

MANGAWHAI BEACH SCHOOL STRATEGIC PLAN 2020 - 2025 (2025)

MISSION STATEMENT

'Our Children - Our Future'

VISION

"Engaged and diverse learners connected to our community and values"

VALUES

Creativity; Resilience; Excellence; Whakaute (respect) - **CREW**

WHAKATAUKI

He waka eke noa (We are all in this together)

MAORI DIMENSIONS AND CULTURAL DIVERSITY

To reflect and value the identity, language and culture of our Maori students. We acknowledge NZ's cultural diversity and the unique position of Māori culture and will provide enhanced levels of Tikanga and Te Reo Māori as appropriate and when requested (s155; s156 Education Act).

REVIEW OF STRATEGIC PLAN AND CONSULTATION

Full review of Strategic Plan completed in 2019. Ongoing yearly review through consultation with community, students, staff and Board of Trustees in Nov/Dec yearly.

ERO REPORT 2023

The most recent ERO report reflects the school's high standards and policy of continuous improvement.

The school can draw from the following strengths to support its goal to evaluate how well writing programmes across the school are improving achievement for all students:

- the school has the collective capacity to do and use evaluation, inquiry and knowledge building for improvement and innovation
- leadership consistently prioritises and plans for school improvement and for equitable and excellent outcomes for all students
- well-established educationally powerful connections, communication and relationships with whānau to support student learning and outcomes.

On the basis of the findings of this review, ERO's overall evaluation judgement of Mangawhai Beach School's performance in achieving valued outcomes for its students is: **Strong**. Outcomes for students are consistently equitable and excellent. School processes, practices and activities effectively support culturally responsive education provision. The school effectively provides high quality key conditions for student learning. Coherent organisational conditions effectively enable sustained, equitable and excellent outcomes for students.

SCHOOL IMPROVEMENT GOALS

Link to NELP 4. Ensure every learner/ ākonga gains sound foundation skills, including language, literacy and numeracy



S.I.GOAL 3-5: Curriculum Goal - Reading, Writing and Mathematics

Curriculum Development – Reading – To have 50% of priority students operating at / above the MBS Achievement levels.

Curriculum Development - Writing - Moderation of writing in relation to the MBS Achievement levels to have 50% of priority students at or above the moderated standard.

Curriculum Development - Mathematics - To have 50% of priority students operating at / above the MBS Achievement levels in Mathematics.

Mangawhai Beach School Board of Trustees undertakes to take all reasonable steps to achieve the goals, strategies and objectives in this Strategic Plan (developed as part of regular community consultation and taking into account the **National Education and Learning Priorities** and all statutory obligations).

National Education and Learning Priorities

<p>NELP Objective 1: <u>Learners at the centre</u> Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. Priority 2: Have high aspirations for every learner, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, language and culture</p>	<p>NELP Objective 2: <u>Barrier-free access</u> Priority 3: Reduce barriers to education for all, including Māori and Pacific learners, disabled learners and those with learning support needs. Priority 4: Ensure every learner gains sound foundation skills, including language, literacy and numeracy.</p>
<p>NELP Objective 3: <u>Quality teaching and leadership</u> Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into everyday life Priority 6: Develop staff to strengthen teaching, leadership and learner support capability.</p>	<p>NELP Objective 4: <u>Future of learning and work</u> Priority 7: Collaborate with industries and employers to ensure learners have the skills, knowledge and pathways to succeed.</p>

STRATEGIC PLAN CONTENTS

- Strategic Plan Overview
- School Profile
- Strategic Plan Overview (2020 - 2025)(2025)
- 2025 Annual Plan
- 2025 Improvement Goals (action plans, reflection and analysis of variance)

We welcome and include all learners in our community and are committed to their engagement in all school activities and to their achievement. Mangawhai Beach School will lodge a copy of the Strategic Plan with the Ministry of Education (MoE) each year.

