



**MAUNGAKARAMEA**  
**PRIMARY SCHOOL**  
*Growing Our Future*

**Vision** - Maungakaramea School aims to be a supportive, responsive community where students, staff and parents work together to create an environment where we are all valued and each is challenged.

## Maungakaramea School Three Year Strategic Plan (2018 - 2020)

Strategic Goal 1: Grow Our Learners		
Goal	Objective	Resources/ Delegation
<b>Strategy 1a: Develop academically capable students</b>		
Improve the literacy learning levels of all students.	Unpack 'Effective Literacy Practice' to analyse existing strengths and areas for professional development. Teachers will undergo professional development to strengthen literacy through the Accelerated Literacy Learning contract (Ministry of Education). Plan for specific needs (targeted planning for students working below the expected curriculum area).	<b>Delegation</b> Principal Teachers Teacher Aides Parents Community members Resource teacher of learning and

	<p>Reading, writing and oral language groups based on ability and specific needs.</p> <p>Vertical grouping to help students learn from others.</p> <p>Explicitly teach reading comprehension.</p> <p>Provide an authentic audience.</p> <p>Moderate within and across schools.</p> <p>Teacher to work with target students daily.</p> <p>Involve students in the literacy process through creating learning intentions, success criteria, peer and self assessment and reflection.</p> <p>Publish an end of year magazine of children’s stories.</p> <p>Speech writing and presenting appropriately for speech competitions.</p> <p>Use community members.</p> <p>Update our library system and expand our book collection.</p>	<p>behaviour.</p> <p><b>Resources</b></p> <p>Modelling books</p> <p>MoE documentation</p> <p>Steps for literacy</p> <p>Technology/devices</p> <p>Community members</p> <p>Professional development</p> <p>The Writing Book and Oral Language Book by Sheena Cameron and Louise Dempsey</p> <p>Switched onto Spelling by Joy Allcock</p> <p>Spelling under Scrutiny by Joy Allcock</p>
<p>Accelerate the progress of Maori students performing below expectations</p>	<p>Revisit Tataiako documentation to ensure we are providing the students with a culturally responsive curriculum.</p> <p>Set goals based on needs analysis linked to inquiry and appraisal.</p> <p>School wide targets and goals are clearly understood by teachers and used to identify target learners in each class.</p> <p>Spiral of Inquiry used with target learners to inform deliberate acts of teaching.</p> <p>Collection of student voice data of Maori learners relating to well being and attitudes to learning.</p> <p>Provide authentic learning experiences and audiences.</p> <p>Celebrate the success of Maori as Maori.</p>	<p><b>Delegation</b></p> <p>Principal</p> <p>Teachers</p> <p>Teacher Aides</p> <p>Parents</p> <p>Community members</p> <p>Resource teacher of learning and behaviour.</p> <p>Tataiako</p> <p>The Writing Book and Oral Language Book by Sheena Cameron and Louise Dempsey</p> <p>Switched onto Spelling by Joy Allcock</p> <p>Spelling under Scrutiny by Joy Allcock.</p>
<p>Cater for a range of different learning needs.</p>	<p>Gather and use a range of assessment tools and data effectively.</p> <p>Create authentic learning experiences in and beyond the school.</p> <p>Provide play based learning opportunities.</p>	<p><b>Delegation</b></p> <p>Principal</p> <p>Teachers</p>

