

Maungawhau School 2020 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 inside and outside 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		
2020	2021	2022
<ul style="list-style-type: none"> ● Incorporate changes to Induction and Recruitment plan from 2019 insights ● Improved inductee engagement score by 5% ● Report to the BoT the results of the Stay Interview by December 	<ul style="list-style-type: none"> ● Incorporate changes to Induction and Recruitment plan from 2020 insights ● Improved inductee engagement score by 5% 	<ul style="list-style-type: none"> ● Changes to Induction and Recruitment plan incorporate 2021 insights ● Improved inductee engagement score by 5%
1b. Grow staff with individual development plans		
2020	2021	2022
<ul style="list-style-type: none"> ● Teachers' appraisal cycle reflects recent changes to the Teachers Council requirements ● Integrate the 2020 Digital Technologies curriculum and the Launch model for Inquiry and its links with STEAM learning and Enviro learning ● Provide leadership pathways for all teachers interested both internally, and within our CoL 	<ul style="list-style-type: none"> ● 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

Strategic Initiative 2: Provide opportunities for all students to reach their potential**2a. Students are active partners in their learning**

2020	2021	2022
<ul style="list-style-type: none">● Introduce a Student Agency matrix to year 4-6 students to track agency● Learning Pathways embedded in all classrooms● New school reports reflect student agency	<ul style="list-style-type: none">● Repeat Student Agency matrix to establish new goals and increase growth (5%)● Learning Pathways and New School reports reviewed● Progression frameworks and illustrations accessed by learners to support self-regulated learning	<ul style="list-style-type: none">● Repeat Student Agency matrix to establish new goals and increase growth (5%)

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

2020	2021	2022
<ul style="list-style-type: none">● Well- Being Actions (CoL)- Circle Time/Buddy classes scheduled across the school● MoE Well Being funding Milestones met for training a group of students as coaches● New 5YA and property funding enhances student opportunities	<ul style="list-style-type: none">● Well-Being actions reviewed and refined● Extend coaching model for students	<ul style="list-style-type: none">● Well-Being actions embedded in school programmes● Extend coaching model for students

Strategic Initiative 3: Be a place for the community to engage		
3a. Encouraging feedback and collaborative action within our community		
2020	2021	2022
<ul style="list-style-type: none"> ● Re-fresh Friends of Maungawhau (FOMS) mission ● 80% attendance of parents at New Parent sessions ● Parents/staff and students work collaboratively and positively around the School Fair ● Access parent skill set offers especially in terms of our integrated curriculum 	<ul style="list-style-type: none"> ● Build on FOMS 2020 work ● 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) 	<ul style="list-style-type: none"> ● 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)
3b. Proactive engagement of Maori/Pasifika and Chinese in the school community		
2020	2021	2022
<ul style="list-style-type: none"> ● Conducted Maori/Pasifika and separate Chinese consultation term 1, with 60% engagement ● Beginning of every term powhiri to welcome new staff, students and their whanau - appropriate teaching to occur around this 	<ul style="list-style-type: none"> ● Maori/Pasifika and separate Chinese consultation term 1, with 65% engagement 	<ul style="list-style-type: none"> ● Maori/Pasifika and separate Chinese consultations with 70% engagement

Maungawhau School 2020 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"> End of Year Induction survey for new staff reflects a 5% improvement 	Key actions: <ul style="list-style-type: none"> Develop a Staff E Handbook so all relevant documents are up to date and easily accessible (Ben Fahey) Use released pedagogy and curriculum leaders to develop staff in terms of planning, pedagogy and assessment procedures (Marilyn, Tania, Ajita) Establish a buddy system for new teachers, as an additional 'go to' person. (wellbeing Team) New staff to complete an end of year survey of our Induction programme (Delanee) Develop and administer a 'Stay Interview' (Delanee)
	1b. Grow staff with individual development plans	
	12 - month milestone: <ul style="list-style-type: none"> Each teacher's appraisal reflects individual professional development and growth 	Key actions[1][RD2]: <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 (CoL ASL & ISL) 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 (Tania) Integrate the 2020 Digital Technologies

		<p>curriculum and the Launch model for Inquiry and its links with STEAM learning and Enviro learning (Aneil, Avalon, Jo, Patricia)</p> <ul style="list-style-type: none">● Provide leadership opportunities/pathways for all teachers interested – internally and within our CoL/ACCoS (Delanee)
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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"> • Student Agency Matrix (Year 4-6 students) to track agency growth 	Key actions[3]: <ul style="list-style-type: none"> • OECD 2030 Learning Compass introduced to all teachers and connections to our School vision/mission/values explicitly made (Tania) • Trial 'Learning in the Fast Lane' principles (Faye) • (i) Trial Learning Pathways with a group of teachers, (ii) Introduce Student Agency Matrix to Year 4-6 students to use to goal set; and adapt our school report to reflect this (Tania/Ben)
	2b. Provide a range of opportunities inside and outside the classroom	
	12 - month milestone: <ul style="list-style-type: none"> • Students Well-Being addressed in terms of greater engagement and opportunities 	Key actions[4]: <ul style="list-style-type: none"> • Schedule Circle Time/Buddy Classes regularly in all classrooms & suggest possible learning to occur during Buddy Classes (Well Being Team) • Meet milestones for MoE Well-Being funding initiative - training a small group of students as coaches (Ajita) • Introduce extra break time opportunities for students and release teachers from duties to run (Ben) • Continue to develop and embed leadership opportunities for senior students: Enviro, House Leaders, Cultural Ambassadors, Student Action group, Kapahaka, Peer Mediators, Librarians, Wet Day monitors, & Coaches (senior teachers) • New 5YA funding and additional MoE property grants enhance student opportunities (BoT)

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"> Feedback from Parents and staff was that they worked positively and collaboratively around our Term 4 School Fair FOMS report an increase in community engagement 	Key actions[5]: <ul style="list-style-type: none"> Curriculum review/Health survey/BYOD parent feedback. Using Maungawhau School Facebook page to seek parent feedback on curriculum (on-going, 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) Re-administer Parent Skill Set survey and access (Ben) Extend International Day to the whole school and extend to the evening with International Food and cultural performances (Melissa & FOMS) Use the school newsletter to engage more parents with supporting their child's learning at home e.g. reading with & to kids at home.
	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 in term 1 and developed their own milestone goals for 2020 	Key actions[6]: <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) Schedule a powhiri at the beginning of each term to welcome new staff, students and whanau – our Kaumatua, and Board to be present (Delanee) Involve whanau in Kapahaka practices (tutoring/support)