DESCRIPTION OF MANGAWHAI BEACH SCHOOL



Mangawhai Beach School is a State Full Primary School established in 1885. Students begin at age 5, Year 1 and complete their schooling at age 13, Year 8. The school is situated on Northland's east coast, approximately 1 ½ hours drive north of Auckland's Harbour Bridge.

The work and support of the Board of Trustees has been praised by the Education Review Office in a recent review resulting in a well-resourced and well-maintained learning environment for both children and adults. The facilities consist of a swimming pool, three large astroturf areas, a community gymnasium, STEAM room, spacious playing fields and playgrounds and comprehensive ICT/Digital Literacy equipment and infrastructure.

A large number of students travel to school by bus. With our seaside flavour we provide a relaxed atmosphere with city convenience. The Board of Trustees provide additional funding over and above the Ministry allowance as part of their commitment to providing teacher assistants and the best learning opportunities to our students.

We have an active Kapa Haka group, sports teams and environmental groups. Students have the opportunity to perform choir and in a band at school assemblies and community events. Student leadership skills are encouraged, developed and utilised in all aspects of the school culture. We also now offer two classes committed to the bilingual teaching of te reo Māori and English from Years 1-6.

A strong community spirit exists within Mangawhai and both parents and the wider community are actively involved, interested and supportive of school life. Newsletters and social media platforms are packed with photos and notices which are published and communicated regularly. The Mangawhai Beach School Fundraisers (FoMBS) are a well-organised and enterprising group who raise impressive sums of money to support the school. Parents and school community members actively support working bees, attend sporting and cultural events and come together for social occasions. Staff and Board of Trustees provide a secure environment for children to learn and develop and are committed to excellence in education.



EFFECTIVE LEADERSHIP AND TEACHING

- ★ Collaborate to promote the shared vision
- ★ Facilitate professional inquiry and growth
- ★ Develop leadership



IMPROVED PERFORMANCE

- ★ Enable students to reach their potential
- ★ Empower students in the key competencies
- ★ Ensure skills for the future

INCREASED STAKEHOLDER ENGAGEMENT

- ★ Welcome and value the community
- ★ Keep whanau well informed
- ★ Consult community where appropriate





ENHANCED CULTURE AND CLIMATE

- ★ Live the MBS values
- ★ Hauora for all
- ★ Be an inclusive community
- ★ Model lifelong learning
- ★ Collaborative responsibility
- ★ Care for the environment.

Effective leadership and teaching + Enhanced culture and climate + Increased Stakeholder engagement + Improved performance

Vision: "Engaged and diverse learners connected to our community and values"

Effective leadership and teaching + Enhanced culture and climate + Increased Stakeholder engagement + Improved performance

EFFECTIVE LEADERSHIP AND TEACHING	ENHANCED CULTURE AND CLIMATE	INCREASED STAKEHOLDER ENGAGEMENT	IMPROVED PERFORMANCE
<p><i>Professional - Strategic - Effective - Accountable - Consistent - Skilled - Solutions</i></p>	<p><i>Values - Code of ethics - Code of conduct - Ecology - High expectations</i></p>	<p><i>Surveys - Meetings - Reporting - Communication - Relationships - Cultural - Planned</i></p>	<p><i>75% at/above - Positive behaviour - Life skills - Real life experiences - Opportunities</i></p>
<p>NELP 4;6</p>	<p>NELP 1; 3</p>	<p>NELP 2; 3;</p>	<p>NELP 3;5;7</p>
<p>To establish skillful leaders and teachers who understand the shared vision of the school, the pathway to achieving that shared vision, and the skills to carry it out.</p> <p>To increase the effectiveness of leadership self renewing behaviours which include self-reflection, inquiry, conversations, and focused action.</p> <p>Developing other leadership within the school.</p>  <p>The pohutukawa represents strength leadership and steadfastness</p> <p>EXCELLENCE</p> <p>Rangatiratanga</p>	<p>To live the MBS aspirations, values, and expectations that support social, emotional, spiritual, and physical safety of all.</p> <p>To ensure that all students, staff and families are engaged and respected.</p> <p>To ensure that students, families, and staff work together to live the shared school vision.</p> <p>Where staff model and nurture attitudes that emphasize the benefits gained from learning.</p> <p>Where each person contributes to the operations of the school and the care of the physical environment.</p>  <p>The Koru represents personal growth and positive change</p> <p>RESPECT</p> <p>Manaakitanga</p>	<p>To ensure that all stakeholders views are welcomed and valued.</p> <p>To ensure that all stakeholders are kept informed.</p> <p>Where appropriate, to ensure that stakeholders are included in the decision-making process.</p>  <p>The ocean represents inclusiveness and stability</p> <p>CREATIVITY</p> <p>Whakawhanaungatanga</p>	<p>To have all students reaching their potential.</p> <p>To have all cognitively able students at/above the MBS achievement levels.</p> <p>To ensure that all students are confident in their own abilities, resilient, able to manage themselves, relate well to others, and participate and contribute.</p> <p>To ensure that all students are 21st century thinkers.</p> <p>To be culturally competent.</p>  <p>The sand dune represents change, aspiration and achievement</p> <p>RESILIENCE</p> <p>Manawaroa</p>
<p>"A leader is someone who demonstrates what is possible"</p>	<p>"The standard you 'walk past' is the standard you aspire to."</p>	<p>"We have to continually gain stakeholders confidence - it is a relationship"</p>	<p>"Be so good that they can't ignore you."</p>

