MANGATAWHIRI SCHOOL

MANGATAWHIRI SCHOOL CHARTER 2018~2020

Strategic Plan

2018 Annual Plan

MANGATAWHIRI SCHOOL
Respect   Responsibility   Resilience

Mangatawhiri School Charter 2018

✓ Compliance:

Mangatawhiri School is committed to:

1. Fulfilling all the requirements set out in the National Education Goals (NEG's).
2. Administering the School according to the National Administration Guidelines (NAG's).
3. Delivering the curriculum to all students in a balanced programme as outlined in the New Zealand Curriculum (NZC).

Mission Statement:

*Mangatawhiri School provides each student with quality education (**High Expectations**) in a safe, caring environment (**Inclusion**) that promotes self-discipline, self-motivation and a love of learning (**Learning to Learn**). It is a place where learning is celebrated (**Coherence**) and parents and caregivers (**Community Engagement**) are seen as valued partners (**Cultural Diversity & Treaty of Waitangi**) in laying the foundation for lifelong learning (**Future Focus**).*

Motto:

In life we learn. In school we nurture the spirit for life
Strive On

Mangatawhiri Way:
Respect
Responsibility
Resilience

Our School:

1. Develop motivated, confident students who are well prepared for future success.
2. Foster actively involved students with strong communication skills, creative and critical thinking skills and competent ICT skills.
3. Engage students in learning by providing programmes that meets their individual and shared needs as identified through accurate and appropriate assessments.
4. Present a school that consistently practices and values **The Mangatawhiri Way.**
5. To provide the best learning environment for each student to reach their full potential so they have the ability to confidently face future challenges.
6. To provide interesting and high quality programmes, encompassing all curriculum areas that challenge all our students, and meet their individual needs.

Our School Community:

Mangatawhiri School was opened in 1879. We are a U4 Decile 7 school situated 10 kilometres south of the Bombay Hills. Over the last 4 years, we have experienced huge growth. Our 2018 roll currently sits at 170 students and is due to peak at 182 students. We are a full primary school, with strong links to our local community. Our students continue their education at Hauraki Plains College, Pukekohe High School or Tuakau College. The school is well resourced and includes 7 classrooms, library, swimming pool, administration block, adventure playgrounds and large playing field. **The Mangatawhiri Way** is at the forefront of everything we do. Curriculum programmes cater for the learning needs of all our children. We are committed to their engagement in all school activities and to their achievement. We operate a number of support programmes for children with special needs and special abilities and work closely with a wide range of external agencies to provide the best possible learning outcomes for all our students.

Mangatawhiri School Vision

Teachers:

- Deliver NZC competently.
- Are enthusiastic and foster a love of learning.
- Communicate the purpose of learning.
- Receive appropriate support.
- Are committed to professional growth.
- Have high expectations for all students.
- Demonstrate caring and supportive interpersonal skills.
- Provide needs based learning programmes.
- Work in partnership with parents and Whanau.
- Are positive and professional.
- Contribute positively to a team approach.
- Participate fully in school wide activities.
- Actively participate in COL initiative.

Students:

- Take increasing responsibility for their actions and learning.
- Are respectful, considerate and confident.
- Are proud of their school.
- Feel safe and cared for.
- Are encouraged and challenged.
- Take pride in their achievements.
- Are aware of their learning goals.
- Develop a purposefully working environment.

Environment:

- Is inviting and attractive.
- Supports learning programmes.
- Is safe and well maintained.

Policies and Procedures:

- Are developed through consultation.
- Are clearly stated and understood.
- Facilitate school organisation.
- Are accessible to everyone.
- Are regularly reviewed.

Senior Leadership Team:

- Provides high quality leadership to the school.
- Supports values and empowers others.
- Maintains effective communication between home and school.
- Ensures quality teaching and learning is paramount.
- Monitors progress towards meeting school goals.

Support Staff:

- Are supportive of the school and its aims.
- Feel valued, and part of the team.
- Care for the students.
- Are positive and professional.
- Funding is provided to assist programmes of learning.

Board of Trustees:

- Consults effectively with the community.
- Meets requirements of NEG's and NAG's.
- Is a good employer.
- Stays well informed.
- Works alongside staff.
- Ensures all resources are effectively managed.
- Plans for the future.
- Actively participate in COL initiatives.

Parents:

- Feel welcomed and included as part of their child's learning team.
- Are well informed.
- Encourage and support children with their learning.
- Respect the professional judgement of the staff and work in partnership with them.
- Are supportive of the Board, staff and school.
- Are aware of COL initiatives.

Curriculum Programmes:

- Are delivered in a balanced and engaging manner.
- Encompass all curriculum areas of learning.
- Meets the needs of all students.
- Are regularly reviewed and updated.
- Fulfil NZC requirements.
- Guided by interests and values of the community.

