

# Maraekakaho School

Making A Difference - *for ourselves and others for the future*

We will make a difference by encouraging our students to be:

- Connected – to ourselves (mindfulness), school, community and globally; the past, present and future
- Inquisitive – questioners and seekers of knowledge and understanding
- Creative – innovative thinkers and problem solvers
- Resilient – able to have a go and keep trying especially when it gets hard
- Respectful - to ourselves, others and the environment
- Kind

Our Goals	Our Initiatives	Priorities for 2021
<p><b>Our Children</b> Happy, healthy, successful learners who reach their potential.</p>	<p>A. Develop a strong local curriculum with clear expectations of learning pathways for students and delivery for teachers.</p> <p>B. Collective responsibility for student wellbeing through the nurturing of effective relationships for learning. ‘Know me before you teach me’.</p> <p>C. Create an environment that enables all students to reach their full potential.</p>	<ul style="list-style-type: none"> <li>● Curriculum implementation document completion for the core curriculum areas</li> <li>● Development of conceptual curriculum plans for non-core curriculum areas</li> <li>● Review and design of extension (core curriculum) and enrichment (non-core curriculum) programmes.</li> <li>● Review of learning support programmes</li> <li>● Review and redesign of assessment practices</li> <li>● Monitoring of student wellbeing</li> <li>● Culturally Responsive Practice</li> </ul>
<p><b>Our Staff</b> Skilled, confident and motivated staff who collaborate to provide quality teaching and learning experiences</p>	<p>A. Support staff wellbeing through individual and team building approaches</p> <p>B. Provide professional development to enhance staff capability</p> <p>C. Professional support to grow quality teaching</p>	<ul style="list-style-type: none"> <li>● Growth coaching professional learning and development</li> <li>● Professional Growth Cycle Implementation using growth coaching</li> <li>● Professional learning in phonics</li> <li>● Personal and professional development to support staff wellbeing</li> </ul>
<p><b>Our Community</b> A positive school community where all stakeholders work together to support learners to achieve their goals.</p>	<p>A. Empowering parents to be engaged and informed about their child’s learning</p> <p>B. Ensuring governance is effective</p> <p>C. Growing a positive school culture</p> <p>D. School involvement in the community</p> <p>E. Community involvement in the school</p>	<ul style="list-style-type: none"> <li>● Review and redesign of student reports to parents</li> <li>● Develop a comprehensive communication plan that will improve the ways in which we communicate</li> <li>● Governance development and review</li> <li>● Implementation of new students management system ‘Hero’.</li> <li>● Taking opportunities to be involved in the community</li> <li>● Finding opportunities to bring community into the school</li> <li>● Identifying positive stories from the school and publicise these</li> </ul>

# **Annual Plan**

***Our Children: Happy, healthy, successful learners who reach their potential.***

<b>Initiative: Develop a strong local curriculum with clear expectations of learning pathways for students and delivery for teachers.</b>					
<b>2021 Priority</b>	<b>How will we achieve this?</b>	<b>Who</b>	<b>By when</b>	<b>Cost</b>	<b>Progress</b>
Curriculum implementation document completion for the core curriculum areas	Delegate Curriculum Leadership roles (DP/AP,ST, Fixed Term Unit and Within School Teacher)	Phil	Early Term 1	FTU from staffing entitlement	
	Reviewing and updating Reading and Writing and Mathematics Curriculum Documents	Reading and Writing - JL (TBC) Maths - WB (TBC)	End Of Term 2	Leadership release for 1 day in term one (3 days (1 day in holidays)	
	Design and Implementation of phonics programme 1) Research programmes and resources 2) Purchasing resources 3) Initial testing and analysis 4) Programme design and implementation 5) Ongoing monitoring	WB & JL	Early Term 1	Resources \$2000 PLD \$TBC	
Development of conceptual curriculum plans for non-core curriculum areas	2 year revolving timetable for Conceptual Curriculum to be designed	Curriculum Lead	Term 1	2 Release days \$600	
	Template to be designed for each concept curriculum area including how concepts are assessed and reported.	Phil	Term 1	Nil	
	Plan for each concept to be developed each term - Four conceptual plans to be completed for 2021	Curriculum Lead	Termly	4 Release days \$1200	
Review and redesign of assessment practices	Current assessment timetable reviewed for 2021 interim period and then moving towards full integration of Hero in 2022.	Phil	Term 1	Nil	
	Professional learning of Hero assessment package	Phil, Hero Lead, staff	Term 1 to 3	Nil	
	Assessment implementation written for curriculum implementation document	Leadership Team	Term 3	Nil	
	Assessment statement written for public curriculum document	Leadership Team	Term 3	Nil	