ANNUAL PLAN	Vision: Engaged and diverse learners connected to our community and values					
GOAL: Building Effective Leadership and Teaching Capacity	PROGRAMME: Leadership and teaching development					
Measurements	<ul style="list-style-type: none"> Evidence of professional development provided; PGC documentation; Mentorships/coaching established; Number of leaders taking on other job opportunities at a higher level; Clear pathway for acceleration of priority students. Leadership and teaching behaviours; PD actioned in classroom programmes. 					
INITIATIVE	ACTIONS/GOALS	T1	T2	T3	T4	RACI / RESOURCES
Review of Prime Maths (NELP 1:2) (NELP 2:4) (NELP 3:6)	<ul style="list-style-type: none"> Revisit of the new curriculum in mathematics and statistics with all staff (unpack and evaluate); Online training support for Mathletics and Mathseeds; Introduction of new Prime resources to staff or continuation of current Prime programme <ul style="list-style-type: none"> Rewrite goals Preferred practice rewritten Link videos to lessons 	X	X			All staff / copies of the new curriculum Emma Grieve / Rachel Blair All staff
Ongoing Maori professional development (NELP 2:3) (NELP 3:5,6)	<ul style="list-style-type: none"> Regular instruction provided in Te Reo Regular instruction provided in Tikanga Support provided for teachers in the classroom by bilingual classroom teachers 	X	X	X	X	Whaea Gabbie (Staff meetings) Aaron Kemp (Staff meetings) Whaea Gabbie (Friday) Whanau / Whaea Gabbie / Aaron / Board
GOAL: Enhanced Culture and Climate	PROGRAMME: Communicating MBS culture and climate (the way we do it around here)					
Measurements	<ul style="list-style-type: none"> Reduced behavioural issues; Less absenteeism; Positive staff and parents; Community speak highly of the school and teaching staff; Correct uniform being worn; No rubbish in the environment; Equipment well cared for and not needing replacement. 					
INITIATIVE	ACTIONS	T1	T2	T3	T4	RACI / RESOURCES
PB4L (NELP 1:1,2) (NELP 2:3)	<ul style="list-style-type: none"> Professional development on PB4L - creating a supportive learning and physical environment; Teaching of the lesson plans for behaviour and values; Monitoring and evaluating school wide behaviour Analysing school data (student id plan) 	X	X	X	X	PB4L Leader - Release time / Unit Team leaders (staff meetings) PB4L Leader - Staff meetings Senior leadership / PB4L Leader

