

MISSION STATEMENT

We create a nurturing environment that enables our children to learn.

KĀHUI AKO VISION - RONGOHIA TE HAU

All students achieving educational success as confident, connected, lifelong, resilient learners.

Enhancing Quality Teaching and Learning

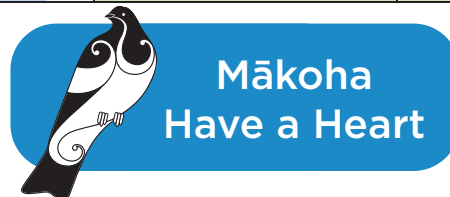
Enhancing school wide consistency in our teaching practice using our MPS curriculum

Improve teaching pedagogy to enhance all staff and student learning outcomes



Annual Plan
2020 - 2022

Action	Measure	When	Who	Budget/Resources	How	Drivers
Maker Space 2020 To provide opportunities to nurture and develop creativity, problem solving, thinking skills and digital fluency through the Maker Movement.	Produce evidence of student creativity and use of digital technology.	Terms 1-4. One block (1.5hours) slot within the 9 day rotation. Set up by Jeff.	Whole school, all year groups from Year 0-6.	Maker Space Budget Consumables PLD around understanding the Maker Space Movement.	Purchasing resources. Timetable prepared termly for planning. Planned in our Concept curriculum/ UBD. PLD for new technologies, utilising expertise on staff and PLD providers when required.	Maker Space Leader and curriculum team Paula Jamieson for PLD.
		Time Required				
		30 hours per year				
Maker Space 2021 Incorporate the Maker Space movement to enhance teacher practice around creativity and digital fluency.	Evidence that the Maker Space Movement has reached beyond the specified time frame and integrated into everyday class programmes. Student voice of their engagement.	Terms 1-4	Whole school, all year groups from Year 0-6.	Maker Space budget Consumables	Plan for Maker Space Movement learning within the classroom setting and the Maker Space environment. Planned into our concept curriculum/UBD.	Maker Space Leader, curriculum team and early adopters. Paula Jamieson for PLD
		Time Required				
		60 hours per year				
Maker Space 2022 To embed the Maker Space movement into our teaching and learning practice.	Student will be able to articulate Maker Space learning experiences. Teacher will be confident and competent with this embedded practice. Schoolwide self assessment on the effectiveness of the programme.	Terms 1-4	Whole school, all year groups from Year 0-6.	Maker Space budget Consumables	Planned into overviews, units and daily planning. Planned into our concept curriculum/ UBD	All teachers
		Time Required				
		Embedded into learning experiences daily.				
Action	Measure	When	Who	Budget/Resources	How	Drivers
Prime Math 2020 Introduce Y5/6 prime maths programme and continue with Y3/4. Basic Facts Knowledge focus.	Our schoolwide clean data will improve from 84.6% (2019) to 86% by the end of 2020. Increased knowledge and speed of basic facts. Recall, understand and apply. Students able to articulate their current learning level and next steps.	Term 1-4	Years 3,4,5,6 and teachers.	\$3500 to support maths programme. \$1800 Scholastic Rewards credit. Donation (\$3000) for targeted students in basic facts begin with Year 6, Enrichment Group.	Purchase resources, diagnostic testing for all these students. PLD for teachers. Stakeholder PLD and engagement.	Maths Leader and Numeracy team. Syndicate Team Leader (Basic Facts). Sandie Haddock.
		Time Required				
		200 hours per year				
Prime Math 2021 Introduce Year 1 and 2 teachers and students to the Mathematical Language. Basic Facts Knowledge focus.	Our schoolwide clean data will improve to 88% by the end of 2021. Increased knowledge and speed of basic facts. Recall, understand and apply. Students able to articulate their current learning level and next steps.	Term 1-4	All teachers	\$3500 to support maths programme.	Purchase resources, diagnostic testing for all students involved.	Maths Leader and Numeracy team. Sandie Haddock for Years 1 and 2.
		Time Required				
		200 hours per year				
Prime Math 2022 Embedded from Years 1-6 Basic Facts Knowledge focus.	Our schoolwide clean data will improve to 90% by the end of 2022. Increased knowledge and speed of basic facts. Recall, understand and apply. Students able to articulate their current learning level and next steps.	Term 1-4	Whole school	\$3500 to support maths programme.	Purchase resources, diagnostic testing for all students involved.	Maths Leader and Numeracy team
