



Learning together to create a better tomorrow.

Annual Report 2022

Abstract

We aspire for excellence and equity by building learning focused relationships through kotahitanga, whanaungatanga, manaakitanga, rangatiratanga, wairuatanga and kaitiakitanga. This document explains the why, the what and the how.

He nui ake tō mātou mana i te kura anahe - We are more than just a school

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Our Vision

Learning together to Create a Better Tomorrow

Our Mission

Kia Hikaka, Kia Māia, Kia Pono Te Ngakau

Be Motivated, Be Brave, Be Sincere

Our Values

Whakaute - Respect

Respect is a way of treating or thinking about something or someone and to act in a way which shows that you are aware of someone's rights, wishes or differences.

Atawhai - Kindness

Kindness is the way you care about the well being of yourself and others.

Manawanui - Resilience

Resilience is the ability to do your best, even with challenges in your way or when things go wrong.



Our Effective Learning Beliefs

We believe effective learning happens when

- Learners are engaged
- Learning is relevant, personalised and collaborative
- There is a learning focused classroom culture
- There is opportunity for practice and application of learning
- Parents are pivotal partners in student learning
- Individual student cultural identity is used to make connections with learning and foster understanding

Our Graduate Profile: Learning Keys (Key Competencies)

- **Think** Be critical/Be creative/Be reflective/Be a problem solver
- **Communicate** Process information/Express ideas
- **Contribute** Work in a team/Get involved/Improve our environment/Take responsibility
- **Manage myself** Be organised/Persevere/Be confident/Do my personal best
- **Relate to others** Respect others/Show empathy/Listen actively/Celebrate diversity

Our Key Approaches

- Scaffolding and deliberate acts of teaching and use of resources
- Thinking & Inquiry and use of SOLO taxonomy
- Differentiation and personalisation - ensuring equity and excellence
- Assessment for learning - Taking an evaluation stance to monitor and review for ongoing improvement
- Interactive and hands on practice - co-teaching and learning-focused relationships
- Co-construction & collaborative inquiry to respond to the needs of our students

Our Whakapapa, Our Tūrangawaewae - A place we stand

Mairangi Bay School was established in 1967. It is located in a coastal suburb of North Shore, Auckland, on the North Island of New Zealand. We are pumanawatanga, a beating heart at the centre of our community and holiday destination, whānau moved to the North Shore from Auckland City and surrounding areas for a life of prosperity. Mairangi is of New Zealand origin and means "welcoming sun". It means "from the heavens", a very rare Māori name not often used today. When given this name, the child/ place is promised a life of prosperity and perfection. This is why every Mairangi you meet has a high chance of being lucky, likeable, well-tempered and possibly blessed.

Mairangi Bay School was a temporary build, in response to the growing population in the south-east-facing peninsula, forming the northern side of the Waitematā Harbour. Over half a century later, with two access points - Galaxy Drive and Agathis Avenue - the school continues to serve the ākonga from Years 0 to 6. Our current roll is around 484 learners (November 2022). The Mairangi Bay School community is diverse in culture and embraces the ethnicities in the local community. These are reflected in our school roll and as one of our 2023-2025 strategic goals - Whakawhanaungatanga - fostering productive relationships within our school and the wider Mairangi Bay community. This goal will ensure a culture of inclusivity to recognise and respect diversity. Pre-COVID, Mairangi Bay School had approximately 20 international students. However, this number has reduced to approximately 7, with 12 students enrolled next year. We have initiated marketing across Asia and South America to grow these numbers beyond 2023, and are excited to see our partnership blossom.

The school site includes a playing field, two playgrounds, an all-weather multi-sport surface, a canopy-covered playground, a sand pit/ mud kitchen, a hall with a performance stage, a music room, a library, and a Garden to Table Kaitiakitanga outdoor classroom. We are upgrading our administration carpets, drainage, electrics, fire and security systems, heating and roofing. We are also refurbishing our junior classrooms to provide more collaborative and innovative learning opportunities. From 2023, our signage, website and surfaces are also being refreshed to reflect our multicultural community and innovative play.

Mairangi Bay School is a part of the Mid Bays Kāhui Ako - Community of Learning (CoL). This contributing group includes Rangitoto College, Murrays Bay Intermediate School, Pinehill Primary, Browns Bay Primary, Campbells Bay, and Murrays Bay Primary. Mairangi Bay School has two Within School Leaders supporting our kura to weave Mātauranga Māori and Literacy across our programme. The Kāhui Ako drivers are focussed on delivering support for Mātauranga Māori, Literacy, English Language Learning and Mental Health.

The school has an inclusive and supportive culture. It feels warm and magical – a place ākonga genuinely belongs. Working in partnership with kaiako, tamariki, and whānau, the school intends to cultivate a learning community by building and maintaining relationships through the school values of atawhai, whakaute, and manawanui. The kaimahi embrace manaakitanga and whanaungatanga through kotahitanga - care and support across home-school partnerships.

