii)	*Learners at the Centre *Barrier-free Access *Quality Teaching and Leadership	*Principal, Deputy Principal and Kea Leader (Year 6 Camp) and Te Hiaroa Leader (Noho Marae)	*Staff Release *Budget - Student Inquiry, Kea Years 4 - 6, Te Hiaroa (Years 0 - 6) *Fundraising Events *EOTC, Te Mātaiaho The Refreshed New Zealand Curriculum, Te Marautanga o Aotearoa Professional development	*Term 4  *Term 2 and 4  *Term 3 (Noho Marae)	*Year 6 Camp held in October *Student Inquiry School Trips and EOTC with 100% participation *Noho Marae for Te Hiaroa
*To implement Te Mātaiaho The Refreshed New Zealand	*Education and Training Act 2020. Section 127 1a	*Learners at the Centre *Barrier-free Access *Quality Teaching and	*Principal, Deputy Principals, Team Leaders	*Staff Release *Budget - Curriculum *Te Mātaiaho The	*Term 1, 2, 3 and 4	*Implementation of Te Mātaiaho The Refreshed New Zealand

Curriculum and provide professional development for teachers according to the Timeline of the Ministry of Education and MBS Timeline	Section 127 1c Section 1d (i) (ii) (iii) Section 2a, 2b (i) (ii) (iii)	Leadership		Refreshed New Zealand Curriculum Professional development *Professional Growth Cycle		Curriculum- 100% teachers involved in Professional development and shared understanding as evidenced by Professional Growth Cycle
*To implement Structured Literacy and provide professional development using the BSLA Better Start Literacy Approach for Years 0 - 3 teachers in the mainstream	*Education and Training Act 2020. Section 127 1a Section 127 1c Section 1d (i) (ii) (iii) Section 2a, 2b (i) (ii) (iii)	*Learners at the Centre *Barrier-free Access *Quality Teaching and Leadership	*Deputy Principal (Curriculum Literacy)	*Staff Release *Budget - Curriculum English *Te Mātaiaho The Refreshed New Zealand Curriculum and BSLA Professional development	*Term 1, 2, 3 and 4	*100% Years 0 - 3 BSLA fully trained
*To implement the Writer's Toolbox and provide professional development for the Years 4 - 6 teachers in the mainstream	*Education and Training Act 2020. Section 127 1a Section 127 1c Section 1d (i) (ii) (iii) Section 2a, 2b (i) (ii) (iii)	*Learners at the Centre *Barrier-free Access *Quality Teaching and Leadership	*Deputy Principal (Curriculum Literacy)	*Staff Release *Budget - Curriculum English *Te Mātaiaho The Refreshed New Zealand Curriculum and Writer's Toolbox Professional development	*Term 1, 2, 3 and 4	*100% Years 4 - 6 Writer's ToolBox fully trained
*To provide professional development across the school for all teachers to deliver Te Reo Maaori and have a shared understanding of Tikanga and Te Ao Maaori through the school values	*Education and Training Act 2020. Section 127 1a Section 127 1b (i) (ii) (iii) Section 127 1c Section 1d (i) (ii) (iii) Section 2a, 2b (i) (ii) (iii)	*Learners at the Centre *Barrier-free Access *Quality Teaching and Leadership	*Principal, Deputy Principal (Te Ao Maaori) and Te Hiaroa Team Leader	*Staff Release *Budget - Curriculum English, Te Reo Maaori MOE Refresh Curriculum and Te Marautanga Professional development	*Term 1, 2, 3 and 4  *Term 2  *Term 4	*100% staff delivering Te Reo Maori in class according to MOE Guidelines *Baseline data of staff who have completed Level 1 Te Reo Maaori Classes *Te Reo Maori Strategy developed using NZCER Taku-reo survey completed to gather baseline data
*To provide professional development for all teachers in Te Hiaora Maaori Bilingual Unit to	*Education and Training Act 2020. Section 127 1a Section 127 1b (i) (ii) (iii)	*Learners at the Centre *Barrier-free Access *Quality Teaching and Leadership	Principal, Deputy Principal (Te Ao Maaori) and Te Hiaroa Team Leader	*Staff Release *Budget - Te Reo Maaori, Te Hiaroa Te Marautanga o	*Term 2, 3 and 4	*100% kaiako/teachers in Te Hiaroa have a shared understanding of Te Marautanga