National Education Priorities:

- Analyse current situation through self-review.
- Establish priorities for setting targets taking into account local needs and National Education priorities.
- Outlining priorities through strategic and annual plans.

CULTURAL DIVERSITY AND MAORI DIMENSION:
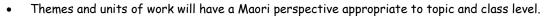
New Zealand's Cultural Diversity:

- All cultures within our School will be acknowledged, accepted and celebrated through active encouragement of an inclusive school culture and values (The Mangatawhiri Way).
- Staff will ensure that students from all cultures are treated with respect and dignity, and will actively work towards high standards of achievement from all students irrespective of cultural backgrounds.

Unique Position of the Maori Culture:

- All staff will continue an awareness of Tikanga Maori and Te Reo Maori, and incorporate this into classroom programmes.
- Mangatawhiri School will encourage greater cultural understanding consistent with the Treaty of Waitangi.
- Current roll:
  - **32 students identified Maori (19% Total Roll)**
  - **23 x Maori Male**
  - **9 x Maori Female**

What reasonable steps will Mangatawhiri School take to incorporate Tikanga Maori into the school's curriculum?

- Themes and units of work will have a Maori perspective appropriate to topic and class level.
- Classroom practice to reinforce Tikanga Maori.
- Bilingual instructions will be used where appropriate.
- Pronouncing names correctly.
- Daily programmes will have a dimension where possible: greetings, commands, language related to everyday objects, days, months, and numbers.
- Support of staff through developing positive home-school partnerships.
- Allocation of leadership responsibilities to M.Millar for student achievement, home school links and programmes of Maori in classrooms.

What will Mangatawhiri School do to provide instruction in Te Reo Maori?

- All such requests will be given full and careful consideration by the Board of Trustees with regard to personnel with appropriate skills and qualifications, the school's financial position and availability of the school to accommodate such a request.
- Utilise the strengths of community and school family members –D.Mackey / Mangatangi Marae.
- Basic Te reo Maori will be provided in classes.

What steps will be taken to discover the views and concerns of Mangatawhiri School's Maori community?

- M.Millar leader of Maori Student Achievement & staff support in Maori in 2017.
- Whanau Hui's to be held each term to consult about Maori student achievement and progress.
- Continued implementation of Ka Hikitia Accelerating Success 2013-2017 Strategy to assist in making shifts in thinking and expectation to ensure Maori students experience success as Maori across the school and community. .
- Encourage parents of Maori students to become involved in the school.
- Maori community consulted in various ways including informal opportunities and maintaining an open door practice encouraging families to approach the school.

Manga

STRATEGIC PLAN:

	2018	2019	2020
Strategic Goal 1: Students as Strategic Learners All students are able to access the NZ Curriculum as evidenced by progress and achievement in relation COL Learning Progressions.	• Reporting student achievement against KAR / KAW / KAM COL Learning progressions. • Student's achievement measured against KAR / KAW / KAM COL Learning progressions. • Target students identified in reading, writing & mathematics. • Budget modified to reflect strategic plan. • Staff involved in professional development to extend skills and abilities in IYT / COL PD. • Continued implementation of teaching as inquiry. • Community of Learning (Year 3). • Increased school roll.	• Reporting student achievement against KAR / KAW / KAM COL Learning progressions and / or MoE requirements. • Student's achievement measured against KAR / KAW / KAM COL Learning progressions or MoE requirements. • Target students identified. • Budget modified to reflect strategic plan. • Staff involved in professional development as required. • Continued implementation of teaching as inquiry. • Community of Learning (Year 4).	• Reporting student achievement against KAR / KAW / KAM COL Learning progressions and / or MoE requirements. • Student's achievement measured against KAR / KAW / KAM COL Learning progressions or MoE requirements. • Target students identified. • Budget modified to reflect strategic plan. • Staff involved in professional development as required. • Continued implementation of teaching as inquiry. • Community of Learning (Year 5).
Strategic Goal 2: Maori Student Achievement Maori students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture as Maori. Whanau are supporting their children's learning.	• Review of Kahikatea 2013-2017 Accelerating Success • Community consultation • Maori students achievement data collected and measured against the National Standards • Working with the Maori community to raise levels of achievement through hui's and face to face consultation • Maintain high expectations of achievement • Maori success celebrated and reported • Community of Learning (Year 3) - Cultural Responsive	• Community consultation • Maori students achievement data collected and measured against the NS • Maintain high expectations of achievement • Targeted professional development • Maori success celebrated and reported • Marae overnight opportunity	• Community consultation • Maori students achievement data collected and measured against the NS • Maintain high expectations of achievement • Maori success celebrated and reported
Strategic Goal 3: Special Learning Needs Students with special learning needs are supported in their learning so that they can progress in relation to the NZ Curriculum and fully participate in and contribute to the school and their community environment.	• Students below expectations identified. • IEP's developed in consultation with whanau and support services where needed and appropriate. • Teacher aides supporting targeted students. • Specialised teaching support provided for maths and literacy across the school. • Use of ICT to support learning. • Specific teacher focus on learning support term 1. • Community of Learning (Year 3).	• Students below expectation identified. • IEP's developed in consultation with whanau and support services where needed. • Teacher aides supporting targeted students. • Budget reviewed. • Resources reviewed. • Ongoing Professional development support for staff. • Community of Learning (Year 4). .	• Students below expectation identified. • IEP's developed in consultation with whanau and support services where needed. • Teacher aides supporting targeted students. • Budget reviewed. • Resources reviewed. • Ongoing Professional development support for staff. • Community of Learning (Year 5).