		Time Required				
		200 hours per year				
Action	Measure	When	Who	Budget/Resources	How	Drivers
Reading 2020 To maintain our current school wide clean data and extend and accelerate our target / CWSN / GATE students.	Our schoolwide clean data will be maintained at 90% or above (2019 91.5%). Students able to articulate their current learning level and next steps.	Terms 1-4	All Teachers Specialist Reading Recovery Teachers.	\$10,000 Literacy Budget	Continue Reading Recovery Programme, Quick 60, Talk to Learn, Reading Eggs, Teachers providing a quality, effective and engaging programme.	Literacy Leader and curriculum team. CWSN Unit holder.
		Time Required				
		200 hours guided, shared and integrated.				
Reading 2021 To maintain our current school wide clean data and extend and accelerate our target / CWSN /GATE students.	Our schoolwide clean data will be maintained at 90% or above. Students able to articulate their current learning level and next steps.	Terms 1-4	All Teachers Specialist Reading Recovery Teachers.	\$10,000 Literacy Budget	Continue Reading Recovery Programme, Quick 60, Talk to Learn, Reading Eggs, Teachers providing a quality, effective and engaging programme.	Literacy Leader and curriculum team. CWSN Unit holder.
		Time Required				
		200 hours guided, shared and integrated.				
Reading 2022 To maintain our current school wide clean data and extend and accelerate our target / CWSN / GATE students.	Our schoolwide clean data will be maintained at 90% or above. Students able to articulate their current learning level and next steps.	Terms 1-4	All Teachers Specialist Reading Recovery Teachers.	\$10,000 Literacy Budget	Continue Reading Recovery Programme, Quick 60, Talk to Learn, Reading Eggs, Teachers providing a quality, effective and engaging programme.	Literacy Leader and curriculum team. CWSN Unit holder.
		Time Required				
		200 hours guided, shared and integrated.				
Action	Measure	When	Who	Budget/Resources	How	Drivers
Writing 2020 Develop and introduce school wide writing progressions Embed consistent school wide expectations as per 2019 PLD. Plan deliberate acts of teaching spelling.	Our schoolwide clean data will improve from 80.6% (2019) to 82% by the end of 2020. Students able to articulate their current learning level and next steps. Essential Spelling Lists 1-8 and commonly misspelt words.	Terms 1-4	All teachers	\$10,000 Literacy Budget \$3000 Donation for targeted students in spelling begin with Year 6, Enrichment Group.	Moderation with clarity through MPS writing progressions. Students moving from classes will have consistent understanding of school expectations. Teachers provide purposeful, relevant and a motivating programme.	Team Leaders- during regular classroom visits will promote consist school expectations linked to appraisal goals Syndicate Team Leader (Spelling). Sharyn Merry PLD. Yolanda Soryl PLD
		Time Required				
		200 hours guided, shared and integrated.				
Writing 2021 Trial school wide writing progressions. Plan deliberate acts of teaching spelling.	Our schoolwide clean data will improve to 84% by the end of 2021. Students able to articulate their current learning level and next steps. Essential Spelling Lists 1-8 and commonly misspelt words.	Terms 1-4	All teachers	\$10,000 Literacy Budget	Moderation with clarity through MPS writing progressions. School expectations are secure. Teachers provide purposeful, relevant and a motivating programme.	Team Leaders promoting school wide consistency
		Time Required				
		200 hours guided, shared and integrated.				
Writing 2022 Embed school wide writing progressions. Plan deliberate acts of teaching spelling.	Our schoolwide clean data will improve to 86% by the end of 2022. Students able to articulate their current learning level and next steps. Essential Spelling Lists 1-8 and commonly misspelt words.	Terms 1-4	All teachers	\$10,000 Literacy Budget	Moderation with clarity through MPS writing progressions. Teachers provide purposeful, relevant and a motivating programme.	Team Leaders promoting school wide consistency
		Time Required				
		200 hours guided, shared and integrated.				