	<p>Provide different models of research to enable students to make individual choices when engaging in their own inquiry learning.</p> <p>Develop and embed differentiated learning practices throughout the school.</p> <p>Provide an inclusive and caring learning environment.</p> <p>Celebrate the successes of students in all areas.</p>	<p>Teacher Aides</p> <p>Parents</p> <p>Resource teacher of learning and behaviour.</p> <p><b>Resources</b></p> <p>Play based learning equipment</p> <p>Devices</p> <p>Professional development</p> <p>Resource books</p>
<p>Improve the use of digital technology</p>	<p>Provide a socially and emotionally safe online space.</p> <p>Explicitly teach digital literacy to all students.</p> <p>Resource and equip the school to meet the evolving needs of education.</p> <p>Implement BYOD (Bring your own device) throughout the school.</p> <p>Provide apps and websites that support identified needs.</p> <p>Use Hapara to ensure safe practice of all digital learners.</p> <p>Ensure students leave a positive digital footprint.</p> <p>Create strong connections with home through technology.</p> <p>Provide tech evenings to upskill parents on GAPE (Google apps for education)</p> <p>Provide rich, challenging experiences for students who are capable digital technology users e.g. coding, movie making.</p> <p>Provide an online space for parents to access student achievement.</p>	<p><b>Delegation</b></p> <p>Principal</p> <p>Teachers</p> <p>Parents</p> <p>Board of Trustees</p> <p><b>Resources</b></p> <p>Digital contracts</p> <p>Reliable devices</p> <p>Up to date software/apps</p> <p>Online resources/subscriptions</p> <p>High speed internet</p> <p>Hapara</p> <p>Digital Technology Curriculum</p> <p>Grant applications</p>
<p><b>Strategy 1b: Develop the whole child</b></p>		
<p>Build resilient, problem solving students.</p>	<p>Redevelop school values to reflect the needs and expected outcomes desired for our students.</p> <p>Continue to develop student voice.</p> <p>Ensure that students are involved in planning authentic learning experiences.</p> <p>Provide regular opportunities for students to reflect on learning.</p> <p>Provide appropriate challenges for the students to develop perseverance.</p> <p>Teach the students how to apply our school values to their everyday lives.</p> <p>Develop a leadership programme (and mentor students) for our senior students.</p>	<p><b>Delegation</b></p> <p>Principal</p> <p>Teachers</p> <p>Teacher Aides</p> <p>Office admin staff</p> <p>Parents</p> <p>Resource teacher of learning and behaviour.</p>

	<p>Provide an environment where the students are comfortable to take risks. Provide opportunities for students to compete against themselves and others.</p>	PB4L facilitator
<p>Implement a 'well-being' plan and programme that focuses on children's emotional health.</p>	<p>Appoint a staff member to lead the development of a well being plan, this plan will outline the actions needed to ensure a safe inclusive environment. Teach specific values and competencies. Create a classroom culture that is inclusive of all students. Encourage reflective thought and action. Develop clear expectations for schoolwide behaviour. Teach a variety of strategies for students to self manage. Provide feedback and fair consequences/outcomes for behaviour. Support students to manage their own learning and goals - set goals, self reflection and specific outcomes. Support students in order to mentor and build relationships (Tuakana-Teina). Celebrate and value the cultures at Maungakarama School. Provide an emotionally and socially safe space. Hold a cultural festival. Promote healthy relationships. Develop students who contribute effectively to society. Actively seek ways to work with whanau/community and engage in their expertise. Strengthen home/school/community partnerships.</p>	<p><b>Delegation</b> Principal Teachers Teacher Aides Office admin staff Board of Trustees Parents Resource teacher of learning and behaviour. PB4L facilitator</p> <p><b>Resources</b> PB4L manual and handbook Behaviour outlines Class treaty Reflection sheets Incredible Years manual/training School kete/values sticks Mana awards/vouchers</p>
<p><b>Strategy 1d: Provide professional development for teachers</b></p>		
<p>Provide teaching that meets 'Best Practice' Guidelines and raises student achievement.</p>	<p>Provide professional development to staff as required. Appoint a teacher to lead the implementation of the Digital Technology Curriculum. Ensure staff are given the opportunity to develop leadership skills. Leadership roles and accountability are linked to appraisal. Spiral of Inquiry used with target learners to inform best practice.</p>	<p><b>Delegation</b> Principal Teachers Board of Trustees Teacher Aides Parents Resource teacher of learning and</p>

		behaviour. <b>Resources</b> Best Practice handbook (MoE) Digital Technology Curriculum Maungakaramea Inquiry Model
Support staff in developing cultural competency	Allow opportunities for staff to upskill their understanding of language and protocols. Develop strong whanau/school partnerships. Integrate cultural protocols in everyday classroom programmes.	<b>Delegation</b> Principal Teachers Teacher Aides Parents Board of Trustees Resource teacher of learning and behaviour. Local iwi Community members  <b>Resources</b> Tataiako NZ Curriculum Local people/whanau