Mangatawhiri School 2018

Strategic Goal 4: *Special Learning Abilities* Students with special learning abilities are supported in their learning so that they can extend their progress in relation to the NZ Curriculum.	• Students above expectation identified. • Extension opportunities utilised as appropriate – VLN. • Student leadership opportunities provided. • Staff to provide opportunities for extension learning and teaching opportunities. • Implementation of identification procedures. • Continued targeted use of ICT to support learning. • Community of Learning (Year 3)	• Students above expectation identified. • Extension opportunities utilised as appropriate. • Student leadership opportunities provided. • Staff to provide opportunities for extension learning and teaching opportunities. • Continued targeted use of ICT to support learning. • Outside resources for GATE students sought and utilised. • Community of Learning (Year 4)	• Students above expectation identified. • Extension opportunities utilised as appropriate. • Student leadership opportunities provided. • Staff to provide opportunities for extension learning and teaching opportunities. • Continued targeted use of ICT to support learning. • Outside resources for GATE students sought and utilised. • Community of Learning (Year 5)

Strategic Goal 5: *Staff as Mentors & Coaches*
 Teachers are supported to improve pedagogy, teaching, learning and assessment practice which will lead to increased student progress and achievement.
	• Staff development
	     ○ PB4L
	     ○ IYT
	     ○ COL Cluster PD
	     ○ PRT Year 2 Support
	     ○ Springboard Trust
	 • Development of Our Code, Our Standards.
	 • Continued development in ICT technologies.
	 • Community of Learning (Year 3)
	 • Allocation of leadership roles.
	 • Expanded senior leadership Team (P,DP,AP,TL).
		• Continued development in leadership and assessment.
		 • Review and professional development in identified areas.
		 • Community of Learning (Year 4).
		 • Allocation of leadership roles.
			• Continued development in leadership and assessment.
			 • Review and professional development in identified areas.
			 • Community of Learning (Year 5).
			 • Allocation of leadership roles.

Strategic Goal 6: *ICT Development* To develop staff, student and parent's use of ICT to support teaching and learning and communication between home and school	• Purchasing of equipment / resources to support learning programmes. • School wide hardware lease review (Term 4). • Increased implementation of Seesaw App. • Sustainable staff development through Geek meets. • ICT Curriculum Development. • Investigate BYOD. • Community of Learning (Year 3).	• Purchasing of equipment / resources to support learning programmes. • Sustained implementation of Seesaw App. • Sustainable staff development. • Implementation of Technology Curriculum. • Implement BYOD. • Community of Learning (Year 4).	• Purchasing of equipment / resources to support learning programmes. • Sustainable staff development. • Continued support for BYOD. • Community of Learning (Year 5). • Sustainable staff development in Digital technologies
Strategic Goal 7: *Community of Learning* Effective Thinking, Effective Relationships, Effective Accomplishments, Effective Action through the Hauraki Community of Learners.	• Community of Learning (Year 3). • Across School role – T.Schumacher. • Co-COL Leader – S.Scouse. • Development of KAR /KAM /KAW Learning Progressions. • Develop common understanding and language around effective capabilities and attributes. • Embed Spiral of inquiry. • Springboard Trust Leadership Development.	• Community of Learning (Year 4). • Establish set of indicators for capabilities. • ECE – Year 3 Ready to learn focus. • Year 4-6 Resilience in learning. • Year 7-10 Collaborating for learning. • Developing leadership capability. • Engaging community.	• Community of Learning (Year 5). • Sustainability of gains made.

Mangatawhiri School 2018

MANGATAWHIRI SCHOOL ANNUAL PLAN 2018:

STRATEGIC GOAL 1: STUDENTS AS STRATEGIC LEARNERS

All students are able to access the New Zealand Curriculum as evidenced by progress and achievement.

