

Maungawhau School

Strategic Plan 2024-2025

Vision Statement: Shaping the Future					
Summary of the information used to develop this plan/How did you create this plan Maungawhau School Board utilises community engagement and feedback and the National Education and Learning Priorities in the development of this plan.					
Strategic Goal	Board Primary Objectives	Education Requirement	What do we expect to see?	How will we achieve or make progress towards our goals?	How do we measure success?
To enable our ākonga to reach their highest educational potential in an emotionally and physically safe environment, with an emphasis on every ākonga gaining sound foundational skills, including language, Literacy, Mathematics and Science	All of section 127 (1) of the Education and Training Act 2020 apply	<ul style="list-style-type: none"> • NELP Priorities 1-6 • Te Mātaiaho • Ka Hikitia • Tau Mai Te Reo approach • The Action Plan for Pacific Education 2020 - 2030 • Attendance and Engagement Strategy • Child and Youth Wellbeing Strategy 2019 • Learning Support Action Plan 	Academic results will show increased progress for all ākonga in Literacy and Mathematics	Teachers will engage in professional development to enhance their knowledge and confidence around delivering the refreshed New Zealand curriculum, Te Mātaiaho.	<ul style="list-style-type: none"> • Teachers will show improved pedagogy throughout the Professional Growth Cycle process
			Increased ākonga emotional and social competence in classrooms and at break times.	<p>Kaiako will be better equipped with strategies for supporting ākonga and their own wellbeing and mental health.</p> <p>Kaiako will work with Mitey facilitators to integrate the Mitey programme across the curriculum.</p>	<ul style="list-style-type: none"> • Mitey Wellbeing Review Tool
			Ākonga and kaiako will show improvement in Tikanga Māori and Te Reo Māori.	<p>Board and staff will continue to grow meaningful and respectful connections with ākonga, whānau, and the community to design and deliver education that responds to their needs, and sustain their identities, language and culture.</p> <p>A Te Reo specialist will support kaiako and ākonga to improve their competency in Tikanga Māori and Te Reo Māori.</p>	<ul style="list-style-type: none"> • Poutama Reo tool • Attendance and engagement with whānau at hui and pōwhiri

Ākonga – students Kaiako – teachers [National Education and Learning Priorities](#)

Maungawhau School

Annual Implementation Plan 2024

<p>Summary of the plan Maungawhau School will continue its strong focus on improving ākonga progress and achievement in Literacy, Mathematics, Science, Wellbeing, and Te Reo and Te Ao Māori</p>			
<p>Where we are currently at: Data shows consistency within the last two years around student progress in Reading, Writing and Mathematics. More hands-on Science is occurring at our school. First year of Mitey (a Mental Health and Wellbeing Education programme) has been completed. Te Reo is more evident in all assemblies, music, school newsletters and regular interactions. A lead teacher and the tumuaki have attended kāhui ako hui 2023 and have developed their confidence and competence around this kaupapa</p>			
<p>How will our targets and actions give effect to Te Tiriti o Waitangi: Ākonga and kaiako will show improvement in Tikanga Māori and Te Reo Māori using the Poutama Reo tool Whānau involved in target and action plan</p>			
<p>Strategic Goal 1 To enable our ākonga to reach their highest educational potential in an emotionally and physically safe environment, with an emphasis on every ākonga gaining sound foundational skills, including language, Literacy, Mathematics and Science</p>			
<p>Annual Target/Goal: Evidence of further growth in ākonga confidence, engagement and wellbeing</p>			
<p>What do we expect by the end of the year? 1. Kaiako have developed in depth knowledge of the refreshed learning areas of English, Science, Maths and Statistics within Te Mātaiaho 2. Kaiako will continue to develop their knowledge and confidence in cultural responsiveness 3. We understand our community's priorities for their tamariki 4. We have a developing relationship with tangata whenua to ensure we can reflect their aspirations for our school and give effect to Te Tiriti o Waitangi and its principles in our local school curriculum</p>			
Actions	Who is Responsible	Resources Required	Measure of Success
The mental health of all tamariki is strengthened through our Mental Health programmes (Pause, Breathe, Smile and Mitey programme to be integrated across the curriculum)	<ul style="list-style-type: none"> Mitey facilitators Team leaders 	<ul style="list-style-type: none"> Regular meetings and modelling with Mitey facilitators Mitey resources created, shared and accessed by all staff 	<ul style="list-style-type: none"> Increased ākonga emotional and social competence in classrooms and at break times Mitey Wellbeing Review Tool
Teachers successfully enhancing their knowledge and confidence around delivering the refreshed New Zealand curriculum, Te Mātaiaho Implementation of effective evidence-based Maths (Rapid Routines and OpeNups) and Literacy programmes (Yolanda Soryl phonics programme for years 0-3 and Liz Kane's The Code spelling programme in years 4-6) Additional Maths and Literacy support for targeted students	<ul style="list-style-type: none"> Curriculum leaders Kāhui Ako in-school leader Part-time teacher and teacher aides 	<ul style="list-style-type: none"> Curriculum leaders attending professional development Accessing ministry resources Facilitating PLD within school Additional Numicon kits purchased (Maths) Before school readers' club (Literacy) 	<ul style="list-style-type: none"> Academic results will show increased progress for all ākonga in Literacy and Maths Increased student confidence in Literacy and Maths Teachers will show improved pedagogy throughout the Professional Growth Cycle process Targeted students show improved Maths strategies and knowledge and increased Reading mileage and engagement

Science specialist runs a year 3-6 Science club and support classroom teachers with Science programmes	<ul style="list-style-type: none"> ● Science specialist 	<ul style="list-style-type: none"> ● Board-funded Science specialist on Thursdays ● House of Science kits 	<ul style="list-style-type: none"> ● Increased teacher confidence in teaching Science ● Improved student interest and motivation in Science
To make meaningful and respectful connections with ākonga, whānau, and the community to design and deliver education that responds to their needs, and sustain their identities, language and culture	<ul style="list-style-type: none"> ● Te Reo specialist kaiako ● Te Ao Māori leader ● School leaders ● Tumuaki 	<ul style="list-style-type: none"> ● Board-funded Te Reo specialist 0.2 ● Te Reo Māori plan ● New 2024 Māori Achievement Collaborative (MAC) participation ● Te Ao Māori kāhui ako workstream participation 	<ul style="list-style-type: none"> ● Ākonga and kaiako will show improvement in Tikanga Māori and Te Reo Māori using the Poutama Reo tool ● Hui with whānau - high attendance and meaningful korero ● Whole school pōwhiri to occur each term
To develop teacher competence and confidence in inclusive practice for students who are priority learners including neurodiverse and ELL students	<ul style="list-style-type: none"> ● Kāhui Ako in-school leader ● ESOL leaders 	<ul style="list-style-type: none"> ● Inclusive Practice kāhui ako workstream participation ● On-going PD for teachers in ELL when and as needed 	<ul style="list-style-type: none"> ● Teacher knowledge and confidence in teaching diverse learners ● Improved teacher confidence in using ELL