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2020 - 2022

Enhancing school wide consistency in our teaching practice using our MPS curriculum
Improve teaching pedagogy to enhance all staff and student learning outcomes

Action	Measure	When	Who	Budget/Resources	How	Drivers
School Wide Systems 2020 Complete MPS school wide systems review and integrate with our MPS local curriculum.	All aspects of MPS school life have clarity and consistency. The school wide systems review will be added to our local curriculum.	Term 1 - 4 at leadership meetings Time Required Ongoing	Leadership team Curriculum leaders BOT	N/A	School wide systems will be reviewed at leadership meetings, Professional Development meetings and in Curriculum teams.	Principal Deputy Principal Assistant Principal
School Wide Systems 2021 Introduce our updated School wide systems.	Classroom practice is consistent and is identified through the appraisal process.	Term 1 TOD - Actioned throughout the year. Time Required Ongoing	Leadership team Curriculum leaders BOT	N/A	School wide systems will be reviewed at leadership meetings, Professional Development meetings and in Curriculum teams. Staff are expected to meet the requirements.	Principal Deputy Principal Assistant Principal
School Wide Systems 2022 Embed and review our School wide systems.	Classroom practice is consistent and is identified through the planning, assessment and appraisal process.	Term 1 - 4 at leadership meetings Time Required Ongoing	Leadership team Curriculum leaders BOT	N/A	School wide systems will be reviewed, maintained and improved by all staff.	Teacher
Action	Measure	When	Who	Budget/Resources	How	Drivers
Local Curriculum 2020 To complete and trial our updated local curriculum as a digital and interacting living document.	Visual interactive representation in our Hall by Term 2. Digital copy available. Evidence in UBD, planning and assessment.	Term 1 - 4 at leadership meetings Time Required 20 hours IT specialist. Ongoing for staff.	All stakeholders	\$2000 IT specialist \$500 Printing costs	Synthesising information from a range of sources to create our own template for our local curriculum. Employ IT specialist to design templates which align with our branding. Teachers trial LC.	Principal Deputy Principal Assistant Principal BOT
Local Curriculum 2021 To effectively utilise our unique Local Curriculum in all aspects of school life.	Clear evidence in UBD, planning and assessment and class programmes / environment. Students will be empowered by local, meaningful learning opportunities.	Term 1-4 Time Required Ongoing for staff	All stakeholders	\$200, living document may require updating.	Syndicate Leaders and teachers will use our local curriculum to plan for and drive authentic local learning.	Principal Deputy Principal Assistant Principal BOT, Teachers
Local Curriculum 2022 To improve Hauora / Attendance for students and staff. Review and improve.	Clear evidence in UBD, planning and assessment and class programmes / environment. Students will be empowered by local, meaningful learning opportunities. Gather stakeholder feedback.	Term 1-4 Time Required Ongoing for staff	All stakeholders	\$200, living document may require updating.	Syndicate Leaders and teachers will use our local curriculum to plan for and drive authentic local learning. Through Rongohia Te Hau we will gather data to assess effectiveness.	Principal Deputy Principal Assistant Principal BOT, Teachers
Action	Measure	When	Who	Budget/Resources	How	Drivers
Hauora / Attendance 2020 To improve Hauora / Attendance for students and staff.	94% and above attendance. Whakawhanaungatanga at Team Meetings for staff. End of Term One Staff email BoT reflections of Hauora Day.	Regularly Time Required Ongoing at Team Meetings (5-10mins)	All Stakeholders	Etap \$2000 Team Building Cathi-Lane (PHN)	Teachers carefully monitor attendance. Provide regular planned sessions e.g. I-Excel, Passion Projects, Play, Make, Create, Boys Club, Green Team, Maker Space. 8.30am-3.30pm Wednesday for Hauora Day for Staff. Utilising new days in Collective Agreement.	Teachers Parents
Hauora / Attendance 2021 To evaluate 2020 actions and impact for improving Hauora / Attendance for students and staff.	94% and above attendance. Whakawhanaungatanga at Team Meetings for staff.	Regularly Time Required Ongoing at Team Meetings (5-10mins)	All Stakeholders	Etap \$2000 Team Building	Teachers carefully monitor attendance. Provide regular planned sessions e.g. I-Excel, Passion Projects, Play, Make, Create, Boys Club, Green Team, Maker Space. 8.30am-3.30pm Wednesday for Hauora Day for Staff. Utilising new days in Collective Agreement.	Teachers Students
Hauora / Attendance 2022 To evaluate 2021 actions and impact for improving Hauora / Attendance for students and staff.	94% and above attendance. Whakawhanaungatanga at Team Meetings for staff.	Regularly Time Required Ongoing at Team Meetings (5-10mins)	All Stakeholders	Etap \$2000 Team Building	Teachers carefully monitor attendance. Provide regular planned sessions e.g. I-Excel, Passion Projects, Play, Make, Create, Boys Club, Green Team, Maker Space. 8.30am-3.30pm Wednesday for Hauora Day for Staff. Utilising new days in Collective Agreement.	Students
Action	Measure	When	Who	Budget/Resources	How	Drivers
Digital Curriculum 2020 Implement integrated Digital Curriculum.	To have all students working to meet the outline for the school digital curriculum progressions through authentic contexts. Increased teacher competency in teaching in this new area.	Beginning 2020 Time Required Ongoing	Teachers	TTS Kaahui Ako \$1000 Alex Juma	Staff diagnostic/ Summative survey. Integrate into classroom programmes. Celebration of learning through multimedia with parents. Follow MPS Progressions.	Alma Juma Team Leaders & Early Adopters
Digital Curriculum 2021 Consolidate integrated Digital Curriculum	Teachers display understanding of how the digital curriculum works and effectively incorporate this into authentic learning contexts. Students will be exposed to a range of Digital Skills to enhance their classroom learning.	All Year Time Required Ongoing	Teachers	TTS Kaahui Ako \$1000 PLD	Fill gaps where teachers feel they need further support to enhance their programmes. Celebration of learning through multimedia with parents	Alma Juma & newly identified team members with specific expertise.
Digital Curriculum 2022 Maintain and review Digital Curriculum	All Year 6 students leaving our school will have a solid understanding of Designing and Developing Digital Outcomes, and Computational Thinking and with a variety of skills.	All Year Time Required Ongoing	Teachers	TTS Kaahui Ako \$1000 PLD	Teachers running workshops for other staff in areas where they feel they have the skills to share. Tuakana Teina Celebration of learning through multimedia with parents.	Alma Juma & newly identified team members with specific expertise.