## Strategic Goal 2: Grow Our Environment

Goal	Objective	Resources/ Delegation
<b>Strategy 2a: Develop Positive Behaviour for Learning</b>		
Redevelop our school vision, values and logo.	Appoint a team to lead the development of an action plan that defines the steps to be taken to create and implement our new vision and values. Implement our newly developed vision into classroom and school programmes. Implementation of the <i>Positive Behaviour for Learning</i> programme.	<b>Delegation</b> Principal Teachers Teacher Aides

	Work with the school community to ensure a culturally inclusive environment and responsive curriculum.	Office admin staff Parents Board of Trustees PB4L facilitator Graphic designer  <b>Resources</b> PB4L manual Community consultations PB4L values matrix
Develop a new school wide behaviour management plan	Establish clear expectations that align with school values and vision. Develop routines and procedures to ensure a consistent approach from all staff members. Teach very clear expectations, modelling and practice. Develop student's social and emotional self management skills. Celebrate success in meaningful and motivating ways.	<b>Delegation</b> Principal Teachers Teacher Aides Board of Trustees Parents PB4L facilitator  <b>Resources</b> PB4L manual Community consultations PB4L values matrix Behaviour management matrix Classroom Treaty Class dojo Visual timetable
<b>Strategy 2b: Grow our school roll</b>		
Become a school of choice for new entrants	Continue to host visits from local early childhood providers. Principal and new entrant teacher to regularly visit local early childhood providers. Continue to hold events such as open days / fundraising events for the wider community. Invite various schools to Maungakaremea School events.	<b>Delegation</b> Principal Teachers Teacher Aides Office admin staff Board of Trustees

		Parents PB4L facilitator  <b>Resources</b> Advertisements (flyers, brochures, large signage, newspaper etc.) Website School/class blogs
Enrol new students across the school	Teachers to actively be apart of the community and community events. Update and create school website and blogs. Advertise through a range of different avenues. Rebranding school logo, values and goals. Keeping a clean, tidy and welcoming school, ensure classrooms and grounds are appealing to prospective students/parents. Provide an opportunity for students to experience a different culture during an overseas trip. Share student work in Tangihua Times.	<b>Delegation</b> Principal Teachers Teacher Aides Board of Trustees Parents PB4L facilitator  <b>Resources</b> Local newspaper Advertisements (flyers, brochures, large signage, newspaper etc.) Website Facebook page School/class blogs
<b>Strategy 2c: Improve our physical environment</b>		
To seek extra income streams for purchasing of resources as required.	Appoint a committee to explore funding opportunities such as sponsorship (community organisations) and donations. Staff to work closely with PSG on fundraising opportunities. Encourage more parents to join the PSG. Encourage all parents to be involved in fundraising activities.	<b>Delegation</b> Principal Teachers Teacher Aides Office admin staff Board of Trustees PSG Community members

		<b>Resources</b> Grant applications Community Advertise fundraising events
Become an environmentally friendly school	Become an Enviro School. Become a Waste Wise School. To develop students awareness for the environment and the world around them. Create opportunities for students to understand and use a sustainable living model. Continue to grow the environmental group. Create a clear plan of what we will be achieving environmentally for the year.	<b>Delegation</b> Principal Teachers Teacher Aides Anton Bowker Eden Hakaraia  <b>Resources</b> Garden equipment Enviro Schools document Waste Wise programs Grant applications
Develop our learning spaces	Following current Ministry of Education guidelines with regard to Innovative Learning Environments, updating, and modifying as required and within budget. Renovate our classrooms to develop Innovative Learning Environments. Gain sponsorship from local garden centres. Provide natural furnishings inside to demonstrate that we are environmentally conscious.	<b>Delegation</b> Principal Teachers Teacher Aides Board of Trustees MoE School Property Advisor Inhouse Grant specialist  <b>Resources</b> 5YA plan Grant applications
<b>Strategy 2d: Increase community involvement</b>		
To continue strengthening the relationship between the school and the wider community.	Invite and encourage parents/caregivers attendance at sporting, cultural, outdoor education and extracurricular activities. Continue to improve communication from school to parents/caregivers and the wider community. Provide opportunities for our parents and the wider community to be involved with our school.	<b>Delegation</b> Principal Teachers Teacher Aides Board of Trustees



