

Maungawhau School 2019 Plan

Shaping the future

Mission/ Ambition

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

Strategic Initiatives

1. Develop empathetic and inspiring teachers

2. Provide opportunities for all students to explore their unique potential

3. Be a place for the community to engage

Strategic Actions

1a. Effective recruitment and induction

1b. Grow staff with individual development plans

2a. Students are active partners in their learning

2b. Provide a range of opportunities both inside and outside the classroom

3a. Encourage feedback and collaborative action within our community

3b. Proactive engagement of our Maori/Pasifika and Chinese in our school community

Success

Every teacher is growing their skills of empathy and inspiration

Every student is participating in an area of interest outside of the classroom

Every parent is aware and can engage in school activities



Strategic Initiative 1: Develop empathetic and inspiring teachers		
1a. Effective recruitment and induction		
2019	2020	2021
<ul style="list-style-type: none"> ● All new induction reviews completed by the end of term 1 ● Review effectiveness of plan and report to the BoT by July 	<ul style="list-style-type: none"> ● Incorporate changes to Induction and Recruitment plan from 2019 insights ● 100% Induction checklist completed ● Improved inductee engagement score by 3 % 	<ul style="list-style-type: none"> ● Changes to Induction and Recruitment plan incorporate 2020 insights ● 100% Induction checklist completed ● Improved inductee engagement score by 3%
1b. Grow staff with individual development plans		
2019	2020	2021
<ul style="list-style-type: none"> ● Student Agency matrix developed and filled in beginning and end of year to track growth within each classroom (ISL) ● New teaching units trialed integrating the Digital Literacies curriculum, the Launch model for Inquiry and its links with STEAM learning ● All teachers regularly share with colleagues' impact on staff and student well-being, whilst participating in a year long Mindfulness course 	<ul style="list-style-type: none"> ● Implement Student Agency matrix and compare with 2019 data (ISL) ● Increased professional readings, and sharing of appraisal goals across the ACCOS, will impact on depth of personal appraisals ● Measure the impact of the progression frameworks on the progress of target students across the school 	<ul style="list-style-type: none"> ● Knowledge of effective pedagogy enhanced by timetabling regular connections with other COLs in NZ ● Progression frameworks and illustrations accessed by learners to support self-regulated learning

Strategic Initiative 2: Provide opportunities for all students to reach their potential

2a. Students are active partners in their learning

2019	2020	2021
<ul style="list-style-type: none"> ● A Student Agency matrix will be completed at the beginning of the school year, and repeated at the end of the year to track growth (ISL) ● Trial 'Learning in the Fast Lane' principles - in ESOL classes, and a year 4 and year 6 (Liz Love, Ajita Goh) ● A matrix which incorporates the school values and key competencies, embedded as part of school report process 	<ul style="list-style-type: none"> ● Repeat Student Agency matrix to establish new goals and increase growth (5% ISL). ● 2019 students and staff involved in the 'Learning in the Fast Lane' trial, to share principles with all staff to implement (Term 1) ● Students to use the school values matrix to monitor their progress and establish personalised goals. 	<ul style="list-style-type: none"> ● Repeat Student Agency matrix to establish new goals and increase growth (5% ISL).

2b. Provide a range of opportunities inside and outside of the classroom

2019	2020	2021
<ul style="list-style-type: none"> ● Use E-Tap to record each student's extracurricular activities including paid activities outside of school ● End of year review (all staff) and refine for 2020 	<ul style="list-style-type: none"> ● Increase by 5% extra-curricular activities offered to all students (E-Tap) 	<ul style="list-style-type: none"> ● Increase by 5% extra-curricular activities offered to all students (E-Tap)

Strategic Initiative 3: Be a place for the community to engage

3a. Encouraging feedback and collaborative action within our community

2019	2020	2021
<ul style="list-style-type: none"> ● Parent survey responses from years 5-6 exceeds 70% (Curriculum Leaders) ● 80% attendance of parents at New Parent sessions (Liz Lapish) ● Measure of general community engagement via survey (mid-year BoT) ● Parent attendance from across the school, at an interactive STEAM- based learning session (T 2, STEAM Leaders) 	<ul style="list-style-type: none"> ● Parent survey responses from years 5-6 exceeds 73% (on-going, Curriculum Leaders) ● 83% attendance of parents at New Parent sessions ● Re-do community engagement survey and compare to baseline data 5% improvement (end of T 2 BoT) ● Survey parent community to ascertain parents with specific STEAM skills to share with our staff and students 	<ul style="list-style-type: none"> ● Parent survey responses from years 5-6 exceeds 76% ● 86% attendance of parents at New Parent sessions ● Re-do community engagement survey and compare to baseline data 5% improvement (end of T 2 BoT) ● Plan each term within each syndicate for parents to be involved in STEAM activities