EXPECTED OUTCOME:	2018 AIM:	SPECIFIC ACTIONS:	Responsibility	Timeframe:	Resources:
To provide quality learning programmes that are based on enhancing knowledge, skills, attitudes and values outlined in the NZC and aimed at enabling students to attain their full potential.	• Increase the number of students achieving at or above expectation. • Learning programmes focused on the needs, interests and abilities of our students. • Students to set realistic learning goals and regularly review these. • Ensure students know what is expected in learning experiences. • Teaching and learning using appropriate strategies and tools. • Display appropriate learning intentions, criteria and exemplars. • Students to assess and reflect on own learning. • Encourage students to take risks, have a go and to see mistakes as learning opportunities (Developing a positive mind-set). • Emphasis on school values through the promotion of The Mangatawhiri Way. • Student voice evident across the school – target / reports / term reflections. • Opportunities for student leadership across the school. • A balance of sporting, social, academic and cultural opportunities. • Ensure quality learning programmes provide opportunities for all students to achieve success across NZ curriculum. • Focus on integrating key capabilities into the curriculum. • Continue to review and embed support programmes that cater for differentiated learning needs. • Utilise formative assessment to promote student achievement. • Have an effective means of evaluating the school's programmes and activities to ensure effective planning and reporting. • Accurate and full reporting to parents, students and the community on individual student progress and on students as a whole at the school. • Having a school climate which promotes and safeguards the physical and emotional well-being of students through pastoral needs of students, having in place a workable and fair behaviour management procedure based on the Mangatawhiri Way.	Community of Learning focus (Year 3)	All staff	Term 1,2,3,4	Nil
		e-asTTle leadership across the school	L.Biggelaar	Term 1,2,3,4	Nil
		Use of resources to underpin learning and teaching across all curriculum areas	All staff	Terms 1,2,3,4	$5000
		Clarification of student targeted intervention	All staff	Terms 1,2,3,4	Nil
		Collaborative discussions on student strengths and areas for development	All staff	Terms 1,2,3,4	Nil
		Utilisation of staff strengths across curriculum areas	All staff	Terms 1,2,3,4	Nil
		Staff utilising spiral of inquiry to support targeted specific student achievement	All staff	Terms 1,2,3,4	Nil
		Accessing support services- ACC, SLT, RTLB, MOE	SENCO S.Scouse	As required Terms 1,2,3,4	
		Baseline data collected through across school assessments. Moderation across schools as part of COL	All staff	Terms 1,2,3,4	Nil
		Identified target groups monitored	All staff	Terms 1,2,3,4	Nil
		Utilising flexible groupings within and across classes	All staff	Terms 1,2,3,4	Nil

Mangatawhiri School 2018

STRATEGIC GOAL 2:
MAORI STUDENT ACHIEVEMENT

Maori students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture as Maori. Whanau are supporting their children's learning.

EXPECTED OUTCOME:	2018 AIM:	SPECIFIC ACTIONS:	Responsibility	Timeframe:	Resources:
To increase the progress of Māori students below learning expectation.	• Increase the number of Maori students achieving at or above learning expectorations. • Continue and expand communication between home and school to support Maori students achieving success as Maori. • Ensure school programmes take into account the cultural differences of our school community. • Develop a range of assessment and evidence gathering practices that provide data to evaluate the achievement of Maori students. • Provide a welcoming atmosphere for all parents and children by reflecting all cultures. • Hosting Maori Whanau each term. • Ensuring we respect New Zealand's cultural diversity and acknowledge the unique place of Maori through involvement in the planning process and inclusion in programmes offered. • To ensure Maori students are engaged in their learning and show pride in their identity, language and culture as Maori. • To ensure teachers continue to incorporate the principles of the Ka Hikitia (2013-2017) document in all aspects of their teaching practice. • Provide a supportive learning environment within our classrooms and school community that acknowledges and incorporates an appreciation of Te Ao Māori (Māori worldview) through authentic learning contexts (Culturally Responsive Teaching). • Gather student voice about being Māori at Mangatawhiri School • Survey our Māori community and action suggestions if appropriate. • Participate in COL focus on Maori achieving success as Maori.	Community of Learning (COL) focus on cultural responsiveness	All staff	Terms 1,2,3,4	Nil
		Maori leadership M.Millar supported by N.Gage	M. Millar N.Gage	February	$2000
		Host Whanau hui to consult with our school community	M.Millar	Terms 1,2,3,4	$200
		Open times for Whanau to come into school to see learning in action	Staff	Terms 1,2,3,4	Nil
		Information opportunities for Whanau to learn how they can help their children with their learning provided	Staff	Terms 1,2,3,4	Nil
		Community Share evenings held to highlight learning focus across school	Staff	Terms 1,2,3	$500
		Continued contact with Whanau through class emails, website, Seesaw, newsletters	Staff	Terms 1,2,3,4	Nil
		Support from D.Mackey as School Kaumatua	D.Mackey	Terms 1,2,3,4	$!00
		Māori student achievement tracked throughout the year	M.Millar	Terms 1,2,3,4	Nil
		Achievement data used at staff and team level to promote discussion on improving learning outcomes	L.Voss T.Schu M.Millar	Terms 1,2,3,4	Nil
		Use Mangatawhiri School welcome when appropriate on occasions	All staff	Terms 1,2,3,4	Nil
		Integration of Te Reo me ona Tikanga Māori into classroom programmes with correct pronunciation	All staff	Terms 1,2,3,4	Nil