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Disparity 2020 Close the disparity between Maori and Non-Maori in Literacy and Numeracy and male and female in Writing. Continue to develop Culturally Responsive Pedagogy.	3% reduction in school wide data from 2019-2020. Using Rongohia Te Hau data to measure Maori / Non-Maori attitude and engagement.	Mid Term and End of Year clean data interrogation Time Required Regular and ongoing.	All teacher Specific students drawn from the clean data and their Whanau.	Numeracy and Literacy budgets.	Target groups identified for the needs of these learners in order to accelerate progress (one size fits one) Students able to articulate and understand their own learning.	Leadership Team Teachers Students Whanau
Disparity 2021 Close the disparity between Maori and Non-Maori and male and female learners. Embrace Culturally Responsive Pedagogy	A further 3% reduction in school wide data 2020-2021. Using Rongohia Te Hau data to measure Maori / Non-Maori attitude and engagement.	Mid Term and End of Year clean data interrogation Time Required Regular and ongoing.	All teacher Specific students drawn from the clean data and their Whanau.	Numeracy and Literacy budgets.	Target groups identified for the needs of these learners in order to accelerate progress (one size fits one) Students able to articulate and understand their own learning.	Leadership Team Teachers Students Whanau
Disparity 2022 Close the disparity between Maori and Non-Maori and male and female learners. Create an Action Plan to completely eliminate disparities. Embed Culturally Responsive Pedagogy.	A further 3% reduction in school wide data. Contrast and compare 2022 data with 2019 data to ensure we have had a 9% shift or more. Using Rongohia Te Hau data to measure Maori / Non-Maori attitude and engagement.	Mid Term and End of Year clean data interrogation Time Required Regular and ongoing.	All teacher Specific students drawn from the clean data and their Whanau.	Numeracy and Literacy budgets.	Target groups identified for the needs of these learners in order to accelerate progress (one size fits one) Students able to articulate and understand their own learning.	Leadership Team Teachers Students Whanau
Action	Measure	When	Who	Budget/Resources	How	Drivers
Play, Make, Create 2020 Provide opportunities to trigger student curiosity and instincts for learning. Develop critical thinking and collaborative skills.	Students assess themselves against rubric with evidence. To improve attendance, motivation and a love of learning gathered student voice through our Rongohia Te Hau annual data.	Terms 1-4. Time Required Two Teacher only Days with Paula. Regular and ongoing	All Teachers Years 0-6	\$2500 Teacher Aide time \$4000 Teacher PLD. \$1500.00 Literacy & MakerSpace Budget.	Plan for and timetable into class Reading programmes. Identify and locate appropriate resources linked to UB, student interest and areas of new learning. Teacher PLD	All teachers Teacher Aide Paula Jamieson
Play, Make, Create 2021 Provide opportunities to trigger student curiosity and instincts for learning. Develop critical thinking and collaborative skills.	Students assess themselves against rubric with evidence. To improve attendance, motivation and a love of learning gathered student voice through our Rongohia Te Hau annual data.	Terms 1-4. Time Required Regular and ongoing	All Teachers Years 0-6	\$1500.00 Literacy & MakerSpace Budget.	Seamlessly infused in everyday classroom practise with support.	All teachers and student early adopters.
Play, Make, Create 2022 Provide opportunities to trigger student curiosity and instincts for learning. Develop critical thinking and collaborative skills.	Students assess themselves against rubric with evidence. To improve attendance, motivation and a love of learning gathered student voice through our Rongohia Te Hau annual data.	Terms 1-4. Time Required Regular and ongoing	All Teachers Years 0-6	\$1500.00 Literacy & MakerSpace Budget.	Seamlessly infused in everyday classroom practise with support.	All Teachers All student