3b. Proactive engagement of Maori/Pasifika and Chinese in the school community

2019	2020	2021
<ul style="list-style-type: none"> ● Conducted Maori/Pasifika and separate Chinese consultation term 1, with 60% engagement ● Teachers of Pasifika students demonstrate evidence of improved relationships since the Introduction of 'Tapasa Cultural Competencies Framework for teachers of Pacific Learners' 	<ul style="list-style-type: none"> ● Maori/Pasifika and separate Chinese consultation term 1, with 65% engagement ● The Tapasa Framework is embedded as part of our Induction process 	<ul style="list-style-type: none"> ● Maori/Pasifika and separate Chinese consultations with 70% engagement ● Review the impact of the Tapasa Framework as part of our induction process for new staff

Maungawhau School 2019 12 Month Action Plan

Strategic Initiative 1 <i>Develop empathetic and inspiring teachers</i>	Strategic Goal 1a. Effective recruitment and induction	
	12 - month milestone: <ul style="list-style-type: none"> Developed, conducted and reviewed the induction and recruitment plan 	Key actions: <ul style="list-style-type: none"> Develop induction plan by January 2019 (Delanee) Conduct new teacher feedback interviews on recruitment and induction (Team Leaders) Review and improvement of induction plan (LT) Develop recruitment plan by July 2019 (Delanee)
	1b. Grow staff with individual development plans	
	12 - month milestone: <ul style="list-style-type: none"> Each teacher's appraisal reflects development of empathy and inspiration 	Key actions: <ul style="list-style-type: none"> Provide opportunities for teachers to reflect on and develop their pedagogy and content knowledge through a 'Teaching as Inquiry' process, focusing on the ACCoS goals of Student Agency and Flexible grouping in Maths Teachers to identify target students as part of the "Teaching as Inquiry" process. Use the progression frameworks to support the progress of identified target students (T1-ongoing) Explore the digital literacies curriculum and the Launch model for Inquiry and its links with STEAM learning All teachers to participate in a year long Mindfulness course

Strategic Initiative 2 <i>Provide opportunities for all students to reach their unique potential</i>	Strategic Goal 2a. Students are active partners in their learning	
	12 - month milestone: <ul style="list-style-type: none"> Establish through ACCoS a Student Agency Matrix to track development within classrooms across our school. 	Key actions: <ul style="list-style-type: none"> (i) Teachers who select Student Agency as their PLC meet regularly led by Maungawhau Student Agency ISL (on-going) (ii) Student Agency ISL meet regularly with ASL to develop their professional knowledge (on-going) and share and compare resources used to enhance personalised learning (iii) Feedback to all staff at least twice a year progress with student agency growth (ISL) (iv) Conduct beginning of the year Student Agency Matrix and set realistic goals for each teacher to develop student agency within their classroom practice (ISL) Trial 'Learning in the Fast Lane' principles-ESOL tutoring in the middle and senior school (Liz Love, Ajita Goh) As part of school report review create matrix which incorporates the school values and key competencies such as managing self.
	2b. Provide a range of opportunities inside and outside the classroom	
12 - month milestone: <ul style="list-style-type: none"> Extra-curricular matrix developed to respond to student needs' and demonstrate greater participation as students' progress through year levels 	Key actions: <ul style="list-style-type: none"> Use survey results from year 4 & 5 students wants/ needs (2018) for extra curricular activities to establish both a groups and duty roster. During January Teacher only Day present a school break 1 & 2 model where leading an extra-curricular activity replaces a teaching duty. Present 2018 end of year Student Interests survey and reconcile with teacher/Learning Support staff strengths/skills. (DP) Use E-tap to record each student's extra-curricular activities. End of year review (all staff) and refine for 2020. 	

Strategic Initiative 3 <i>Be a place for the community to engage</i>	Strategic Goal 3a. Encourage feedback and collaborative action within our community	
	12 - month milestone: <ul style="list-style-type: none"> ● Google Form Year 5-6 parent feedback exceeds 70% consistently ● Feedback from Parents and staff was that they worked positively and collaboratively around our Term 4 School Fair 	Key actions: <ul style="list-style-type: none"> ● Curriculum review/Health survey/BYOD parent feedback. Using Maungawhau School Facebook page to seek parent feedback on curriculum (ongoing, Curriculum Leaders as per Review Plan) ● Each term hold a powhiri for new staff, students and families. Followed by an Induction session for all new parents, explaining school expectations and communication (T1 Delanee) ● Measure of general community engagement via survey (T1 BoT) ● Share STEAM learning with our community, through an interactive STEAM- based learning session (T 2, STEAM Leaders)
	3b. Proactive engagement of Maori/Pasifika and Chinese in our school community	
	12 - month milestone: <ul style="list-style-type: none"> ● Maori/Pasifika and Chinese groups have met regularly and developed their own milestone goals for 2010 e.g. their own food stall at the term 4 School Fair. 	Key actions: <ul style="list-style-type: none"> ● Schedule Maori/Pasifika consultation (term 1 Violet, Rosie, Delanee) ● Schedule Chinese consultation (term 1 Ajita, Stephanie. Delanee) ● Schedule subsequent meetings for each group, as per needs/goals set from the initial meetings (M/P Violet, Rosie, Delanee) and Chinese (Ajita, Stephanie, Delanee) ● 'Tapasa' Competencies Framework for teachers of Pacific Learners to our teachers (Violet) Term 2