	<p>Engage the parent/caregiver community in an annual meeting with the Board of Trustees, celebrating the school's achievements and providing feedback on strategic directions.</p> <p>Open classrooms to parents and wider family.</p> <p>Inter-school competitions.</p>	<p>Parents Community members Board of Trustees</p> <p><b>Resources</b> Website School/class blogs Local newspaper Local schools</p>
<p>Report to parents on student achievements</p>	<p>Review our reporting system to reflect the discontinuation of National Standards.</p> <p>Report to parents using formative assessment throughout the year on Seesaw.</p> <p>Communicate through Seesaw, our updated website and parent calendar app.</p>	<p><b>Delegation</b> Principal Teachers Board of Trustees</p> <p><b>Resources</b> New reporting templates Website School/classroom blogs</p>



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### Baseline Data

Reading (all levels)						
Year	Ethnicity	Well Below	Below	At	Above	Total Number
2015	NZ European	3%	9.1%	69.7%	18.2%	33 students
	Maori	11.1%	11.1%	72.2%	5.6%	18 students
	Other			100%		1 student
2016	NZ European	6.1%	3.0%	69.7%	21.2%	33 students
	Maori	33.3%		66.7%		12 students
	Other				100%	1 student
2017	NZ European		12.0%	20.0%	68.0%	25 students
	Maori	9.1%	27.3%	63.6%		11 students
	Other				100%	1 student

Reading - 2017					
Gender	Well Below	Below	At	Above	Total Number
Male	5.0%	10.0%	40.0%	45.0%	20 students
Female		23.5%	23.5%	52.9%	17 students
Year Level	Well Below	Below	At	Above	Total Number
Year 1		66.7%		33.3%	3 students
Year 2		25.0%	50.0%	25.0%	4 students
Year 3				100%	7 students
Year 4	14.3%		57.1%	28.6%	7 students
Year 5		14.3%	28.6%	57.1%	7 students
Year 6		50.0%	50.0%		2 students
Year 7			50.0%	50.0%	2 students
Year 8		20.0%	20.0%	60.0%	5 students

Writing (all levels)						
Year	Ethnicity	Well Below	Below	At	Above	Total Number
2015	NZ European	6.1%	6.1%	66.7%	21.2%	33 students
	Maori	11.1%	27.8%	50.0%	11.1%	18 students
	Other			100%		1 student
	NZ European	3.0%	18.2%	69.7%	39.1%	33 students

<b>2016</b>	Maori	25%	25%	50.0%		12 students
	Other				100%	1 student
<b>2017</b>	NZ European		32.0%	56.0%	12.0%	25 students
	Maori	9.1%	45.5%	45.5%		11 students
	Other				100%	1 student

### Writing - 2017

Gender	Well Below	Below	At	Above	Total Number
Male	5.0%	40.0%	55.0%		20
Female		29.4%	47.1%	23.5%	17
Year Level	Well Below	Below	At	Above	Total Number
Year 1		66.7%		33.3%	3 students
Year 2		25.0%		75.0%	4 students
Year 3		14.3%	85.7%		7 students
Year 4	14.3%	42.9%	42.9%		7 students
Year 5		28.6%	71.4%		7 students
Year 6		100%			2 students
Year 7		50%		50%	2 students
Year 8		20%	20%	60%	5 students

### Mathematics (all levels)

Year	Ethnicity	Well Below	Below	At	Above	Total Number
2015	NZ European	3.0%	9.1%	69.7%	18.2%	33 students
	Maori	11.1%	11.1%	72.2%	5.6%	18 students
	Other			100%		1 student
2016	NZ European	6.1%	6.1%	75.8%	12.1%	33 students
	Maori	25.0%	16.7%	58.3%		12 students
	Other			100%		1 student
2017	NZ European		8.0%	72.0%	20.0%	25 students
	Maori		27.3%	72.7%		11 students
	Other			100%		1 student

Maths - 2017					
Gender	Well Below	Below	At	Above	Total Number
Male		20.0%	65.0%	15.0%	20
Female		5.9%	82.4%	11.8%	17
Year Level	Well Below	Below	At	Above	Total Number
Year 1			100%		3 students
Year 2			100%		2 students
Year 3		14.3%	85.7%		7 students
Year 4		14.3%	85.7%		7 students
Year 5			71.45	28.6%	7 students

<b>Year 6</b>		50.0%	50.0%		2 students
<b>Year 7</b>			50.0%	50.0%	2 students
<b>Year 8</b>		20%	60%	20%	5 students



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## Maungakaramea School 2018 Annual Plan

### Strategic Goal 1: Grow Our Learners

**Strategy 1a:** Develop academically capable students.

**Goal:** Improve the literacy learning levels of all students.

**Target:** 50% of students achieving 'well below' or 'below' their expected curriculum level in reading and writing, will accelerate to achieve at least one years progress to be working 'below' or 'at' their expected curriculum level.

