

# Maungawhau School STRATEGIC PLAN 2018-2020

*Our Vision*

*Shaping the Future*

**MISSION STATEMENT:** *The Maungawhau community will work together to educate and inspire our children, creating confident and connected learners, achieving their unique potential and ready to shape the future.*

## Our Values

We work together

We care

We challenge ourselves

We keep trying

## Our Goals

Achieving and Learning



Community Engagement

Building Agency

## Who We Are (Ko wai mātou)

Background Information about Maungawhau School

Maungawhau School is a high performing decile 10 co-educational contributing primary school situated in Central Auckland. The school opened in 1912, and has a strong reputation as a school well supported by its parent community.

The school's current population reflects the ethnic diversity of Central Auckland. Ethnic make-up is as follows:

NZ Pakeha	55%
Maori	2%
Pasifika	3%
Chinese	17%
Indian	8%
Other	15%

Approximately 600 students attend our school, including a small group of six international students. The age range of students at Maungawhau School is 5 -11 years.

We operate as three separate syndicates - Within the Junior Syndicate (Whanake) we have a new team leader (Liz Lapish) leading the three new Year 1 classes of students who started at the beginning of 2018, as well as the three additional Year 0 classes who will start later in the school year. The junior team leader Marilyn Schroeder, leads the three older Year 1 classes and four Year 2 classes. In the middle school we have Liz Love leading four Year 3 classes, and three Year 4 classes. Two of the Year 3 classes operate as an Innovative Learning Environment (ILE) and two of the Year 4 classes operate as an ILE. In the senior school, led by Ben Fahey, we have three Year 5 classes, and three Year 6 classes. One Year 5 class and one Year 6 class comprise our senior ILE.

We have a strong focus on teaching and resourcing our classrooms well. We endeavour to offer enrichment/extension opportunities for our more able students, and additional learning support for those students needing extra assistance in literacy or numeracy skills. We also encourage our students to participate in the many extra curricular opportunities offered during our two break times, which include sporting, musical and cultural groups. Special features include personalised learning, student agency and a culture underpinned by our four school values - 'We work together, We care, We challenge ourselves and We keep trying'.

## What we stand for and value:

In order for our students to be engaged and challenged our curriculum aims to be forward looking, inclusive and affirm our nation's unique identity. The following principles underpin all school decision making especially in planning and review:

- **High expectations**- each student's potential is identified and encouraged in all aspects of their learning and their school life;
- **Learning to learn** - we encourage all students to reflect on their own learning processes and to find links between learning experiences and ideas. Developing Student Agency will continue to be developed;
- **Community engagement** - we engage the support of families and the wider community and encourage strong links between home and school life to enrich the curriculum. Through our involvement in the Auckland Central Community of Schools (ACCoS) since 2015 we will continue for our teachers, students and board of trustees to engage with our community;
- **Coherence** - links are made in our curriculum across learning areas and opportunities given for further learning. This will be further enhanced this year through the introduction of STEAM;
- **Future focus** - the curriculum that students experience supports them to imagine a positive future and students practise decision making and leadership in a supportive setting and learn how to contribute to the future by their actions now;
- **Inclusion** - we aim to be non-discriminatory in our curriculum and ensure that students' abilities, talents and identities are recognised, affirmed and all learning needs are met; and
- **Treaty of Waitangi** - we acknowledge the principles of the Treaty of Waitangi and aim to reflect our nation's cultural diversity in our curriculum and value the histories and traditions of all our students.

### Maori Dimensions and Cultural Diversity

We want all of our students to experience educational success no matter what gender, ethnic group, skill or abilities they have. Their identity, language, and culture will be valued and included in all teaching programmes.

The bicultural foundations of our country are recognised and our programmes delivered to ensure Maori students enjoy and achieve success as Maori. The school recognises the unique position of Maori through the provision of Te Reo and Tikanga Maori. This year a leader for Maori has been appointed. This person will be released one day per week, to support the teaching of te reo and tikanga in years 3-6, re-write our Maori curriculum and lead professional learning to support this, lead Kapahaka and to meet regularly with our Maori students, to support their well-being and progress at our school. We are also planning for our whole school to visit the Unitec marae later this year, as we do every second year, to deepen our students understanding of tikanga and provide an authentic context to learn their personal Pepeha.