implement Te Maturanga in Years 0 - 6	Section 127 1c Section 1d (i) (ii) (iii) Section 2a, 2b (i) (ii) (iii)			Aotearoa Professional development	*Term 4	reflected in Professional Growth Cycle and Professional Development *To develop an assessment tool for assessing student achievement in Te Hiaroa *Induction for new staff
*To plan and meet with the Maaori and Pasifika Community and collect feedback about aspirations and goals	*Education and Training Act 2020. Section 127 1a Section 127 1b (i) (ii) (iii) Section 127 1c Section 127 1d (i) (ii) (iii) Section 127 2a, 2b (i) (ii) (iii) Section 127 2d	*Learners at the Centre *Barrier-free Access *Quality Teaching and Leadership	Principal, Deputy Principals Deputy Principal (Te Ao Maori), Te Hiaroa Team Leader, Pasifika Leader	*Staff Release *Budget - Te Reo Maaori, Pasifika and Te Hiaroa	*Term 1 and 3 (Maori and Pasifika) *Term 1, 2, 3, 4 (Te Hiaroa)	*Pasifika Fono held x 2 *Whaanau Hui for MBS Maaori Whaanau held x 2 *Te Hiaroa Hui x 4 *MASM and PAP Maori achieving Success as Maori Strategy Plan and Pacific Education Plan completed

## Angitu - We succeed!

### Strategic Goal 3

***MBS taura learn to recognise their potential and sense of belonging to Aotearoa New Zealand. MBS staff support our taura's wellbeing, hauora, learning experiences and achievements at MBS.***

### Initiative

Deliver inclusive and effective practice in reading, writing and maths. Developing a thriving digital technology curriculum Hangarau Matihiko.

### Indication of Success (by the end of the year)

Students enhanced Education performance in all curriculum areas, increased creativity, Improved cognitive skills, confident spoken and written language. Digital technology Hangarau Matahiko Curriculum successfully implemented  
NELPS 1,2,3,4,5,6 The Common Practice model Objectives of Boards 127 (1 a,b,c,d) and (2 a,b)

Action	Board Primary Objective	Education Requirements NELP's	Responsibility	Resources	Timeframe	How we will measure success?
*To provide professional development in Reading and Writing for teachers in the mainstream using BSLA for Years 0 - 3 (Structured Literacy) and Writer's Toolbox Years 4 - 6	*Education and Training Act 2020. Section 127 1a Section 127 1c Section 1d (i) (ii) (iii) Section 2a, 2b (i) (ii) (iii)	*Learners at the Centre *Barrier-free Access *Quality Teaching and Leadership	Deputy Principal (Curriculum Literacy)	*Staff Release *Budget - Curriculum English and MOE funding. Te Mātaiaho The Refreshed New Zealand Curriculum Professional development	*Term 1	*Report Mid and End of Year Student Achievement data for Reading and Writing *70% Targets - Reading and Writing
*To provide professional development in Mathematics for teachers in the mainstream using Te Mātaiaho The Refreshed New Zealand Curriculum Mathematics and Statistics	*Education and Training Act 2020. Section 127 1a Section 127 1c Section 1d (i) (ii) (iii) Section 2a, 2b (i) (ii) (iii)	*Learners at the Centre *Barrier-free Access *Quality Teaching and Leadership	Deputy Principal (Curriculum Mathematics)	*Staff Release *Budget - Curriculum Mathematics *Te Mātaiaho The Refreshed New Zealand Curriculum Professional development	*Term 3 and 4	*Report Mid and End of Year Student Achievement data for Mathematics *70% Targets - Mathematics
*To provide professional development in Digital Technology for teachers across the school	*Education and Training Act 2020. Section 127 1a Section 127 1c Section 1d (i) (ii) (iii) Section 2a, 2b (i) (ii) (iii)	*Learners at the Centre *Barrier-free Access *Quality Teaching and Leadership	*Digital Technology Leader and External Provider (MOE)	*Staff Release *Budget - Digital Technology Curriculum and MOE Funding	*Term 1	*100% Staff attending Professional development in Digital Technology *Draft Matrix of Teacher capability and progress using Digital Technology

# The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

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

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5
	<b>LEARNERS AT THE CENTRE</b> Learners with their whānau are at the centre of education	<b>BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach for every learner	<b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau	<b>FUTURE OF LEARNING AND WORK</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives	<b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b> New Zealand education is trusted and sustainable

PRIORITIES	1	2	3	4	5	6	7	8
	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

\* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.





# MBS Timeline 2024 - 2025

Aroha, Ako, Angitu  
Together We care, We learn, We succeed!

	2024			2024			2025			2025		
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
<b>Goals</b>	February ——— April		July ——— October		February ——— April		July ——— October					
<b>Aroha</b> We care	*Embed MBS Way, PB4L and restorative practice. *Environment reflects school values and culture *Enviro and Sustainability school.											
<b>Ako</b> We Learn	*Enhance student inquiry and student agency. *Implementation of The Refresh Curriculum Te Mataiaho. *MBS connecting with Maaori and Pasifika communities to raise learning achievement outcomes for Maaori and Pasifika students.						*Learning environment and resources reflect the culture of the school.			*Reviewing plan for establishing a Pacific Bilingual Unit		
<b>Angitu</b> We succeed	*Deliver Inclusive and effective practice in reading, writing and maths.						*Developing a thriving digital technology curriculum Hangarau Matahiko					