<b>Initiative: Collective responsibility for student wellbeing through the nurturing of effective relationships for learning. 'Know me before you teach me'.</b>					
<b>2021 Priority</b>	<b>How will we achieve this?</b>	<b>Who</b>	<b>By when</b>	<b>Cost</b>	<b>Progress</b>
Monitoring of student wellbeing	NZCER Wellbeing survey completed	SENCO	Term 2	?	
	Wellbeing survey analysis	SENCO	Term 2	Nil	
	Standard agenda item for student wellbeing concerns in team and leadership meetings	Team Leaders	Throughout Year	Nil	

<b>Initiative: Create an environment that enables all students to reach their full potential.</b>					
<b>2021 Priority</b>	<b>How will we achieve this?</b>	<b>Who</b>	<b>By when</b>	<b>Cost</b>	<b>Progress</b>
Review and design of extension (core curriculum) and enrichment (non-core curriculum) programmes	Collate information about what programmes currently run in the school	Leadership Team	Term 1	Nil	
	Analysis of student achievement data in relation to the CaAP plan to identify the needs of extension programmes across the school.	Phil	Term 1	Nil	
	Identify staffing resources available to run extension and enrichment programmes. Review outcomes of this in relation to the extension needs. Request of further resourcing if needed.	Phil	Term 1	TBC	
	Develop extension programmes -Communication -Timetable -Resourcing -Measuring Outcomes	Leadership Team	To start in Term 2	TBC	
	Develop enrichment programmes -Communication -Timetable -Resourcing -Measuring Outcomes	Leadership Team	To start in Term 1	TBC	

Review of learning support programmes	Review and updating of the Curriculum and achievement Plan (CaAP) for creating benchmarks for both learning support and extension programmes	SENCO	Term 1	Nil	
	Collate information about what learning support programmes currently run in the school	Leadership Team	Term 1	Nil	
	Analysis of student achievement data in relation to the CaAP plan to identify the needs of learning support programmes across the school.	Phil	Term 1	Nil	
	Identify staffing resources available to run learning support programmes. Review outcomes of this in relation to the learning support needs. Request of further resourcing if needed.	Phil	Term 1	TBC	
	Develop learning support programmes -Communication -Timetable -Resourcing -Measuring Outcomes	Leadership Team	To start in Term 1	TBC	
Culturally Responsive Practice	Revisit culturally responsive practice PLD	External Provider - Phil to contact	Term 1/2	Kahui Ako Funded	
	Te Reo and Tikanga PLD for staff	Initial request for volunteers - Phil	Term 1-3	Kahui Ako Funded	
	Create an event which celebrates all cultures within our school community	Leadership Term	Term 2 or 3		
	All reasonable steps will be taken to provide instruction in tikanga Māori (Māori culture) and te reo Māori (Māori language) for full-time students whose parents ask for it.	Phil	As needed	TBC	

***Our Staff: Skilled, confident and motivated staff who collaborate to provide quality teaching and learning experiences***