25% of students achieving 'at' in reading and writing will accelerate to achieve 'above' their expected curriculum level.

Specific Strategy Objectives	Timeline	Resources/ Delegation	What will success look like?	Reflection/Outcome
Professional development in Accelerated Literacy Learning (Ministry of Education).  Unpack the 'Literacy Learning Progressions' 'Effective Literacy Practice' to analyse existing strengths and areas for professional development.  Targeted planning for students working below the expected curriculum area.	2018  Term 1  Terms 2 - 4	<b>Delegation</b> Principal Teachers Teacher Aides Parents Community members Resource teacher of learning and behaviour. ALL facilitator	Success in achievement data from students in the ALL project and improved outcomes for all other students.  Increased communication between school and whanau,	Participated in two Accelerated Literacy Learning professional development sessions with Jenny MacDonald.  Teacher inquiries focusing on improving literacy levels of our identified students.  Tested students and analysed data

<p>SENCO to create a Gifted and Talented register and update regularly.</p> <p>Reading, writing and oral language groups based on ability and specific needs.</p> <p>Teachers to use ability based grouping to extend our higher achievers in alignment with our Gifted and Talented register.</p> <p>Vertical grouping to help students learn from others. Explicitly teaching reading comprehension.</p> <p>Design classroom programmes so that the children can use real-life experiences to make their learning more meaningful.</p> <p>Moderate within and across schools in our Community of Learning.</p> <p>Teacher to work with target students daily.</p> <p>Develop clearly defined targets and goals for priority students based on achievement data and Teaching as Inquiry processes.</p> <p>Involve students in the literacy process through creating learning intentions, success criteria, peer and self assessment and reflection.</p> <p>Publish an end of year magazine of children’s stories.</p>	<p>Term 1 (ongoing)</p> <p>Term 1</p> <p>Ongoing</p> <p>Term 2</p> <p>Ongoing</p> <p>Term 3</p> <p>Ongoing</p> <p>Terms 2-4</p> <p>Ongoing</p> <p>Terms 3-4</p>	<p><b>Resources</b></p> <p>Modelling books</p> <p>MoE documentation</p> <p>Steps for literacy</p> <p>Technology/devices</p> <p>Community members</p> <p>Professional development</p> <p>The Writing Book and Oral Language Book by Sheena Cameron and Louise Dempsey</p> <p>Switched onto Spelling by Joy Allcock</p> <p>Spelling under Scrutiny by Joy Allcock</p> <p>Assessment tools</p> <p>Professional readings</p> <p>“Teaching as inquiry” templates.</p> <p>Target planning templates</p> <p>Computer software/hardware (Library)</p> <p>New library books</p>	<p>celebrating students success in literacy.</p> <p>Regular teacher conversations around teaching inquiries, target groups, programme design and assessment.</p> <p>Classroom teachers increased use of pre/post assessment tools to best suit the students.</p> <p>Teachers regularly share curriculum strengths with colleagues.</p> <p>A variety of experiences are used to explore students learning styles.</p> <p>Students will have personalised learning goals.</p> <p>Opportunities being given for students to plan and develop their learning.</p> <p>Students gain a sense of confidence and enjoyment for writing.</p>	<p>for appropriate levels and goals to move forward.</p> <p>Sophia has purchased resources for each teacher to compliment their inquiry.</p> <p>Gathering student voice in relation to their learning (writing focus).</p> <p>RTLB in place for target students. Communication made between school RTLB and whanau for target students.</p> <p>Have purchased a range of new books for the library.</p> <p><b>Term 2</b></p> <p>ALL groups have been established and improvements have begun.</p> <p>ALL students highlighted in our planning.</p> <p>Use of devices to support learners. Kereru and Korimako have written/read together - looked at different levels and work across different ages.</p> <p>RTLB support with Piwakawaka ALL students.</p>
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Explicitly teach speech writing and presentation skills appropriate for speech competitions.	Term 3			Speech writing / persuasive writing has been explicitly taught - Students have presented at assembly.
Update our library system and books.	2018			Updating TAI regularly.
Improve use of assessment tools to inform school wide decisions about progress and achievement.	Ongoing			<b>Term 3</b> All teaching staff are starting the CoL wide 'Write that essay' professional development.
Use whole class assessment to inform practice by identifying strengths and weaknesses of all students.	Ongoing			We have run through our first teacher inquiry and have started second cycle.
Provide remedial and extension programmes in literacy to suit individual needs of students.	Terms 2-4			Teacher's have tested our students for a diagnostic test for 'write that essay'.
Teaching staff to attend regular professional development to help achieve desired goals.	Ongoing			Students using play based learning and maker space to develop engagement in writing and other subjects.
Collection of student voice of learners well being and attitude towards learning.	Ongoing			Sophia and Sara visited Kamo and Whau Valley primary schools to see how their Play Based Learning programmes were run, to get ideas for setting up in piwakawaka.
Explicitly tracking student achievement.	Ongoing			When the budget has allowed, we have continued to develop the library resources and grow our books.
Assessing formatively and summatively to guide teaching practice.	Ongoing			
Teaching as Inquiry - focus on Literacy.	Term 1-3			