Mangatawhiri School 2018

		Re-establish connections with Mangatangi Marae.	M.Millar	Term 2	$1,000
		Whole school learning opportunity through Papakura Marae	M.Millar	Term 2	$500
		Continue weekly school waiata time.	All staff	Terms 1,2,3,4	Nil
		Continue to incorporate waiata into assemblies	All staff	Terms 1,2,3,4	Nil

Mangatawhiri School 2018

STRATEGIC GOAL 3:
SPECIAL LEARNING NEEDS

Students with special learning (teaching) needs are supported in their learning so that they can progress in relation to the New Zealand Curriculum and fully participate in and contribute to the school and their community.

EXPECTED OUTCOME:	2018 AIM:	SPECIFIC ACTIONS:	Responsibility	Timeframe:	Resources:
To continue to ensure that all learners with special education needs are supported to come to school, engage in all school activities and achieve against the key competencies and learning areas of the NZ Curriculum	• Increase the progress and achievement of the group of learners with special education needs who are not currently achieving as expected. • Regularly monitor progress identified and new learning progressions. • Support staff in providing for the specific needs of the students. • Regular Monitoring of students and support programmes implemented. • Continued implement of differentiation models. • Support students to make progress, achieve and experience success against goals developed in Individual Education Plans. • Continue communication between home and school to support the learning. • Work alongside RTLB, GSE and other agencies for specialised support with students eligible for this support. • Provide professional development and support for staff. • Teacher aide support. • IEP's developed, implemented and reviewed regularly. • To develop consistency of practice among staff to effectively utilize available systems and programmes to support students.	Register of learners and their needs will be maintained and regularly reviewed	SENCO S.Scouse	Terms 1,2,3,4	Nil
		Teacher aide support for students	D.Walker E.LeSueur	Terms 1,2,3,4	$15000
		Utilisation of L.Turner for targeted learning support	L.Turner	Term 1	Nil
		Utilisation of Reading Recovery support 4 x students across the year	M.Millar	Terms 1,2,3,4	$4500
		Sustaining PB4L across the school	T.Schumacher M.Millar	Terms 1,2,3,4	$2000
		Implementation of ICT resources to enhance learning programmes	All staff	Terms 1,2,3,4	$1000
		IEP's developed as appropriate	SENCO & All staff	Terms 1,2,3,4	Nil
		SENCO regularly meet with the RTLB to discuss all the students on the register and involve outside agencies, such as required.	S.Scouse RTLB	Terms 1,2,3,4	Nil
		Applications for funding for ESOL, LSF transition support, and interim response funding when required.	S.Scouse RTLB	Terms 1,2,3,4	Unknown
		Close tracking of our at risk students. Data used to redirect resources as required.	S.Scouse All staff	Terms 1,2,3,4	$2000
		Professional learning available for addressing the needs of the students and their specific needs.	S.Scouse All staff	Terms 1,2,3,4	$2000

Mangatawhiri School 2018

STRATEGIC GOAL 4:
SPECIAL LEARNING ABILITIES

Students with special learning abilities are supported in their learning so that they can extend their progress in relation to the New Zealand Curriculum.

EXPECTED OUTCOME:	2018 AIM:	SPECIFIC ACTIONS:	Responsibility	Timeframe:	Resources:
To support all students achieving personal levels of excellence and involvement	• Support students to make progress, achieve and experience success against learning goals established. • Continue communication between home and school so that students are supported to extend their learning. • Provide learning opportunities to benefit students working with other like-minded students. • Access Gifted & Talented opportunities as suitable and available (VLN Primary/ Correspondence). • Provide professional development and support for staff as required. • Fully implement identification processes confidently. • Allocate resources that effectively support the teaching and learning programmes.	Implementation of identification processes	T.Schumacher	Terms 1,2,3,4	Nil
		Review school programmes of learning	T.Schumacher All staff	Terms 1,2,3,4	Nil
		VLN Primary	T.Schumacher	Terms 1,2,3,4	$1000
		Individualised programmes of learning	T.Schumacher All staff	Terms 1,2,3,4	Nil
		Enhanced use of digital technologies to support and extend learning	T.Schumacher All staff	Terms 1,2,3,4	$1000
		Competitions, authentic learning opportunities (NSW Testing / Otago Problem Challenge, Mathex etc	All Staff	Terms 1,2,3,4	$500
		Gather student voice	T.Schumacher All staff	Terms 1,2,3,4	Nil

Mangatawhiri School 2018

STRATEGIC GOAL 5: STAFF AS MENTORS & COACHES

Staff are supported to improve pedagogy, teaching, learning and assessment practice, which will lead to increased student progress and achievement.

