

Maangere Bridge School

Annual Implementation Plan 2025

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 <i>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.</i>							
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?	Tracking Red - Incomplete Yellow - Partially Green - Completed
*To continue to extend the 'Ataahua' MBS Project with beautifying areas in the school through community mahitahi (i.e working bees and students inquiry) that reflects our school culture,	*Education and Training Act 2020. Section 127 1b(i), (ii), (iii) Section 127 1c Section 127 1d(i) Section 127 2b (ii)	*Learners at the Centre *Barrier-free Access *Quality Teaching and Leadership	*Sustainability and Enviro Leader and Team	*Staff Release *Budget - Sustainability and Property	*Term 1, 2, 3 and 4 *Term 1 and 3	*Report on Sustainability and Environment success to the Board in Principals Report *MBS Values to be refreshed, redesigned and visible throughout the physical environment of the	

<p>school values and integrating Te Ao Maaori and Pasifika designs</p> <p>* To create a culture within the school where staff are equipped with the tools and skills to support neurodiverse students through PLD and good practice</p>			*DP/SENCO		Term 1, 2, 3 and 4	<p>school</p> <p>*Mahitahi (Working Bees x 2)</p> <p>*</p> <p>.</p> <p>*Report on MBS Way (includes PB4L data) to the board and staff identifying the needs and support for neurodiverse students</p>	
<p>*To continue meeting and planning alongside the Sustainability and Enviro Leader</p> <p>,</p> <p>*To continue providing opportunities for student leadership through the Kaitiaki warriors</p>	<p>*Education and Training Act 2020. Section 127 1b(i), (ii), (iii)</p> <p>Section 127 1c</p> <p>Section 127 1d(i)</p> <p>Section 127 2b (ii)</p>	<p>*Learners at the Centre</p> <p>*Barrier-free Access</p> <p>*Quality Teaching and Leadership</p>	<p>*Principal, Sustainability and Enviro Leader and Caretaker</p>	<p>*Staff Release</p> <p>*Budget - Sustainability and Property</p> <p>*Grants</p> <p>*External Providers - Oke Charity Trust</p>	<p>*Term 1, 2, 3, and 4</p> <p> </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> </p> <p>*Training completed for Sustainability Leader and Kaitiaki Warriors</p>	

Ako - We learn!

Strategic Goal 2

MBS tauira learn to foster respectful curiosity as they share their knowledge and cultures. MBS staff provide learning environments that value our tauira, 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 Mātaiaho The Refreshed New Zealand Curriculum. **Implementation Plan of Structured Literacy and Structured Numeracy (refer to implementation plan with MBS timeline)** 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. **Curriculum Implementation Plan and Timeline of delivering the National Curriculum Structured Literacy and Structured Numeracy and Te Marautanga Maaori Curriculum.**

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 will we measure success?	Tracking Red - Incomplete Yellow - Partially Green - Completed
*To plan, deliver and	*Education and	*Learners at the	*Principal, Deputy	*Staff Professional	*Term 1,2,3 and 4	Mld and End of Year	

implement the New Curriculum that is knowledge-rich grounded in the science of learning. *To implement evidence-based instruction in early literacy and mathematics through the Structured Literacy and Structured Numeracy resources and according to MOE guidelines and MBS Road map.	Training Act 2020. Section 127 1a Section 127 1c Section 1d (i) (ii) (iii) Section 2a, 2b (i) (ii) (iii)	Centre *Barrier-free Access *Quality Teaching and Leadership	Principals for Literacy and Numeracy Team Leaders	development *Staff Release *Curriculum Budget		Data is meeting core curriculum Reading, Writing and Math targets Effective Classroom Practice evident and teachers display sound knowledge and understanding of the Structured Literacy and Numeracy through Observations and Professional Growth Cycle	
*To meet regularly with whaanau of students with irregular to chronic attendance and provide effective strategies to be fully engaged in school as part of reaching attendance targets *To monitor, gather, analyse and report student attendance data to inform next steps for improvement	*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, DP/SENCO, Pastoral Team (School Counsellor, Social Worker in Schools and Kotahitanga Whaanau Leader (Internal Attendance officer)	*Staff Professional development *Staff Release *MOE Funding *Learning Support Budget	*Term 1,2,3 and 4	Everyday Matter Reports of Attendance is meeting our target of 90% students attending regularly.	
*To plan, implement and deliver student inquiry concepts that reflect a	*Education and Training Act 2020. Section 127 1a Section 127 1c	*Learners at the Centre *Barrier-free Access *Quality Teaching	*Principal, Deputy Principal, Team Leaders, Student Inquiry leader	*Staff Professional development *Staff Release *Curriculum Budget	*Term 1, 2, 3 and 4	*Student Inquiry Learning Plans completed each term and students	