				<p>All teachers have run through our first inquiry cycle, has been successful. Trying new things to further improve students achievement and engagement.</p> <p>Teachers are including front-loading (for our intervention groups) into writing plans.</p> <p>Students have been given a variety of real experiences to present their work - assembly, letters to Sophia etc.</p>
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**Goal:** Accelerate the progress of Maori students performing below expectations.

**Target:** 65% of maori students achieving 'well below' or 'below' their expected curriculum level in reading, writing and maths, will accelerate to achieve at least one years progress to be working 'below' or 'at' their expected curriculum level.

Specific Strategy Objectives	Timeline	Resources/ Delegation	What will success look like?	Reflection/Outcome
<p>Hold professional development to revisit TaTaiako documentation to ensure we are providing the students with a culturally responsive curriculum.</p> <p>Teachers to set goals based on needs analysis linked to inquiry and appraisal.</p> <p>School wide targets and goals are clearly understood by teachers and used to identify target learners in each class.</p>	<p>Term 2</p> <p>Term 2-4</p> <p>Term 1</p>	<p><b>Delegation</b> Principal Teachers Teacher Aides Parents Community members Resource teacher of learning and behaviour.</p> <p><b>Resources</b> Tataiako</p>	<p>Maori learners reporting a sense of self efficiency as readers, writers and mathematicians.</p> <p>Increase understanding of inquiry learning and how to use this in a culturally responsive framework.</p>	<p>Gathered student voice regarding learning and achievement.</p> <p>Identified Maori students in our planning. Provide opportunities for Maori students to share their writing at assembly.</p> <p>Provide real life cultural experiences for our students where Maori celebrate being Maori.</p>

<p>Spiral of Inquiry used with target learners to inform deliberate acts of teaching.</p> <p>Collection of student voice data of Maori learners relating to well being and attitudes to learning.</p> <p>Schoolwide goals and targets are clearly understood by teachers and used to identify target learners in each class.</p> <p>Analysis of student voice data shared with teachers and BoT is used to adapt learning programmes.</p> <p>Contact meetings with whanau of 'at risk' learners.</p>	<p>Term 2-4</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Term 2-4</p>	<p>Numeracy Project          NZ Maths          Modelling books          MoE documentation          Steps for literacy          Technology/devices          Community members          Professional development          The Writing Book and Oral Language Book by Sheena Cameron and Louise Dempsey          Switched onto Spelling by Joy Allcock          Spelling under Scrutiny by Joy Allcock          Assessment tools          Professional readings          "Teaching as inquiry" templates.          Target planning templates</p>	<p>Increased communication between school and whanau.</p> <p>Share stories of Maori students' success to inspire others, including students, teachers and whanau.</p> <p>Students will be engaged in authentic learning opportunities and experiences.</p> <p>Students will have a sense of cultural belonging.</p>	<p><b>Term 2</b>          Maori learners are highlighted in planning.</p> <p>Kapa Haka and hands on learning experiences have been given.</p> <p>Powhiri, Karakia and waiata have been used in classrooms, creates inclusion for Maori students.</p> <p>Target students planned for and seen everyday.</p> <p>Seesaw up and running in Piwakawaka to help promote whanau engagement.</p> <p>Chromecasts being used for a variety of purposes to share and create authentic learning experiences.</p> <p>Karakia has been taught across the school - open, closing, kai.</p> <p>Powhiri protocols taught and demonstrated.</p> <p>Culture focus in Inquiry.</p> <p><b>Term 3</b>          Electives have had a Maori focus on whakapapa and history of MGK.</p>
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				<p>Have looked at protocols of the marae, kapa haka, taiaha etc. this supports the cultural identity of the students.</p> <p>Continue to plan for and identify Maori learners in daily and long term planning.</p> <p>Develop hands on activities.</p> <p>Working on play based learning and maker space to provide authentic learning experiences.</p> <p>Karakia everyday during eating times, leaders call it when everyone eats.</p> <p>Waiata at assembly.</p> <p>Tataiako is a big part of the appraisal process. Link to how this has been done in the document.</p> <p>Meetings have been held with 'at risk' students.</p>
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Strategic Goal 2: Grow Our Environment				
Strategy 2a: Develop Positive Behaviour for Learning				
Goal: Redevelop our school vision, values, logo and behaviour management plan				
Specific Strategy Objectives	Timeline	Resources/ Delegation	What will success look like?	Reflection/Outcome

