

MAUNGATAPERE SCHOOL STRATEGIC PLAN

2021-2023

Nurturing confident, capable and connected learners who strive to fly high.

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| **Maungatapere School Strategic Plan Nurturing confident, capable and connected learners who strive to fly high!** | | | | | | | | | |
| Strategic  Goal | Initiatives | Rationale | | 2021 | 2022 | | | 2023 | |
| Engaged Learners | Improve engagement for all learners.   * Use the school inquiry learning model to develop authentic, culturally inclusive, student centred learning on a digital platform * Build resilient, cooperative learners who demonstrate positive values, wellbeing and problem solving skills. * Strengthen Writing and Te Reo skills. | While the majority of our students are well engaged we want to increase our student centred approach using local, authentic and cooperative learning tasks. Current circumstances have highlighted the need to develop student wellbeing. This and the Write that Essay programme are our CoL focus areas and will lead on to our school goal. The Melinda  Webber survey has provided a starting point to build on for both areas. We are using some cooperative & authentic learning but want to further expand on this. | | Use school inquiry model with ongoing use of google suite.  Include local stories, treaty and marae visit, Matariki  ICT cyber safety training ongoing.  Wellbeing (school wellbeing model), Team building to maintain relationships.  Cooperative learning structures reflected in students use of strategies. (Matrix)  Incorporate Te Reo and Tikanga into classroom use.  Write that Essay Sentence trains used in class programmes | Use inquiry in cooperative teams on student led projects through Economics focus.  Students coaching each other on use of google suite skills.  Share local stories, role models.  Consolidate wellbeing, cooperative structures and strategies practised in classrooms.  Consolidate & build on classroom Te Reo – Maori language week/Hangi  Sentence types and surface features showing in writing. | | | Independent inquiry teams solving authentic problems relating to communication technology.  Increased resilience with the ability to build & maintain relationships in class and across school.  Manage own wellbeing and support each other confidently using a variety of cooperative structures.  Integrating Te Reo, knowledge of own uniqueness, connections to achieve sense of who we are.  Engaged writers using Write That Essay skills with increased independence. | |
| Measurement | More than 85% achieving at or above for writing.  Wellbeing survey showing increased results. All senior students confidently using inquiry model and google docs.  Whole school involved in culturally inclusive learning – cooperative, team, paired classes (tuakana teina)  COL Survey more than 70% Students confident and connected culturally with 100% feeling their culture is valued within the school. | | | | | | | | |
| Engaged Teachers | Staff growing & learning together.   * Implement the school inquiry learning model to develop authentic, culturally inclusive, student centred learning on a digital platform * Embed wellbeing, cooperative, problem solving strategies through the school vision and values. * Strengthen Writing and Te Reo skills. | | While our staff are highly skilled, confident, capable practitioners who work to engage students in their learning, we do have several new staff on the team. We have acknowledged the need to improve our use of authentic and culturally inclusive practice while equipping both ourselves and the students to be resilient, team members able to manage our wellbeing.  Our CoL initiatives for writing and wellbeing are providing professional development in these areas. | Staff review of inquiry model  ICT PD 1X term –Seesaw, Interactive board PD  Apply for funding for ICT resources  WST for wellbeing and cooperative learning 2X session staff meeting per term.  Develop school Wellbeing model.  1-2X modelling sessions per term  WST for WTE professional development & coaching 2X per term & staff meeting 2X term  Develop WTE skills overview Lead Culture teacher to take Te Reo focus fortnightly. | | Topic planning to incorporate student focus –authentic, local expertise.  T1/2 TOD Google Docs training whole school.  WST Wellbeing - Review wellbeing model and cooperative learning. Continue teacher modelling & sharing.  WST WTE – review programme development & assessment of writing. Continue PD through CoL and modelling.  Te Reo Staff PD – Review focus for year. Continue PD with staff increasing use of language in programme. | | | Review where to next, consolidation & links to Communication/technology focus.  Review wellbeing and cooperative teaching focus with school vision and values.  Review what achieved, where to next, staff PD & skill level. |
| Measurement | Teacher survey 100% of teachers implementing co-operative teaching/learning strategies. Staff capable, confident in co-operative learning theory and teaching techniques on matrix survey.  Staff wellbeing survey within COL showing positive increase in wellbeing.  Staff using digital technology including google suite, Seesaw for teaching & planning. Staff confident, capable, connected digitally with each other and community. Te Reo and Teachers planning culturally authentic activities with Kahikitia/cooperative strategies embedded.  Teachers confident and capable in incorporating Te Reo & Tikanga in to learning programmes. | | | | | | | | |
| Engaged Community | Strengthen community Relationships.   * Maintain and utilise community communication & consultation * Continue to support and promote school support groups * Share our school culture & identity | | Our community has continued to growth with families from all regions arriving. We need to ensure our school values and goals are shared with new families while still adapting our communication to ensure they feel connected to our school and confident in what we are doing. As a rural school we want to maintain our rural ‘flavour’ while meeting community expectations. | Review how community want to receive newsletters – email/paper.  Update communication systems for the year.  Transition new Board members with resignation through appointment and secondment.  Ongoing Community sharing on Facebook thru photos – update administrators.  ICT safety & Puberty consultation  Review Whanau grp times and number with focus topics – sharing community stories, marae visit  Achievement reporting.  Community event sharing, projects. | | | BOT election, training, induction.  Community involvement through careers, advertising focus.  Ongoing sharing through Facebook/App  Community projects/events – QE2 bush area, waterways planting on local farms, Hangi | | Ongoing updating of school communication systems.  Combined school PTA project.  Community projects  Ongoing sharing from topic, wellbeing & cooperative learning focus.  Community events/open days -Marae visit, Market Day |
| Measurement | 100% community connected electronically. Confident, connected supportive community.  80% connected electronically only for school information – reduced paper.  Confident, connected and effective groups supporting the school.  School and students participating in range of activities involving parents and wider community.  Confident, capable, connected school community that is able to talk about our vision & strategic goals. | | | | | | | | |