EXPECTED OUTCOME:	2018 AIM:	SPECIFIC ACTIONS:	Responsibility	Timeframe:	Resources:
All staff will be further developing best practice through professional development, targeted learning and teaching to improve the learning outcomes for all students	• To provide a school climate, which attracts the best available staff, promotes high levels of staff performance to support the school's aims, objectives, policies and plans. • Staff engaged in professional development. • Community of Learning (COL) cluster – Hauraki Plains College. • Use of COL Progressions of Learning (KAW / KAR / KAM) to support and improve student outcomes. • Use of formative practice to meet the needs and interests of students. • Continue positive relationships and communication between home and school to support student learning and well-being. • Staff to take an active part in the appraisal process using professional hubs and spiral of inquiries. • Staff providing clear learning frameworks. • Establishment of achievable and challenging learning goals. • Liaise with professional support as required. • Celebration of achievements. • Collegial visits to other schools. • Encouraging creativity and independence. • Staff knowing our student's strengths, interests and areas for development. • Utilise staff strengths and interests across the school. • Maintaining a performance management system, which continues to build levels of staff performance. • Maintaining effective systems that acknowledge the value and contribution staff make to the school. • Providing a safe and suitable physical environment for staff. • On-going commitment to the professional development of staff. • Ensure on-going teacher development forms the foundation for successful curriculum delivery. • Continue to place strong emphasis on effective planning and teaching. • Use achievement data to identify patterns and trends and to inform teaching and learning programmes. • Foster and develop a culture of reflective practice and continuous improvement. • Incorporate Our Code, Our Standards into school performance management and attestation processes.	Staff development Springboard Trust – Leadership Spiral of Inquiry Key capabilities	All Staff	Terms 1,2,3,4	$1000
		PRT Year 2 Support	M.Millar	Terms 1,2,3,4	$800
		Junior/ Middle / Senior Team Leadership	T.Schumacher N.Gage L.Biggelaar	Terms 1,2,3,4	$10000
		Curriculum Leadership	All Staff	Terms 1,2,3,4	$40000
		House Leadership of students	All Staff	Terms 1,2,3,4	$1000

Mangatawhiri School 2018

STRATEGIC GOAL 6:
ICT DEVELOPMENT

To develop staff, student and parent's use of ICT to support teaching and learning and communication between home and school.

EXPECTED OUTCOME:	2018 AIM:	SPECIFIC ACTIONS:	Responsibility:	Timeframe:	Resources:
Technologies to be an integral part of the teaching and learning tool kit resulting in raised achievement outcomes and increased levels of engagement	• Ensure the natural integration of ICT technology to support teaching and learning programmes. • Renewed hardware lease equipment.	ICT Leadership.	T.Schumacher N.Gage	Terms 1,2,3,4	$2000
	• Embed e-learning pedagogies throughout the curriculum. • Use of e-learning and ICT as a key component of learning.	Continued use of Google docs across the school and with students	T.Schumacher All Staff	Term 1,2,3,4	Nil
	• Access to quality ICT hardware and software to support teaching and student learning.	Geek Meets held to expand teacher knowledge	T.Schumacher All Staff	Terms 1,2,3,4	Nil
	• Parents to access their child's learning through class wiki's, blogs, email trees, Seesaw.	Review hardware requirements across school (lease)	T.Schumacher	Term 4	$24000
	• Staff planning cooperatively with Goggle Docs. • Involvement of student voice in planning. • ICT used to the fullest extent possible.	Use of Seesaw across all classes	All Staff	Term 1,2,3,4	$7 per child
	• Create learning opportunities that are relevant and authentic based on needs and knowledge of the learners. • Acknowledge prior learning experiences.	Electronic documentation of teaching and learning evidence (Assembly)	T.Schumacher All Staff	Term 1,2,3,4	$1500
	• Awareness of Digital citizenship and school expectations of ICT use.	Investigate Cloud based storage	T.Schumacher	Term 2	Unknown
	• Become familiar with Technology curriculum implementation.	Investigate BYOD implementation	N.Gage	Terms 1,2	TBC

Mangatawhiri School 2018

STRATEGIC GOAL 7:
COMMUNITY OF LEARNING

Effective Thinking, Effective Relationships, Effective Accomplishments, Effective Action through the Hauraki Community of Learners.