Appoint a team to lead the development of an action plan that defines the steps to be taken, to create and implement our new vision and values.	Term 1	<b>Delegation</b> Principal Teachers Teacher Aides Office admin staff Parents Board of Trustees PB4L facilitator Graphic designer  <b>Resources</b> PB4L manual Community consultations PB4L values matrix Local newspaper Advertisements (flyers, brochures, large signage, newspaper etc.) Website Facebook page School/class blogs Behaviour management matrix Classroom Treaty Class dojo Visual timetable	Staff using a shared school language and strategies to encourage high expectations for learning and behaviour.	Updated our behaviour management matrix during a teacher only day in the January holidays.
Implement our newly developed vision and values into classroom and school programmes.	Term 2		Whole staff PB4L training in the January holidays.	
Implementation of the <i>Positive Behaviour for Learning</i> programme.	Term 1 (ongoing)		Sophia and Truid have been identified as co-coaches for PB4L and have attended relevant training.	
Work with the school community to ensure a culturally inclusive environment and responsive curriculum.	Ongoing		Carried out 2 community consultations this year, 1 face to face and the other via online/paper survey.	
Appoint a staff member to lead the development of a well being plan, this plan will outline the actions needed to ensure a safe inclusive environment.	Term 1		Decided on new vision and values.	
Teach specific values and competencies.	Terms 2-4		Logo is currently being created.	
Create a classroom culture that is inclusive of all students.	Term 1 (ongoing)		Decided on new school colours.	
Encourage reflective thoughts and actions.	Ongoing		<b>Term 2</b> Electives - Stem challenge. This has helped the students gain a sense of belonging across the school.	
Develop clear expectations for schoolwide behaviour.	Term one		Revamped values - to be rolled out end of term 3 at our cultural evening.	
Teach a variety of strategies for students to self manage.	Term 1 (ongoing)		PB4L training - ongoing (whole team and coach and team leader).	
Provide feedback and fair consequences/outcomes for behaviour.	Ongoing			
Support students to manage their own learning and goals - set goals, self reflection and specific outcomes.	Terms 2-4			

Support students in order to mentor and build relationships (Tuakana-Teina).	Terms 1 -2 (ongoing)			Incredible years training - complimenting our PB4L training.
Celebrate success in meaningful and motivating ways. Teach very clear expectations, modelling and practice.	Ongoing Terms 1-2			Rippa rugby skills have been taught, Tyson and Paul Hope have helped develop winning and losing strategies.
Develop student's self management skills.	Terms 1-2			<b>Term 3</b>
Develop routines and produces to ensure a consistent approach.	Terms 1-2			Students have had a colouring competition to give them ownership over the critters that are aligned with our values.
Establish expectations that are aligned with school values and vision.	Term 1-2			Students have designed the certificates that will become our school certificates.
Teachers to explicitly model positive self talk and how understanding others and how our attitudes towards learning influences everyday success, in a range of classroom activities.	Term 2			There has been whole school values lessons in different areas - focus on a different value.
				We have had a change in mana awards that align with the new values.
				Student house day, points were given for use of values (demonstrating in real life).
				Identify and comment on students and staff compliments and wellbeing.