# Strategic Plan 2018-2020 Goal 1 Achieving and Learning

Annual Objectives	2018	2019	2020
<p><b>STEAM</b></p> <p>To introduce STEAM to all teaching staff, to enable them to equip our students with the skills necessary for future technologies.</p> <p>Baseline Data - 2017 Surveys demonstrate that delivery of strong STEAM pedagogy is variable across staff.</p>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>Staff participate in PLD focused on STEAM learning.</li> <li>Build teachers' capability to integrate STEAM learning in their classrooms.</li> <li>Teachers provide opportunities for students to engage in STEAM learning.</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>How many teachers adopt and trial STEAM learning in their classrooms.</li> </ul>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>Inquiry based learning incorporate the STEAM model.</li> <li>Explore the Digital Literacies new strand of the New Zealand Curriculum to align with the STEAM model.</li> <li>Share STEAM learning with our community, through an interactive STEAM based parent session.</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>Teachers qualified in STEAM Ready Certified Trainer Program support other colleagues in their development.</li> </ul>	<p><b>Target</b></p> <ul style="list-style-type: none"> <li>New ICT curriculum to be embedded as part of STEAM</li> <li>Survey parent community to ascertain parents with specific STEAM skills to share with our staff and students.</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>Input and interaction into our STEAM programmes from our parent community.</li> </ul>
<p><b>Writing (ACCoS)</b></p> <p>To continue to focus on teacher content knowledge, pedagogy and what our learners need in order to improve student writing outcomes.</p> <p>Baseline Data - 2017 data demonstrated a 2% increase from 2016, despite numerous interventions.</p>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>Provide opportunities for teachers to reflect on and develop their writing pedagogy and content knowledge.</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>Teachers sharing later in term 3, their personal Writing Inquiries resulting in improved student outcomes.</li> </ul>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>Use ACCoS as a platform to share teacher inquiries across schools, and summarise key learning.</li> <li>ACCoS leaders reflect on the progress of the past three years and share back to whole staff.</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>Build an online platform incorporating successful inquiries, research and effective literacy strategies for all teachers to access.</li> </ul>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>Assessment illustrations (learning progressions) are accessed by staff/learners and families to show next steps.</li> <li>Personalised planners are used more across the school</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>Writing programmes consistently across our school impact on improvement in student writing.</li> </ul>

# Strategic Plan 2018-2020 Goal 2 Building Agency

Annual Objectives	2018	2019	2020
<p><b>Building Teacher Agency</b> Continue to work collaboratively within our ACCoS with local ECEs and other schools to continue to improve our teaching pedagogy,</p>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>Leverage in school teacher expertise, resources and skills through our PLG groups to better meet the needs of all our learners.</li> <li>ISL for Student Agency to share expertise and resources with other CoL schools.</li> <li>To continue to model successful classroom management systems which promote student agency to teachers from other schools in our CoL.</li> <li>ISL for Student Agency to identify successful initiatives in other schools and share back with staff.</li> <li>Year 1 Team Leader to liaise regularly with main ECE feeders.</li> </ul> <p style="text-align: right;"></p> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>Survey students using Google Forms about the level of control and choice they have over their learning.</li> </ul>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>Leverage cross sector teachers expertise, resources and skills through established partnerships with CoL schools to improve the educational pathway of all learners.</li> <li>Build horizontal connections for students to widen their perspective of an agentic learner.</li> <li>Collaborate across the network working jointly to challenge our thinking and practice around our initiative areas.</li> </ul> <p style="text-align: right;"></p> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>Teachers planning reflects ideas they have gained from observing and working with other teachers across our CoL.</li> </ul>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>Leverage global connections to strengthen our CoL and enable the network to grow and flourish.</li> <li>Build agency so students are able to connect their learning and manage unexpected changes, challenges and opportunities.</li> <li>Collaborate horizontally with other CoLs in NZ to learn from each other in all six initiatives.</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>Survey teachers about the impact that research and networking across our CoL has had on their practice.</li> </ul>
<p><b>Building Student Agency</b> Students will increase agency over their learning and classroom systems serve the needs and interests of the learner.</p> <p>Baseline Data - Where student agency is evident in some classes children are motivated, have clear direction and ownership over their learning.</p>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>Teachers provide opportunities, templates and structures which promote student agency.</li> <li>Students demonstrate effective self-managing skills.</li> <li>Student Action Group to continue to lead Curriculum Reviews and gather student voice.</li> </ul> <p style="text-align: right;"></p> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>Team Leaders monitor the visibility of these resources in teachers planning and quality assurance checks each term.</li> </ul>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>To connect with teachers from across our CoL to share and compare resources used to enhance personalised learning.</li> <li>To review the resources we use for personalised learning and look for the most effective and efficient ways teachers can use these.</li> <li>Look for ways to incorporate the school values and key competencies such as 'managing self' in how we introduce and promote quality personalised learning.</li> </ul> <p style="text-align: right;"></p> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>To see shifts in the way teachers plan and resource.</li> <li>Children are more aware of how the school values relate to their learning.</li> </ul>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>Continue to work with teachers from across our CoL to select the most effective resources to enhance personalised learning.</li> <li>Effectively link student planning to relevant technologies which help individual students manage themselves best.</li> <li>Students understand how they work most successfully and the school values are visible through their actions.</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Students select strategies and resources which help them to learn best.</li> <li>Children are aware of how the school values relate to their learning.</li> </ul>