Action	Measure	When	Who	Budget/Resources	How	Drivers
Te Reo Mac 2020 By the end of Year 3 all students' will be competently using Te Reo at Level one. Year 4-6 students will be working within level 2.	Use online ministry document. Te Aho Arataki Marau (Te Reo Maori) teaching and learning document. Self assessment.	Infused into everyday practice. Normalising Te Reo at MPS Time Required Ongoing	Te Reo team All teachers Local experts Whanau	MAC involvement (Anaru) Cindy unit	Building a schoolwide normalised Te Reo programme that is integrated into everyday teaching. Through quality PD and classroom practice.	All staff Leadership Local community whanau
Te Reo Mac 2021 Year 1-2 students will be working within level one. Year 3-4 working within level 2. Year 5-6 students working within level 3.	Use online ministry document. Te Aho Arataki Marau (Te Reo Maori) teaching and learning document. Self assessment.	Infused into everyday practice. Normalising Te Reo at MPS Time Required Ongoing	Te Reo team All teachers Local experts Whanau	MAC involvement (Anaru) Cindy unit	Building a schoolwide normalised Te Reo programme that is integrated into everyday teaching. Through quality PD and classroom practice.	All staff Leadership Local community whanau
Te Reo Mac 2022 Our Year 6 leavers to be working within level 3.	Use online ministry document. Te Aho Arataki Marau (Te Reo Maori) teaching and learning document. Self assessment. Assess how many minutes a week are we teaching Te Reo in a bilingual context - 180 minutes per week in level 4 MOE funding.	Infused into everyday practice. Normalising Te Reo at MPS Time Required Ongoing	Te Reo team All teachers Local experts Whanau	MAC involvement (Anaru) Cindy unit	Building a schoolwide normalised Te Reo programme that is integrated into everyday teaching. Through quality PD and classroom practice. Identify curriculum levels B P A per year.	All staff Leadership Local community whanau
Action	Measure	When	Who	Budget/Resources	How	Drivers
Learning Pit 2020 Building resilience and creating cognitive conflict. Embedding into school wide culture links with MPS values and Key Competencies.	Teachers and students have co-constructed a Learning Pit. Students able to articulate when they are in the pit and the strategies used to get out. Student voice from RTH data about challenged learning.	Implemented in week 1, Term 1. Time Required Ongoing	All teachers and students.	N/A	Teachers develop an understanding of cognitive conflict and will intentionally plan learning experiences. Teachers will provide opportunities for students' to problem solve, demonstrate resilience, and encounter cognitive conflict.	Teachers Students Whanau
Learning Pit 2021 Building resilience and creating cognitive conflict. Normalised into school wide culture.	Learning Pit is active in the learning environment. Teachers observe students using problem solving strategies and demonstrating resilience. Student voice from RTH data about challenged learning.	Implemented in week 1, Term 1. Time Required Ongoing	All teachers and students.	N/A	Students' develop a deeper understanding of cognitive conflict. Teachers will provide opportunities for students' to problem solve, demonstrate resilience, and encounter cognitive conflict.	Teachers Students Whanau
Learning Pit 2022 Building resilience and creating cognitive conflict. Business as usual.	Teachers and students have co-constructed a Learning Pit. Students able to confidently and competently articulate examples of cognitive conflict.	Implemented in week 1, Term 1. Time Required Ongoing	All teachers and students.	N/A	Cognitive conflict is part of teachers everyday planning.	Teachers Students Whanau