	<ul style="list-style-type: none"> Understanding and responding to behaviour Strengthening classroom practices Interventions - Restorative practice / PACE / Pause, Breath, Smile, DNA PB4L team established to support PB4L Leader 	X	X	X	X	Senior leadership / staff Senior Staff and PB4L Leader
Review of the Behaviour Process (NELP 1:1,2) (NELP 2:3)	<ul style="list-style-type: none"> New behaviour process and systems introduced Checklist for teachers completed Leaders supporting with behaviour Hero tags and data updated Grow know your learner implemented 	X	X			All staff Team Leaders Team Leaders Principal and DP All staff
Providing new initiatives (ongoing) (NELP 2:3) (NELP 3:6)	<ul style="list-style-type: none"> The principal, Board and senior management will support the staff to be a sustainable centre for excellence where the vision, values and strategic goals are well met; Develop storage facilities Repair and maintain playgrounds Complete staffroom Gym kitchen completion Implementing new classroom build Employ a teacher for G&T 	X	X	X	X	School leadership BoT and senior/middle management
GOAL: Increased stakeholder engagement	PROGRAMME: Building communication partnerships					
Measurements	Survey data and information; PGC documentation (PMI); Engagement tools well utilised; Number of email issues addressed over the month					
INITIATIVE	ACTIONS	T1	T2	T3	T4	RACI / RESOURCES
Continuation of Bilingual classrooms (NELP 1:2) (NELP 2:3,4) (NELP 3:5,6)	<ul style="list-style-type: none"> Continuation of a Y1-3 and Y4-6 Bilingual classroom Employment of two Kaiawhia to support the Kaiako within the classroom Twice termly whānau meetings to build quality relationships with school families Development of vision and values that link to our CREW values within a Maori context Provide a well resourced centre that supports students development in te reo and tikanga 	X				Senior management / Whānau manaki support group Senior management Bilingual kaiako Bilingual kaiako / whānau / senior management Kaiako / Kaiawhina / Senior management
Engaging with the community (ongoing) (NELP 1:1,2)	<ul style="list-style-type: none"> Each team to lead one parent information evening per year Invite parent help in the classroom and school 	X	X	X	X	Team leaders (syndicate meetings) Ongoing

<p>(NELP 2:3) (NELP 3:5)</p>	<ul style="list-style-type: none"> Continue with family fun days; staff events and parent information evenings one per term. Ensure a focus on whanaungatanga and the development of cultural competencies via engagement with the community. 	<p>X X</p>	<p>X X</p>	<p>X X</p>	<p>X X</p>	<p>Engagement team / budgets Whole School</p>
<p>GOAL: Improvement in performance</p>	<p>PROGRAMME: Focusing on results</p>					
<p>Measurements</p>	<ul style="list-style-type: none"> Student achievement data within MBS improves; Awareness of students within the school improves; Student achievement data across the CoL improves. 					
<p>INITIATIVE</p>	<p>ACTIONS</p>	<p>T1</p>	<p>T2</p>	<p>T3</p>	<p>T4</p>	<p>RACI / RESOURCES</p>
<p>ERO recommendations (new) Review of Structured Literacy Programmes (NELP 1:2) (NELP 2:3,4) (NELP 3:6)</p>	<ul style="list-style-type: none"> Development of literacy frameworks and consistent tracking and assessment processes Professional learning for teachers to enable them to develop tools and resources to support their practice Establishment of connections, communication and relations with parents to support student learning and outcomes PD for staff in writers toolbox Cursive instruction preferred practice CODE workshops to support teachers 	<p>X X X X</p>	<p>X X X</p>	<p> X X X</p>	<p> X</p>	<p>Literacy unit holder / Kahui Ako leadership</p>
<p>CoL (ongoing) (NELP 1:2) (NELP 2:3,4) (NELP 3: 6)</p>	<ul style="list-style-type: none"> In school teachers communicating the goals and actions of the community to the staff, parents and students; Whole school support the teachers with ongoing actions; Refocus on Literacy - listening, vocab and comprehension 	<p>X</p>	<p>X X X</p>	<p>X X X</p>	<p>X X X</p>	<p>Kahui Ako Leaders Kahui Ako Leaders Kahui Ako Leaders</p>