2021 Overview

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| *Goal 1: Engaged Learners – improve engagement for all learners. Links: NAG 1,2,2A,5,8* | | | | |
| Initiative | Action | Who/When | How will we know?  End 2020 | Outcomes/Review |
| 1A  *Learning Through Inquiry* - Use the school inquiry model to develop student centred learning on a digital platform | * Use school inquiry model within topic based learning * Learners selecting authentic, inclusive inquiry focus. * Use digital devices/format for inquiry, especially at the senior school Y5-8. * Share learning with family via Seesaw and google docs. * Show awareness and practise of ICT use & safety | Teachers  T1 focus then ongoing T2-4  ICT Lead teacher  T1 -4  Learners T1-4  Teachers/learners | Leaner engagement in inquiry process in practise is evident in classrooms.  Learners know and can discuss their inquiry – next steps, outcomes. Evidenced more as they get older.  Learners working cooperatively using laptops, iPads to support the process.  Learning being shared regularly with family & whanau.  Seesaw sharing according to policy.  Learners using IT platforms safely with no inappropriate use or harm. |  |
| 1A  *Learning through authentic and culturally inclusive experiences* | * Set up classroom culture to be inclusive with class treaty with   links to Treaty of Waitangi.   * Focus on school vision and values * Learning through discovery * Experience EOTC trips school camps and events including marae visit, Enviro schools programme. | T1 teachers/learners  T1 –ongoing  T1-4 Y1-3  T1-4 | Learners involved and active members of class treaty and culture.  Learners aware of school vision and values and can share these with others.  Junior school discovery programmes Learner’s language rich and purposeful.  Leaners using values, problem solving and team building skills authentically on EOTC experiences.  Successful Ag Day etc.  Learners involved in enviro schools – gardens, replanting |  |
| 1B  *Cooperative learners -*  demonstrate positive values, wellbeing and problem solving skills. | * Learners set up for Cooperative learning in table groups * Using Team building activities. * Use Cooperative learning structures including coaching roles/Tip tip teach * Learners working together in a positive and effective manner. | Teachers T1-4  WST Wellbeing/Kagan modelling for students  Teachers/learners  T1-4 | Key 3, 4-6 Matrix evident in classrooms  Key structures independently used by students within programmes.  Students know and can verbalise key roles within the classroom – evidenced more as get older. Social interactions improved – Key 6  Active listeners, encouraging others, caring cooperative learners.  Y0-4 showing cooperation & problem solving in learning through discovery sessions. |  |
| 1B  *Resilient Learners Wellbeing –*  demonstrate positive values, wellbeing and problem solving skills. | * Learners know what good wellbeing looks like/sounds like – own class/school model * Use strategies to support own Wellbeing and the wellbeing of others * Able to build and maintain positive relationships * Understand school vision and values | Wellbeing WST  Modelling in classrooms T1-4  All teachers –  T1-4 | Learners motivated & enjoying school from anecdotal evidence from students & parents  Positive class culture  Well-being survey completed through COL  Learners demonstrating strategies to support wellbeing and increased resilience.  Learners being seen to problem solve issues with others independently.  Learners with pride in appearance & cleanliness. |  |
| 1C  *Strengthen Te Reo Skills* | * Particpate in Te Reo & Tikanga programme with Matua Shane and further in class * Use Te Reo in class & school events Mihi, Taumata, Matariki, myths & legends etc. * Participate in marae visit to Korokota or Waitangi | Matua Shane/teachers  Teachers  T1-4 planning  T2 whole school | Leaners using Maori language to curriculum Level 2/3 at middle/senior school  Leaners using mihi at assembly & Te reo at school events and in class.  Learners involved in taumata, whakatauki as part of their class programme.  School knows 3-4 waiata, student led that can all use as required.  More waiata incorporated in to singing time. |  |
| 1C  *Strengthen Writing Skills* | * Use sentence trains in class * Transfer sentence starters learning into own writing. * Share what makes good writing and how to achieve this. | COL WST modelling and working with classes T1-4  Teachers modelling & planning T1-4 | Learners engaged in writing sessions and more confident writers.  Skills taught showing in independent writing.  Learner’s writing skills improving – use of structure, surface features.  School writing data lifting from 80-85%. |  |