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Professional Development 2020 Extend leadership capabilities. Build teacher capacity and knowledge	Impact on student learning through data analysis. Increase teacher capacity and curriculum knowledge. (Attestation and appraisal-links to Registered Educational Standards)	Terms 1-4	All staff	\$2500 HPLT (T2-4) \$4000 Teacher PLD \$1000 Arinui	Target groups identified for the needs of these learners in order to accelerate progress (one size fits one) Students able to articulate and understand their own learning.	Leadership Team Teachers Students Whanau
		Time Required 2 days for leadership team. 10 full days Individual PLD requirement for teachers.				
Professional Development 2021 Extend leadership capabilities. Build teacher capacity and knowledge	Impact on student learning through data analysis. Increase teacher capacity and curriculum knowledge. (Attestation and appraisal-links to Registered Educational Standards)	Terms 1-4	All staff	\$4000 Teacher PLD \$1000 Arinui	Target groups identified for the needs of these learners in order to accelerate progress (one size fits one) Students able to articulate and understand their own learning.	Leadership Team Teachers Students Whanau
		Time Required 10 days				
Professional Development 2022 Extend leadership capabilities. Build teacher capacity and knowledge	Impact on student learning through data analysis. Increase teacher capacity and curriculum knowledge. (Attestation and appraisal-links to Registered Educational Standards)	Terms 1-4	All staff	\$4000 Teacher PLD \$1000 Arinui	Target groups identified for the needs of these learners in order to accelerate progress (one size fits one) Students able to articulate and understand their own learning.	Leadership Team Teachers Students Whanau
		Time Required 10 days				
Action	Measure	When	Who	Budget/Resources	How	Drivers
Teaching, Planning, and Relationships 2020 Through authentic relationships and quality assessment, teachers will have personalised learning opportunities evident in planning to ensure individual needs are met.	Students will become confident individuals who can articulate their learning. Through student voice all MPS students can articulate their passions and interests have been met. Rongohia te Hau student voice data.	Terms 1-4	Students Teachers Whanau/ Caregivers	N/A	Teachers will differentiate planning and teaching style to ensure personalised learning and discuss next learning steps with students. During goal setting and report days with Whanau/parent individual needs will be discussed.	Students Teachers Leadership Team
		Time Required Regular and ongoing				
Teaching, Planning, and Relationships 2021 Through authentic relationships and quality assessment, teachers will have personalised learning opportunities evident in planning to ensure individual needs are met.	Students will become confident individuals who can articulate their learning. Through student voice all MPS students can articulate their passions and interests have been met. Rongohia te Hau student voice data.	Terms 1-4.	Students Teachers Whanau/ Caregivers	N/A	Teachers will differentiate planning and teaching style to ensure personalised learning and discuss next learning steps with students. During goal setting and report days with Whanau/parent individual needs will be discussed.	Students Teachers Leadership Team
		Time Required Regular and ongoing				
Teaching, Planning, and Relationships 2022 Through authentic relationships and quality assessment, teachers will have personalised learning opportunities evident in planning to ensure individual needs are met.	Students will become confident individuals who can articulate their learning. Through student voice all MPS students can articulate their passions and interests have been met. Rongohia te Hau student voice data.	Terms 1-4.	Students Teachers Whanau/ Caregivers	N/A	Teachers will differentiate planning and teaching style to ensure personalised learning and discuss next learning steps with students. During goal setting and report days with Whanau/parent individual needs will be discussed.	Students Teachers Leadership Team