EXPECTED OUTCOME:	2018 AIM:	SPECIFIC ACTIONS:	Responsibility	Timeframe:	Resources:
All Hauraki learners showing progress in reading, writing and mathematics (as outlined in COL achievement challenges)	• Community of Learning (Year 3) • Cross sector and inter-school collaboration to strengthen common understandings and 'best practice'. • Strengthened learning-focused relationships with parents and whanau. • Develop capability progressions across year levels. • Embed Spiral of Inquiry. • Use data effectively to inform decisions.	Community of learning focus	All staff	Terms 1,2,3,4	Nil
		Across school role	T.Schumacher	Terms 1,2,3,4	$8000
		Co Leader COL support	S.Scouse	Terms 1,2,3,4	$2500
		Embed use of COL Learning Progressions (KAR / KAM / KAW)	T.Schumacher All staff	Terms 1,2,3,4	Nil
		Unpack research in regard to effectiveness capabilities and 21st century skills and attributes across all year levels	T.Schumacher All staff	Terms 1,2,3,4	Nil
		Develop common understanding and language around four effectiveness capabilities	T.Schumacher All staff	Terms 1,2,3,4	Nil
		Professional discussions and support by in school role to embed spiral of inquiry	T.Schumacher All staff	Terms 1,2,3,4	Nil

Mangatawhiri School 2018

MANGATAWHIRI SCHOOL ANNUAL PLAN OVERVIEW 2018:

NAG 1: Curriculum: Raising Student Achievement

- Continue developing purposeful programmes of learning
- Foster inquiry learning, co constructed and collaborative leaning and eLearning
- Continue implementation of Goggle documents for collaboration amongst staff and students
- Staff professional learning in PB4L, COL, IYT, PRT Year 2
- Curriculum leadership
- Enrichment and extension programmes provided for high performing students
- Success celebrated at assemblies, school newsletter, community newsletter, class emails, seesaw
- Open days and community share nights to celebrate and share learning
- Maintain School website
- Class and school wide Te Reo sessions building on strengths
- Use of 'Seesaw' app across the school for home school partnership links
- Achievement targets in line with Community of Learning achievement challenges
- Integrate digital learning into all aspects of classroom programmes
- Reading Recovery (M.Millar) with Hunua School & Mangatawhiri School
- School Sporting Events (Swimming, Triathlon, Cross Country, Athletics, Netball, Rippa etc)
- East Group Sports Events / Franklin Sports Events / Auckland Championships
- EOTC experiences – Senior / Middle Camp
- Life Education Caravan – Term 2
- Keeping Our Selves Safe (Police Education) – Term 2
- Calf Club / Group day - Term 4
- House Leadership & Senior Leadership Teams
- Utilisation of Assembly SMS
- NZC principles incorporated into all aspects of school programmes
- Te Reo incorporated into classroom programmes with support from M.Millar & N.Gage
- Ongoing focus on The Mangatawhiri Way values ~ Respect, Resilience, Responsibility
- Strong teacher development in all aspects of school programmes to lift teacher pedagogical knowledge and improve practice in the classroom.
- Gather student voice across all levels
- Use of consistently applied procedures of assessment and use of individual and aggregated achievement information to student learning needs and for programme planning
- Identification of those students at risk of not achieving and those with special teaching needs and implementing intervention measures to improve learning outcomes
- Continue to develop cross curricular integration
- Continue to improve the quality and purposefulness of feedback and feed forward assessment
- Promote sport and fitness utilising Kiwi sport funding
- Developing engaging topics of learning
- Differentiated learning evident across the school
- Developing student independence and resilience in learning
- Identifying, acknowledging the cultures of Mangatawhiri School

NAG 2: Self Review: Raising Student Achievement

- School Docs policy and procedure review
- Newsletters, Class overviews, 3 Way Conferences, Snap shot, Written Report, Goal setting, Class email trees, Seesaw
- Regular reporting to BOT on student achievement
- Identification of CWSA / CWSN students & implementation of programmes
- Staff / Principal Appraisal – S.Batty
- COL Focus - Spiral of inquiry / Key capabilities / Cultural responsiveness / Springboard Trust Leadership
- BOT Regular newsletter information to community
- ERO Term 2
- Comprehensive reporting on student achievement using Assembly
- Accurate and full reporting to parents, students and the community on individual student progress
- Ensure communication between school and home is maintained to a high standard
- Use of staff and team meetings to promote professional learning, to evaluate and plan programmes of learning
- Purposeful use of assessment to inform teaching and learning
- Professional development for staff
- Clarity and consistency of understanding with overall teacher judgements (OTJ)

NAG 3: Personnel: Raising Student Achievement

- Teacher Registrations register maintained
- Support Staff Police Vett checks completed as necessary
- Job descriptions completed for all staff
- Staff Appraisal in line with Pour Code, Our Standards
- Monitor usage of staff banking
- Staff Professional Development
- 7 classrooms – 8 teaching staff MoE funded
- Comply with legislative responsibilities as a good employer
- Maintaining teacher aide support at highest possible level
- Funding assistance towards Reading Recovery programme
- Maintaining a performance management system which continues to build levels of staff performance
- Maintaining effective systems that acknowledge the value and contribution staff make to the school
- Providing a safe and suitable physical environment for all staff and students
- Supporting the Principal and staff in delivering high quality programmes of teaching and learning
- Establishing clear induction process for new staff
- Spiral of inquiry focusing on developing pedagogical content & knowledge
- Staff as mentors