<b>Initiative: Support staff wellbeing through individual and team building approaches</b>					
<b>2021 Priority</b>	<b>How will we achieve this?</b>	<b>Who</b>	<b>By when</b>	<b>Cost</b>	<b>Progress</b>
Personal and professional development to support staff wellbeing	EAP Support - Contract set up Use of referrals and newsletter	Phil	Term One	\$100pa + Sessional fees	
	Staff social functions with a focus on team building and wellbeing	Leadership Team	Termly	\$1000	
	Professional/Personal Learning Opportunity to focus on Stress Management and Mindfulness	Phil	Term 2	\$1500	

<b>Initiative: Provide professional development to enhance staff capability</b>					
<b>2021 Priority</b>	<b>How will we achieve this?</b>	<b>Who</b>	<b>By when</b>	<b>Cost</b>	<b>Progress</b>
Growth coaching professional learning and development	Growth Coaching Course for first time attendees (Two Day)	BM, SS, AK, DA	Term One	Course \$2780 Release (x4) \$1200	
	Refresh of growth coaching for previously trained staff	PJ, JL, WB, JL	Term One	Nil - TOD	
Professional learning in phonics	JL and WB attendance at course in Term 1 Possible attendance for other staff	Junior Teacher and SENCO	Term 1	TBC	

<b>Initiative: Professional support to grow quality teaching</b>					
<b>2021 Priority</b>	<b>How will we achieve this?</b>	<b>Who</b>	<b>By when</b>	<b>Cost</b>	<b>Progress</b>
Professional Growth Cycle Implementation using growth coaching	Professional Learning about the PGC model	Leadership Team	Term One TOD	Nil	
	Design of the PGC in relation to teacher at Maraekakaho School	Leadership Team	Term One TOD	Nil	
	PGC implementation	Leadership Team	Throughout year	Release days TBC	

***Our Community: A positive school community where all stakeholders work together to support learners to achieve their goals.***

<b>Initiative: Empowering parents to be engaged and informed about their child's learning</b>					
<b>2021 Priority</b>	<b>How will we achieve this?</b>	<b>Who</b>	<b>By when</b>	<b>Cost</b>	<b>Progress</b>
Review and redesign of student reports to parents	Professional Learning using HERO to report to parents	Leadership Team	Term 2	Nil	
	Professional Learning for teachers to implement the reporting to parents Function	Teaching staff	Term 3	Nil - Teacher Only Day	
	Interim Reporting to parents designed using aspects of HERO	Phil	Term 2	Nil	
	Survey to parents RE: Reporting to parents.				
	Reporting to parents transitioned to be fully integrated to HERO for 2022	Leadership Team	Term 4	Nil	
Develop a comprehensive communication plan that will improve the ways in which we communicate	Initial Communication opportunities Planned for beginning of the year. <ul style="list-style-type: none"> <li>Meet the teacher evening</li> <li>Weekly comms from teachers</li> <li>2021 priority progress communicated via newsletter regularly</li> </ul>	Phil, Classroom Teachers	Early Term 1	Nil	
	Research generic and school communication plans entail	Phil	Term 1	Nil	
	Review Current School Communications. Possibly community survey? During PLG School Visits	Phil	Term 1/2	Nil	
	Develop a communication plan for Maraeakaho School	Leadership Team	Term 2-3	Nil	
	Implement Communication plan	All Staff	Ongoing	Nil?	
Implementation of new students management system 'Hero'	Professional Learning in HERO (administration, leadership and teachers)	All Staff	Term 1-3	Nil - unless further face to face required	
	Implementation Plan developed for Hero	Phil, Hero Lead	Term 1	Nil	
	Hero Strategic Plan Implemented	Phil, Hero Lead	Term 1-4	Release Days	
	Communication about the Hero Implementation and what we hope that	Phil	Term 1	Nil	

	this will achieve.				
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<b>Initiative: Ensuring governance is effective</b>					
<b>2021 Priority</b>	<b>How will we achieve this?</b>	<b>Who</b>	<b>By when</b>	<b>Cost</b>	<b>Progress</b>
Governance development and review	Professional learning - NZSTA training brought into the school to work with the board about effective governance.??	Board	TBC?	Nil - Funded by NZSTA	
	Review Induction procedures??	Chair/Principal	TBC?	Nil	
	??Further input needed from board				