		Time Required Regular and ongoing				
Action	Measure	When	Who	Budget/Resources	How	Drivers
Kaahui Ako 2020 Develop a stronger understanding of the Co-inquiry Growth Tool to enhance teaching and learning while improving our Culturally Responsive Pedagogy.	Once a term an observation will be completed by critical friend, analysed collaboratively and submitted to AST to determine next learning steps in pedagogy and how to incorporate CR4RP and improve on practice.	Once a term during CRT release.	Teachers	N/A	Through staff and team meetings inquiry tool will be scaffolded to develop an understanding of the indicators and how the tool improves pedagogy. Critical friend will give construct feedback/ feedforward.	AST / WSTs
		Time Required 2-3 hours per term				
Kaahui Ako 2021 Embed the Co-inquiry Growth Tool to enhance teaching and learning while improving our Culturally Responsive Pedagogy.	2020 identified learning step are being integrated in to class programmes. Teachers identify next learning steps for specific individualised pedagogical growth.	Once a term during CRT release.	Teachers	N/A	Effective use of the tool, evident within the classroom teaching and learning programme and being challenged to improve practice. Critical friend will give construct feedback/ feedforward.	AST / WSTs
		Time Required 2-3 hours per term				
Kaahui Ako 2022 Maintain and improve the implementation of the Co-inquiry Growth Tool.	2021 identified learning step are being integrated in to class programmes. Teachers identify next learning steps for specific individualised pedagogical growth.	Once a term during CRT release.	Teachers	N/A	Effective use of the tool, evident within the classroom teaching and learning programme and being challenged to improve practice. Critical friend will give construct feedback/ feedforward.	AST / WSTs
		Time Required 2-3 hours per term				
Action	Measure	When	Who	Budget/Resources	How	Drivers
Understanding by Design (UBD) 2020 Further develop, review and refine our UBD concept based curriculum. Incorporate KC Time, Endeavour Time to the UBD concept of the term.	Students are able to demonstrate through a variety of multi mediums their acquired knowledge of the enduring understanding. Teachers are developing confidence when assessing Science, Social Sciences (NZ History), Technology (Digital) and The Arts curriculum.	Terms 1-4	Teachers Students	BOT funded unit \$4000	Teacher will further develop intentional play based practices and deliberately plan and timetable learning opportunities linked the the UBD concept. Allocate time to define Enduring Understanding to the termly UBD	Abbey Syndicate Team Leaders
		Time Required 3-4 hours planning time. Ongoing				
Understanding by Design (UBD) 2021 Embed our UBD concept based curriculum.	Students are able to demonstrate through a variety of multi mediums their acquired knowledge of the enduring understanding. Teachers are developing confidence when assessing Science, Social Sciences (NZ History), Technology (Digital) and The Arts curriculum.	Terms 1-4	Teachers Students	Varying curriculum budgets	Teacher will further develop intentional play based practices and deliberately plan and timetable learning opportunities linked the the UBD concept. Allocate time to define Enduring Understanding to the termly UBD	All teachers and Leadership
		Time Required 3-4 hours planning time. Ongoing				
Understanding by Design (UBD) 2022 Our UBD concept based curriculum is fully established and integrated into our local curriculum.	Students are able to demonstrate through a variety of multi mediums their acquired knowledge of the enduring understanding. Teachers are developing confidence when assessing Science, Social Sciences (NZ History), Technology (Digital) and The Arts curriculum.	Terms 1-4	Teachers Students	Varying curriculum budgets	Teacher will further develop intentional play based practices and deliberately plan and timetable learning opportunities linked the the UBD concept. Allocate time to define Enduring Understanding to the termly UBD	All teachers and Leadership
		Time Required 3-4 hours planning time. Ongoing				