localised curriculum inclusive, innovative, authentic, and responsive engaging all stakeholders.	Section 1d (i) (ii) (iii) Section 2a, 2b (i) (ii) (iii)	and Leadership				learning is shared with all stakeholders Through HERO Learning Profiles	
*To implement a new student inquiry model and rubric assessment tool of student inquiry skills to enhance student agency.	*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	*Staff Professional development *Staff Release *Curriculum Budget	*Term 2 and 3	*Students demonstrate a level of student inquiry skills from problem solving to higher order thinking using the new student inquiry model and rubric assessment tool	
*To provide Education Outside The Classroom, 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 Professional development *Staff Release *Curriculum Budget *Fundraising Events *EOTC Policy *Curriculum	*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 held for all students in Te Hiaroa	
*To implement assessment tools to monitor student progress and achievement consistently.	*Education and Training Act 2020. Section 127 1a Section 127 1c Section 1d (i) (ii) (iii) Section 2a, 2b (i) (ii)	*Learners at the Centre *Barrier-free Access *Quality Teaching and Leadership	*Principal, Deputy Principals, Team Leaders	*Staff Professional development for HERO, PaCT and new assessment tools *Staff Release	*Term 1, 2, 3 and 4	All assessment tools (Writing, Reading and Maths - Easttle, are implemented by teachers and effectively monitor	

	(iii)			*Curriculum Budget		student progress and achievement	
*To provide staff professional development in delivering structured literacy and structured numeracy.	*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 Principals, Team Leaders	*Staff Professional development *Staff Release *Curriculum Budget	*Term 1, 2, 3 and 4	*Effective Classroom Teaching Practice evident through observations *Achieved Reading, Writing and Maths Targets	
*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 Professional development BSLA *Staff Release *Curriculum Budget	*Term 1, 2, 3 and 4	*100% Years 0 - 3 BSLA fully trained and accredited	
*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 Professional development Writers Toolbox *Staff Release *Curriculum Budget	*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	*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 Professional development *Staff Release *Curriculum Budget *Te Waananga o Aotearoa Course *Te Reo Maori Leader Specialist and DP	*Term 1, 2, 3 and 4 *Term 2 *Term 4	*100% staff (Teachers and Support Staff) delivering Te Reo Maori in class according to MOE Guidelines *Baseline data of staff who have completed Level 1	*100% staff delivering Te Reo

[illegible]

stakeholders (Ministry of Education, Board, Community, Parents)						Plan completed *First stage planning of the Pacific Bilingual Unit is approved by MOE and the Board. MOE funding approved for set up *Clear Business Plan, staffing, SWAT, Health and safety, Project Plan and Timeline and Community Engagement. *Clarity for the Board, implications, funding to enable this to happen,	
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Angitu - We succeed!

Strategic Goal 3

MBS tawira learn to recognise their potential and sense of belonging to Aotearoa New Zealand. MBS staff support our tawira'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 will we measure success?	Tracking Red - Incomplete Yellow - Partially Green - Completed
*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 Professional development *Staff Release *Curriculum Budget *MOE Funding	*Term 1	*Report Mid and End of Year Student Achievement data for Reading and Writing *Met School Wide Targets - Reading 80% and Writing 75%	
*To provide staff professional development in Mathematics	*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 Professional development *Staff Release *Curriculum Budget Maths	*Term 2 and 4	*Report Mid and End of Year Student Achievement data for Mathematics *Meeting Targets - Mathematics 85%	
*To provide professional development in Digital Technology for teachers across the school and the leadership team.	*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	*Senior Leadership Team who support the Profile 'Digital Technology' *External Provider (MOE)	*Staff Release *Budget that supports Digital Technology Curriculum	*Term 1, 2, 3 and 4	*100% Staff participate in Staff Professional Development Meetings about Digital Technology *Matrix of Teacher capability and progress using	

						Digital Technology	
<p>*To meet regularly with whaanau of students with irregular to chronic attendance and provide effective strategies to be fully engaged in school as part of reaching attendance targets</p> <p>*To monitor, gather, analyse and report student attendance data to inform next steps for improvement</p>	<p>*Education and Training Act 2020.</p> <p>Section 127 1a</p> <p>Section 127 1c</p> <p>Section 1d (i) (ii) (iii)</p> <p>Section 2a, 2b (i) (ii) (iii)</p>	<p>*Learners at the Centre</p> <p>*Barrier-free Access</p> <p>*Quality Teaching and Leadership</p>	<p>*Principal, DP/SENCO, Pastoral Team (School Counsellor, Social Worker in Schools and Kotahitanga Whaanau Leader (Internal Attendance officer)</p>	<p>*Staff Professional development</p> <p>*Staff Release</p> <p>*MOE Funding</p> <p>*Learning Support Budget</p>	<p>*Term 1,2,3 and 4</p>	<p>Everyday Matter Reports of Attendance is meeting our target of 90% students attending regularly.</p>	

<div>     </div> <h1>MBS Timeline 2024 - 2025</h1> <p>Aroha, Ako, Angitu Together We care, We learn, We succeed!</p>											
2024			2024			2025			2025		
Term 1		Term 2	Term 3		Term 4	Term 1		Term 2	Term 3		Term 4
Goals			February ——— April			July ——— October			February ——— April		
Aroha We care			*Embed MBS Way, PB4L and restorative practice. *Environment reflects school values and culture *Enviro and Sustainability school.								
Ako 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.			*Reviewing plan for establishing a Pacific Bilingual Unit *Learning environment and resources reflect the culture of the school.					
Angitu We succeed			*Deliver Inclusive and effective practice in reading, writing and maths.			*Developing a thriving digital technology curriculum Hangarau Matahiko					