				<p>Zones of regulation has begun to be taught - teachers modelling expectations of students.</p> <p>Have finished our rebrand - vision and mission statement. Looked at Ethos model.</p>
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**Strategy 2b: Grow our school roll**

**Goal: Become a school of choice for new and existing students and their families**

Specific Strategy Objectives	Timeline	Resources/ Delegation	What will success look like?	Reflection/Outcome
To continue to host visits from local early childhood providers.	Terms 2-4	<b>Delegation</b> Principal Teachers Teacher Aides Board of Trustees Parents Community members Board of Trustees Tyson Graphic Designer  <b>Resources</b> Website School/class blogs Local newspaper Local schools Advertising Parent Support Group	Parent Support Group drawing in new families who are less confident approaching the school.	Teachers have had training in the use of Seesaw and using this tool to communicate with parents. Decided on new vision and values.
Principal and junior room teacher to regularly visit local early childhood providers.	Terms 2-4		Prospective families can easily find out about our school and how to enrol.	Logo is currently being created.
To continue to hold events such as open days / fundraising events that include the wider community.	Terms 2-4		Maungakaremea School will have a positive reputation in the local community.	Decided on new school colours.
Teachers to actively be apart of the community and community events.	Ongoing		Increased school roll.	The board has written a community notice to go out to local families, Real Estate agents and ECE providers.
Update and create school website and blogs.	Term 1		Three full classrooms.	We welcomed 6 new students in term 1 and have a minimum of 3 starting in term 2.
Regularly update blogs for each classroom and for our enviro and kapa haka groups.	Terms 2-4			Staff have attended students sport events.
Advertise through a range of different avenues.	Terms 2-4			
Rebrand school logo, values and goals.				

<p>Keeping a clean, tidy and welcoming school, ensure classrooms and grounds are appealing to prospective students/parents.</p> <p>Celebrate successes of the school and share student work in Tangihua times.</p> <p>Make connections to student lives outside of school.</p> <p>Use the school website to</p> <ul style="list-style-type: none"> <li>- Promote and maintain the positive reputation of the school.</li> <li>- To share information about the vision, goals and values.</li> <li>- To inform the community about the school culture.</li> </ul> <p>Regularly survey the community to identify needs and future focuses for our school.</p>	<p>Terms 1-2</p> <p>Ongoing</p> <p>Ongoing</p> <p>Term 1 (ongoing)</p> <p>Terms 2-4</p> <p>Ongoing</p>			<p>Have been attending more Whangarei based sporting and academic challenges.</p> <p><b>Term 2</b> Redesigned Logo, school values and vision so the community can see visual differences to our school. Signage to be designed and displayed in terms 2/3.</p> <p>Disco was available to whole community.</p> <p>Hosted the Advocate at our recent book character parade.</p> <p>Fundraising opportunities have allowed us to become familiar faces in the community - e.g. markets, BBQ.</p> <p>Teachers have been attending sports events.</p> <p>Staff and BoT have been working with a variety of places to get donations of a variety of equipment/resources to help attract new students. Acquired an enviro grant, Play based learning grant, Chromebook grant.</p>
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				<p>Term 3 Open day coming up.</p> <p>Visual changes</p> <p>Community fundraising events open to community - bingo, movie nights etc.</p> <p>Staff involved in community events too - quiz night, market days, sales.</p> <p>Sophia and Sara are going to visit Portland on the 9th November - have been establishing a rapport.</p> <p>Have developed school relationships with Waiotira (senior transitions) and kindergartens around the area (New entrants).</p>
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## 5YA Action

Proposed Project	Proposed Timeframe
<u>Roof repairs</u> Room 3: Replace flashing Changing sheds: Replace clears	Term 1 - 2 2018
<u>Drainage/Plumbing</u> Update water cylinders Check alarm in pump chamber. Fit new mushroom and manhole lids to tanks	Term 2 2018
<u>Electrical works</u> Install RCDs to all switchboards Upgrade switchboard in art room Install lighting in PE shed	Term 3 2018
Upgrade Piwakawaka to be an innovative learning environment.	Term 4 2018