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Develop Strong Engagement with All Stakeholders

Build educationally powerful connections and learning relationships to improve outcomes for all

Refine our culturally responsive practice and improve community engagement



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MPS Dispositions 2020 Develop MPS Learner, Teacher and Parent dispositions.	Clarity to what powerful learning teaching and parenting look like at MPS. This will become a naturally acquired habit for learners in our School.	Developed by the end of term 3 Time Required 50 hours	All Key Stakeholders	N/A	Through consultation with students, staff and parents (PTA) we will develop a draft copy of our dispositions.	Senior Leadership
MPS Dispositions 2021 Introduce/ trial MPS Learner, Teacher and Parent dispositions.	Clarity to what powerful learning teaching and parenting look like at MPS. This will become a naturally acquired habit for learners in our School.	Introduced at TOD and trialled throughout the year. Time Required Ongoing	All Key Stakeholders	N/A	This will become embedded in our school culture through regular deliberate acts of teaching, planning and home communication.	Senior Leadership
MPS Dispositions 2022 Evaluate and refine MPS Learner, Teacher and Parent dispositions.	Clarity to what powerful learning teaching and parenting look like at MPS. This will become a naturally acquired habit for learners in our School.	Terms 1-4 Time Required Ongoing	All Key Stakeholders	N/A	This will be embedded in our school culture through regular deliberate acts of teaching, planning and home communication.	Senior Leadership
Action	Measure	When	Who	Budget/Resources	How	Drivers
Learning Relationships 2020 Building Educationally powerful connections and relationships.	Rongohia Te Hau data. Community consultation. Maori Whanau consultation. Increase in engagement during goal setting interviews.	Terms 1-4 Time Required Ongoing	Parents/ Whanau Teachers Key Stakeholders	Time allocation to set up consultations. Full release day for goal setting schoolwide.	Clarity in the Classroom. Empowering students to be able to articulate learning with their parents. Have defined goal setting and interview days as part of our school structure.	Leadership Teachers Students
Learning Relationships 2021 Building Educationally powerful connections and relationships.	Rongohia Te Hau data. Community consultation. Maori Whanau consultation. Increase in engagement during goal setting interviews.	Term 1-4 Time Required Ongoing	Parents/ Whanau Teachers Key Stakeholders	Time allocation to set up consultations. Full release day for goal setting schoolwide.	Evaluate 2020 structure and parent feedback, consultation and data for 2021 direction.	Leadership Teachers Students
Learning Relationships 2022 Building Educationally powerful connections and relationships.	Rongohia Te Hau data. Community consultation. Maori Whanau consultation. Increase in engagement during goal setting interviews.	Term 1-4 Time Required Ongoing	Parents/ Whanau Teachers Key Stakeholders	Time allocation to set up consultations. Full release day for goal setting schoolwide.	Evaluate 2021 structure and parent feedback, consultation and data for 2022 direction.	Leadership Teachers Students
Action	Measure	When	Who	Budget/Resources	How	Drivers
MPS Values Cards 2020 MPS Values Cards home school celebrations and positive reinforcement	Regular and ongoing positive confirmation to parents and caregivers of our four values. Students will be able to articulate the links to our local curriculum. Building educationally powerful relationships with Whanau.	Terms 1-4 Time Required Ongoing	Teachers Students Whanau	\$500.00	Modification of Gold Card to Values Card, linked to school values. Parent signature required for the prize draw. Discuss and celebrate examples of our values at syndicate and whole assemblies.	Leadership Team evolving change. Teachers enact the change.
MPS Values Cards 2021 MPS Values Cards home school celebrations and positive reinforcement.	Regular and ongoing positive confirmation to parents and caregivers of our four values. Students will be able to articulate the links to our local curriculum. Building educationally powerful relationships with Whanau.	Terms 1-4 Time Required Ongoing	Teachers Students Whanau	\$500.00	Modification of Gold Card to Values Card, linked to school values. Parent signature required for the prize draw. Discuss and celebrate examples of our values at syndicate and whole assemblies.	Leadership Team evolving change. Teachers enact the change.
MPS Values Cards 2022 MPS Values Cards home school celebrations and positive reinforcement.	Regular and ongoing positive confirmation to parents and caregivers of our four values. Students will be able to articulate the links to our local curriculum. Building educationally powerful relationships with Whanau.	Terms 1-4 Time Required Ongoing	Teachers Students Whanau	\$500.00	Modification of Gold Card to Values Card, linked to school values. Parent signature required for the prize draw. Discuss and celebrate examples of our values at syndicate and whole assemblies.	Leadership Team evolving change. Teachers enact the change.
Action	Measure	When	Who	Budget/Resources	How	Drivers
Stakeholder Engagement 2020 Intentional Stakeholder engagement through planned special events	Increased holistic involvement in our school wide events. Intentional verbal feedback from parents/Whanau to gain insights for next steps.	3-6 intentional events per term. Time Required Varies	Whanau/Parents Teachers Students	From varying budgets.	Grandparents Day, Rainbow Ball, Whanau Day, Goal Setting Day, Camps (KBC), Whanau Picnic, Sports Events, Assemblies, Parent PD, Gala, Productions	Leadership Teachers Students
Stakeholder Engagement 2021 Intentional Stakeholder engagement through planned special events	Maintain and improve holistic involvement in our school wide events. Intentional verbal feedback from parents/Whanau to gain insights for next steps	3-6 intentional events per term. Time Required Varies	Whanau/Parents Teachers Students	From varying budgets.	Grandparents Day, Rainbow Ball, Whanau Day, Goal Setting Day, Camps (KBC), Whanau Picnic, Sports Events, Assemblies, Parent PD, Gala, Productions	Leadership Teachers Students
Stakeholder Engagement 2022 Intentional Stakeholder engagement through planned special events	Embedded holistic involvement in our school wide culture. Intentional verbal feedback from parents/Whanau to gain insights for next steps	3-6 intentional events per term. Time Required Varies	Whanau/Parents Teachers Students	From varying budgets.	Grandparents Day, Rainbow Ball, Whanau Day, Goal Setting Day, Camps (KBC), Whanau Picnic, Sports Events, Assemblies, Parent PD, Gala, Productions	Leadership Teachers Students