RASCI *Responsible* – Teachers, students, leaders *Accountable* –leaders *Support* – Principal, DPs *Consult* – students, teachers, whanau grp *Inform* – staff, students, BOT, whanau

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| *Goal 2: Engaged Staff – staff growing & learning together. Links: NAG 1,2,2A,3,4,5,8* | | | | |
| Initiative | Action | Who/When | How will we know? | Outcomes/Review |
| 2A  *Learning Through Inquiry -*Implement the school inquiry learning model  to develop authentic, culturally inclusive, student centred learning on a digital platform  *Linked to 1A* | * Teach school inquiry model through topic approach * Promote student centred learning so students are engaged in their related topic. * Develop reflective learning – questions to ask. * Promote collaborative planning – syndicate & team where relevant * Buddy time, paired classes, peer tutoring * Organise sharing of student work and feedback/forward via Seesaw * Plan EOTC events * Plan Learning through Discovery Y0-4 * Share Sherilyn’s sabbatical on Learning Through Discovery. * Purchase/lease further COW & iPads (Grant application) * Plan for IT PD for google docs and Seesaw 1X per term * Enviro schools   Budget: $25,000 ICT $500 Enviro | T1 staff meeting review  All staff T1-4  Principal  T1 staff meeting  T1 ICT lead  Daniel each term  Jen T1-4 | Evidenced in planning and presentations from learners.  In teacher planning & practise.  Teacher/learner interaction and questions asked.  Planned activities  Evidence in Seesaw and community feedback.  Evidenced in planning and organisation.  Teacher sharing.  More equipment available to use.  Increased planting |  |
| 2B  *Cooperative Learning* – Using cooperative learning techniques  *Linked to 1B* | * Organise PD day initial training with Jennie Moore for all staff. * Upskill, mentor new staff to cooperative learning. * Implement cooperative management strategies in T1 * Increase structure use across a range of curriculum areas through regular PD sessions. * Set school appraisal goal | TOD 3 Feb – Jennie Moore  WST  Charlene T1-4 modelling for teachers  Teachers | All staff implementing strategies into teaching - Teacher survey 80% implementing co-operative teaching/learning strategies.  Movement on teacher matrix levels survey from 2 to 3 & 3-4 in T4.  Lead teacher observations using coaching sheets  Positive class cultures  Peer observations |  |
| 2B  *Wellbeing –*  Staff growing & learning together | * Promote staff wellbeing through COL focus PD and regular use of goofy games & team builder activities. * Complete school model for wellbeing to them make student friendly. School model. * Lead teacher attend COL wellbeing PD   Budget: $2,000 | Wellbeing team - Snr staff & WST  Teachers T 1-4  All teachers | Action plan prepared.  Staff wellbeing survey levels increased – staff engaged in school programmes, PD, events.  Positive collegial support of existing and new staff.  Positive language used.  Peer observations |  |
| 2C  *Strengthen Te Reo skills.* | * Continue Te Reo programme and follow up use in class programme. * Teacher Te reo/tikanga sessions led by Kim for all staff relating to classroom use. * Use of cooperative strategies to practice knowledge. * Curriculum team to purchase resources as required – school signage   Budget: $1,000 | Lead teacher Kim  All Teachers | Action plan prepared.  Te Reo & Tikanga evident in teaching and learning programmes. Maori Language survey repeated T4 with increased results for the programme & staff confidence – moving from 3 /4 to 4/5.  Staff know own mihi  2021 marae visit to Korokota/Waitangi.  School signage updated. |  |
| 2C  *Strengthen Writing skills – Write that Essay programme* | * Organise staff PD, zoom meetings & modelling for WTE COL PD * Use knowledge to plan and assess writing programme * Purchase resources as required.   Budget $5000 | COL WST – Dan  Writing Zoom meetings, modelling, observations each term | Action plan prepared.Survey showing increased knowledge and confidence in teaching writing using these opportunities.  Use learning opportunities to develop oral & written language  Improved confidence in teaching and assessing writing. |  |