<b>Initiative: Growing a positive school culture</b>					
<b>2021 Priority</b>	<b>How will we achieve this?</b>	<b>Who</b>	<b>By when</b>	<b>Cost</b>	<b>Progress</b>
Identifying the positive things that are occurring at our school	Monitor school culture by administering and analysing the NZCER Wellbeing at School Survey	Leadership Team	Term 2	TBC	
	Identify actions to be taken following survey analysis	Leadership Team	Term 2	Nil	
	Identifying positive school stories and publicising these - internally or externally as appropriate	Leadership Team	Throughout the year	Nil	

<b>Initiative: School involvement in the community</b>					
<b>2021 Priority</b>	<b>How will we achieve this?</b>	<b>Who</b>	<b>By when</b>	<b>Cost</b>	<b>Progress</b>
Taking opportunities to be involved in the community	School attendance ANZAC Day	Available Staff	25 April	Nil	
	Staff and students presence at MKK Market Day	Available Staff	20 March	Nil	
	Presence in the planned Community Flyer for Maraekakaho	Phil	Term 1	Nil	



	Community Plan Involvement/Connection MKK Focus and School	Phil/Wendy Student Council	Term 2	Nil	
	Communication opportunities to highlight school involvement in the community	Phil	Throughout the year	Nil	

<b>Initiative: Community involvement in the school</b>					
<b>2021 Priority</b>	<b>How will we achieve this?</b>	<b>Who</b>	<b>By when</b>	<b>Cost</b>	<b>Progress</b>
Finding opportunities to bring community into the school	Identifying potential opportunities to involve the community in the school via standard agenda item	Leadership Team	Throughout year	Nil	
	Opportunities identified: - - - -	TBC	TBC	TBC	
	Communication opportunities to highlight community involvement in the school	Phil	Throughout the year	Nil	

# 2021 Targets

## 2021 Start of Year Data:

### Reading Data:

	Well Below	Below	At	Above
Year 2		1	14	3
Year 3	3	3	4	6
Year 4		3	12	4
Year 5	2	4	11	5
Year 6	2		4	8
Year 7		1	8	6
Year 8	1	3	7	5
Totals	8	15	60	37
Percentages	6.7	12.5	50.0	30.8
			<b>At or Above %</b>	<b>80.8</b>

\* Please note that this data is based on funding levels. We are trying to extract it in current year levels

### Writing Data:

	Well Below	Below	At	Above
Year 2		5	12	1
Year 3		5	10	1
Year 4		3	14	2
Year 5	3	4	12	3
Year 6	2	1	6	4
Year 7		4	3	8
Year 8	1	6	7	2
Totals	6	28	64	21
Percentages	5.0	23.5	53.8	17.6
			<b>At or Above %</b>	<b>71.4</b>

\* Please note that this data is based on funding levels. We are trying to extract it in current year levels

### Maths Data:

	Well Below	Below	At	Above
Year 2		1	14	3
Year 3		1	5	10
Year 4		4	6	9
Year 5	1	6	10	5
Year 6	2	1	4	7
Year 7			10	5
Year 8		6	6	4
Totals	3	19	55	43
Percentages	2.5	15.8	45.8	35.8
			<b>At or Above %</b>	<b>81.7</b>

\* Please note that this data is based on funding levels. We are trying to extract it in current year levels

**Targets:**

Business as usual target: 100% of learners in Year 2-6 make learning progress in core curriculum.

**Reading:**

To use structured literacy approaches for students at risk of not achieving in reading and accelerate the progress of at least 80% of the specified target group by a minimum of 3 curriculum sublevels.

**Writing:**

To use structured literacy approaches along with other research-based techniques for students at risk of not achieving, and accelerate the progress of at least 80% of the specified Target group by a minimum of 3 curriculum sublevels.

**Mathematics:**

To accelerate the progress of 80% of our target group by a minimum of 3 curriculum sublevels in number.