# Strategic Plan 2018-2020 Goal 3 Community Engagement

Annual Objectives	2018	2019	2020
<p>Continue to develop our community engagement to enhance communication, positive relationships and feedback between school and home.</p> <p>Baseline Data - Face to face consultations not always well attended in 2017. However responses to on-line google forms seem to attract more engagement and feedback.</p>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>Strengthen relationships with our Maori, Pasifika and Chinese community.</li> <li>The community embraces and understands the new 2018 vision, mission and values.</li> <li>Utilising the best forums to connect with our community as appropriate to inform them of how we teach at Maungawhau.</li> <li>Ensure that our school website as a source of information is up to date and relevant.</li> <li>Our community is consulted when new ministry requirements impact the school</li> <li>Continue to enhance our transitions both to and from Maungawhau.</li> <li>To maintain our roll.</li> </ul> <p></p> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>Feedback from our community, through FOMS, on-line surveys, and face to face consultations.</li> </ul>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>Find/ develop a community engagement measure.</li> <li>Follow the NZSTA guidelines in terms of promoting and advertising the Board Trustee elections.</li> <li>Continue with the work built in 2018 but broaden the engagement wider than the Maungawhau community.</li> <li>Seek out best practice engagement nationally and globally (successful schools/ organisations).</li> <li>Continue to grow our skill set as a board and management team about the best way to achieve quality engagement.</li> <li>Develop a best practice communication tree (See Ben Fahey)</li> </ul> <p></p> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>Continue to gather feedback from our community, through FOMS, on-line surveys, and face to face consultations, and compare with previous years to see if there has been any shifts.</li> </ul>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>Keep evolving and reviewing the way we engage with our community.</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>Continue to gather, review and respond to feedback from our community.</li> </ul>

# 2018 Plan Goal 1 Achieving and Learning

Annual Objectives	2018	2018 Action
<p><b>STEAM</b></p> <p>To introduce STEAM to all teaching staff, to enable them to equip our students with the skills necessary for future technologies.</p> <p>Baseline Data - 2017 Surveys demonstrate that delivery of strong STEAM pedagogy is variable across staff.</p>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>• Staff participate in PLD focused on STEAM learning.</li> <li>• Build teachers' capability to integrate STEAM learning in their classrooms.</li> <li>• Teachers provide opportunities for students to engage in STEAM learning.</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>• How many teachers adopt and trial STEAM learning in their classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to STEAM by PLD facilitators Teacher only Day in January. (led by Mark Herring)</li> <li>• Modelling of STEAM within classrooms to occur term 2. (led by PLD Facilitators)</li> <li>• All teachers to trial STEAM activities and share success within their syndicates throughout the year. (organised by STEAM lead teachers Eliot, Aaron, Aimee)</li> <li>• Offer the STEAM Ready Certified Trainer Programme to all staff. (led by Mark Herring)</li> </ul>
<p><b>Writing (ACCoS)</b></p> <p>To continue to focus on teacher content knowledge, pedagogy and what our learners need in order to improve student writing outcomes.</p> <p>Baseline Data - 2017 data demonstrated a 2% increase from 2016, despite numerous interventions.</p>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for teachers to reflect on and develop their writing pedagogy and content knowledge.</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>• Teachers sharing later in term 3, their personal Writing Inquiries resulting in improved student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey staff as to writing PL needs and then organise targeted professional learning groups around identified needs. This will form the basis of teacher inquiries/appraisals for 2018. (Led by ACCoS Lead literacy teachers Jaime Wilkinson, Liz Lapish and Anita Hewett)</li> <li>• Staff attend ACCoS professional learning sessions with colleagues from other schools when appropriate. (led by Delanee and ACCoS in-school lead teachers)</li> <li>• Teachers share within their professional learning groups their personal writing inquiries. (all teachers)</li> <li>• Use two ACCoS Leaders to support individual teachers writing inquiry.</li> </ul>