RASCI *Responsible* – Teachers, Snr staff, leaders *Accountable* –Principal, leaders *Support* – BOT, Matua Shane *Consult* – Community, teachers, whanau grp *Inform* – Community, whanau grp, staff, BOT

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| *Goal 3: Engaged Community – strengthen community relationships. Links: NAG1,2,6,7,8* | | | | |
| Initiative | Action | Who/When | How will we know? | Outcomes/Review |
| 3A  *Maintain and utilise community communication & consultation* systems. | * Consult with community to determine who would like the newsletter via digital or hardcopy. * Introduce Seesaw to community as a digital portfolio to share student work. * Update and use communication tools (website, App, email addresses etc) regularly & update especially at start of year * Teacher /parent communication link via Facebook. * Use Live Streaming where necessary to share school events. * Hold internet safety parent evening * Develop online calendar of school events via website tab.   Budget: $1000 | Principal  BOT T2/3  Admin staff, Daniel  Setup T1 start of year  Teachers  Principal  Admin staff | Less paper being used to inform community.  Feedback at parent interviews re digital portfolio  BOT aware of community focus areas.  Positive comments from community  Numbers on App increasing.  Link to PTA  Feedback on use. |  |
| 3B  *Continue to support and promote school support groups* | * Work with BOT for successful ERO review. * Send out BOT community newsletter T1 * Support new BOT chair and induct new BOT members. * Develop focussed agenda linked to consultation to promote whanau group involvement * Create role modelling programmes around reading/writing/maths. * New parent meeting T1 * Develop list of parent expertise, resources, contacts (PTA?) to use within school programme. | Principal & BOT T2/3  T1 Wk 3 Picnic  Principal, senior staff, Maori curriculum leaders Wk 4 T1-4 | BOT aware of role with governance & management.  Community know Board and their responsibilities.  PTA & whanau having increased attendance.  PTA 8-10, whanau 4-6 at meetings.  Support groups and school working together toward strategic goals.  People with expertise school can draw on as needed. |  |
| 3C  *Share our school culture, identity & activities with our community* | * Share events on Facebook & through newsletter – photos, feedback, community projects – planting, QE2 * Continue to use vision, goals in newsletters, new parent meetings etc and identify programmes activities used to achieve these * Share learning from classrooms and students via Seesaw * Plan target sharing sessions with community – open days, cultural festival, rest home visits, curriculum | Facebook administrators  T1-4  Principal, snr staff T1-4  Principal, Snr staff, Teachers  Each term | Identified communication methods, school events, parent groups, assemblies used to share school vision & strategic plan.  100% of classes sharing learning electronically.  85 % of community more aware & attending school activities.  School events support & attendance high. |  |

RASCI *Responsible* – Leaders, Teachers, BOT *Accountable* –Leaders *Support* – BOT, Parents, Teachers *Consult* – Community, whanau *Inform* – Community, BOT, Staff

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| *Other 2019 Key Improvement Strategies to achieve strategic vision*  *Major activities/targets that require short action plans* | | | |
| *Property NAG 4,5* | *Short Report* | *Policy NAG 5,6,7,8* | *Short Report* |
| 5YA  Development of the next 5YA  Determine projects as part of the.  Implement for the following projects:   * Complete carpark upgrade * Covered canopy on top court SIP funding $221, 067. * Extra funding for property upgrade * LSC upgrade $82,000 |  | Health & Safety   * Upgrade sand & cushion fall in junior playground * Install heat pump in staffroom. |  |
|  |  | Review   * Curriculum documents with community * Consult re new sexuality curriculum |  |
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