NAG 4: Finance and Property:
Raising Student Achievement

- Catering for continued roll growth
- Audit 2017 accounts – Gouwland Christmas Ltd
- Monitor 2018 budget with priorities based on identified and prioritised needs
- Bi- Monthly Edtech Reports to BOT
- Property Upgrade plans implemented
- MOE consultation on property projects using school released funds
- Curriculum and resource support
- Staff Funding support
- Building warrant of fitness renewed
- Monthly property checks
- Effective systems of financial management subject to regular reporting and monitoring
- Maintaining system of asset replacement
- Staff monitoring allocated budgets in line with responsibilities
- Maintaining a school site which is well maintained, clean, attractive and secure
- Encourage students to value and look after their school environment through the use of the Mangatawhiri Way,
- Enviro group, leadership opportunities and responsibilities
- Continue to add to teaching and learning resources
- Keeping abreast of ICT developments
- Van shed, caretaker shed and sports gear shed development
- Creating innovative learning spaces both inside and outside classrooms

Mangatawhiri School 2018

Community Partnership:
Raising Student Achievement

- Fun-raising Group
- Calf Club Committee
- Mangatawhiri Hall Committee
- Mangatawhiri Community Cottage Committee
- Mangatawhiri & Districts Pre School
- Weekly Newsletters
- Monthly BOT Newsletter update
- Bible in Schools Programme
- Community Messenger Monthly Newspaper
- Interschool activities
- Term Newspaper Terms 1,2&3
- Community Share Nights
- Local business partnership
- Continue to develop activities for interaction between the school and its community both formally and informally
- Promote the school's open door policy
- Regular Whanau meetings
- Further develop links with Mangatangi Marae
- Weekly class emails
- Continue relationship with Dilworth Rural Campus
- Maintain links with Hauraki Plains, Tuakau and Pukekohe High Schools
- Involvement with Community of learners (COL) initiative with Hauraki Plains college

2018 Objectives:
Raising Student Achievement

We are working as a team to achieve the following:
- Cater for the educational needs of each student through the delivery of well-balanced and challenging programmes of learning
- Effectively communicate with staff, students, whanau and community.
- All staff as positive role models.
- Provide opportunities for every student to experience success and strive for excellence.
- Set and maintain high standards of behaviour through the Mangatawhiri Way.
- Provide an attractive, stimulating, safe, well organised, and well-maintained environment.
- Effective planning of programmes using a variety of appropriate technology and resources.
- Effective and appropriate evaluation and assessment that informs teaching and learning.
- Regular monitoring and recording of progress that informs teaching and learning.
- Students being actively involved in their learning.
- Staff and Team meetings that are used to plan co-operatively and to assist with the professional development of staff.
- Positive and co-operative approach to teaching and learning.
- Using staff strengths effectively.
- Staff playing an active part in decision making.
- Staff feeling they are able to express and share opinions, and that ideas and contributions are valued.
- Staff participating fully in professional development opportunities.
- Strengthen programmes of learning.
- Continued positive management of school growth.
- Review school activities and organisation in line with school growth.

NAG 5: Health and Safety:
Raising Student Achievement

- *Mangatawhiri Way – School Values Respect, Responsibility, Resilience*

- Ensure Health & Safety plan is in line with H&S Act 2015
- Hazard Identification and removal or repairs
- Drinking Water Monthly Testing
- Emergency Drills carried out (Fire / Earthquake/ Emergency/ Lockdown)
- Swimming Pool Monitoring and Maintenance
- Sun Safe reinforcement – No hat no play terms 1 and 4
- Medical register maintained
- Monthly review of Property file
- Student attendance monitored daily
- Digital citizenship agreement
- Electrical testing carried out
- Ensuring that audit systems for the physical safety of all students and staff are maintained
- Minimising the potential for accident or injury through sound procedures for the event of emergency, crisis or potential risk
- Ensuring staff are familiar with procedures for behaviour management
- Utilising the resources of helping agencies available to support at risk students
- PB4L developing understanding of safe behaviour
- First Aid qualifications for staff updated
- Monitoring staff well being

Mangatawhiri School 2018

NAG 6: Policies and Procedures:
Raising Student Achievement

- School Docs updating all policies and procedures
- Planning and Reporting as required
- March / July roll returns
- 2018- 2020 School Charter
- Legislation adhered to
- School Records maintained
- Electronic attendance register
- Ensuring the school complies with Education Act
- Monitoring student attendance
- Meeting all obligatory legal provisions covering privacy, human right, protected disclosures, smoking and animal welfare
- Ensuring all Board procedures meet the requirements laid down for public bodies