# 2018 Plan Goal 2 Building Agency

Annual Objectives	2018	2018 Action
<p><b>Building Teacher Agency</b> Continue to work collaboratively within our ACCoS with local ECEs and other schools to continue to improve our teaching pedagogy.</p>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>Leverage in school teacher expertise, resources and skills through our PLG groups to better meet the needs of all our learners.</li> <li>In-school leader (ISL) for Student Agency to share expertise and resources with other CoL schools.</li> <li>ISL for Student Agency to identify successful initiatives in other schools and share back with staff.</li> <li>To continue to model successful classroom management systems which promote student agency to teachers from other schools in our CoL.</li> <li>Year 1 Team Leader/ISL ACCoS Leader to liaise regularly with main ECE feeders.</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>Before and after surveys to occur in specific classrooms measuring the level of control and choice students have over their learning.</li> </ul>	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>As part of the teacher inquiry model/2018 appraisal offer a professional learning group focusing on Student Agency. (led by Anita Hewett ISL)</li> <li>Anita to attend Student Agency meetings within ACCoS and share learnings with colleagues at Maungawhau.</li> <li>Anita to model and support colleagues at Maungawhau wishing to develop Student Agency within their programmes.</li> <li>Measurement survey to occur within specific classrooms before and after Anita has worked with classrooms.</li> <li>Year 1 Team Leader to visit our main ECEs and extend invitations for our ECEs to visit our school.</li> </ul>
<p><b>Building Student Agency</b> Students will increase agency over their learning and classroom systems serve the needs and interests of the learner.</p> <p>Baseline Data - Where student agency is evident in some classes children are motivated, have clear direction and ownership over their learning.</p>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>Teachers provide opportunities, templates and structures which promote student agency.</li> <li>Students demonstrate effective self-managing skills.</li> <li>Student Action Group to continue to lead Curriculum Reviews and gather student voice.</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>Team Leaders monitor the visibility of these resources in teachers planning and quality assurance checks each term.</li> </ul>	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>Continue to use assessments such as e-asTTle as a tool for children to identify strengths and gaps, and plan their next steps.</li> <li>Utilise student planners for Maths developed by in school leaders.</li> <li>Utilise student self assessment rubrics in writing which have been developed in school and are directly linked to the e-asTTle writing assessment tool we use.</li> <li>Use structures such as 'Must do's and May do's' which give children more choice in their learning.</li> <li>Introduce Learning Maps to some classrooms.</li> </ul>

## 2018 Plan Goal 3 Community Engagement

Annual Objectives	2018	2018 Action
<p>Continue to develop our community engagement to enhance communication, positive relationships and feedback between school and home.</p> <p>Our goal is to have an active, engaged, informed, participating and contributing community.</p> <p>Baseline Data - Face to face consultations not always well attended in 2017. However responses to on-line google forms seem to attract more engagement and feedback.</p>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>• Strengthen relationships with Maori, Pasifika and Chinese community.</li> <li>• The community embraces and understands the new 2018 vision, mission and values.</li> <li>• Utilising the best forums to connect with our community as appropriate to inform them of how we teach at Maungawhau.</li> <li>• Ensure that our school website as a source of information is up to date and relevant.</li> <li>• Our community is consulted when new ministry requirements impact the school</li> <li>• Continue to enhance our transitions both to and from Maungawhau.</li> <li>• To grow and maintain our roll.</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>• Feedback from our community, through Friends of Maungawhau (FOMS), on-line surveys, and face to face consultations.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage with our Maori Community and their aspirations for their whanau and our Pasifika fono and share our 2018 initiatives for their children.</li> <li>• Communicate with our community the new 2018 vision and values.</li> <li>• Continue to schedule New Parent sessions every term, and two ESOL sessions for parents.</li> <li>• Use social media (Facebook) as part of our community forum. On-line surveys to be used with our community (student and parent) when needed. Continue to communicate effectively through board newsletters.</li> <li>• We undertake consultation when required to seek input from the community.</li> <li>• Continue to review and update the information available on the school website.</li> <li>• Review term 3 our Year 5 &amp; 6 BYOD trial with students/parents and teachers.</li> <li>• Utilise WeChat to connect with our Chinese community.</li> <li>• Hold a Literacy evening (term 2), IBL opening mornings, and introduce STEAM to our community.</li> <li>• Each FOMS meeting a different board member is to be present and give an update on board priorities.</li> <li>• Continue opportunities for board profile e.g school prizegiving.</li> <li>• Continue to develop the ACCoS network, consultation with ECE</li> <li>• Continue to enhance relationships with ECE providers.</li> </ul>