Mairangi Bay School has conducted extensive consultations over seven months to continue the momentum and development of our school. This includes developing a Tūrangawaewae Report - capturing the voices of our kaimahi, tamariki and whānau. We have also engaged in numerous focus groups and Principal Cafes, discussing aspirations kanohi ki te kanohi - face-to-face. Partnering with our local iwi - Te Kawerau ā Maki, has helped us to listen and build a relationship to improve our school and community. Therefore, Mairangi Bay School remains steadfast in its engagement and partnership with its school, local and broader community.

Our Cultural Diversity

Mairangi Bay School reflects New Zealand's cultural diversity by developing programmes that provide opportunities for children to better respect our country's bi-cultural heritage and multicultural society. We have now established a mana kura with our local iwi - Te Kawerau a Maki, developing a three year community engagement plan to give effect to Te Tiriti o Waitangi and to the aspirations of our whānau and provide equity and opportunities. We are also developing our cultural groups in school activities and participating in Kāhui Ako events i.e Pīpīwharautoa Festivals, matariki Festivals, Te wiki o Te āo Māpori week, International Day, translation of newsletters etc.

How will our school continue to reflect the unique position of the Māori culture?

Māori culture is celebrated by our school by:

- The regular consultation with our whānau as a prime stakeholder about strategic direction, programmes to identify the aspirations for our tamariki
- Fostering kotahitanga (unity), manaakitanga (care) and whanaungatanga (kinship) and kaitiaki (guardianship)
- Guidance from our kaumatua and iwi - Te Kawerau a Maki
- Weave Te Reo and Tikanga across our programme and everyday life with the support from our Cultural Committee, and ISL Mātauranga Māori Leader - Kāhui Ako, Māori Achievement Collaborative and Cultural Flow - professional education partners.
- Build whanaungatanga with older students from community (Rangitoto) through Kapa Haka

What reasonable steps will the school take to incorporate tikanga Māori?

- Provide opportunities for the ISL Mātauranga Māori leader to join the leadership table and in every team meeting (twice a term) to ensure perspective is heard and actions are coherent
- Provide opportunities for kaiako and kaimahi to work alongside the ISL Mātauranga Māori leader to Coach, support and weave Māori language and philosophy/approach across the curriculum into programmes as a way of being
- Weave Kapa Haka and waiata at the assemblies, school leaving ceremony and significant events
- Continue to value the expert advice of our kaumatua, whānau and iwi
- Reinforce Māori waiata in the Kapa Haka Group repertoire
- Implement the Aotearoa Histories Curriculum school-wide to Include the Te Tiriti o Waitangi as our founding document and local stories with the support from Te Kawerau a Maki. Weave Te Reo learning progressions school wide - especially during Te Āo Māori time.
- Continue to use Wai Ako - a website resource, to build understanding of and appreciate for Te Āo Māori school
- Ensure sufficient budget is allocated to ensure resources and support is effective
- Ensure that the Māori community is fully informed, engaged and listened to, capturing the voice and aspirations of our Māori whānau in our strategic plan.
- Appropriate actions and changes are made in response to feedback. This will be achieved through ongoing consultation formally by survey, telephone and face-to-face regular meetings very term

- Refresh our physical and virtual spaces to reflect our bi-cultural community. The purpose is to develop a wairua across our school, embrace our Tūrangawaewae and ensure Mairangi Bay School is at the heart of the community.

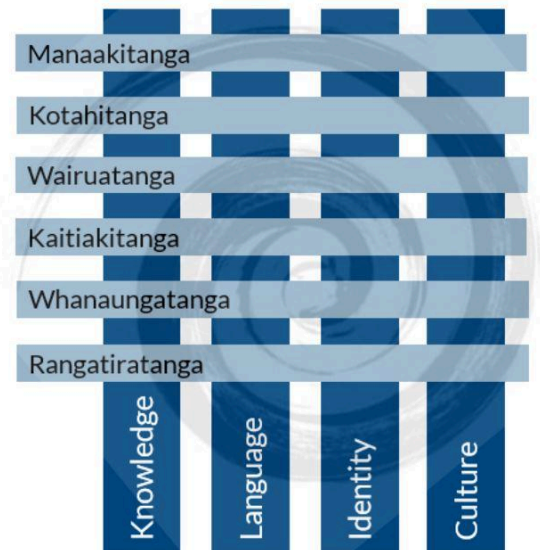
How are we giving effect to Te Tiriti o Waitangi?

We are currently providing a space to gather Māori perspectives through various face-to-face engagement platforms, focus groups and online surveys. The purpose is to listen and act upon traditional values and beliefs that shape leadership behaviours, attitudes and actions, forming strong leadership skills and partnerships. Platforms include regular Principal- whānau cafes/ breakfasts and a Mana Kura three-phase proposal with iwi. During regular BoT, leadership and team meetings, we weave ongoing reflections and evaluations to prioritise and adapt policies, resources and curriculum planning to meet the needs of Māori students. This is working well. We are aware that flexibility and adaptability are essential when navigating challenges. So normalising our reflective practices is critical.

To capture the Māori voice at all levels for school, giving the power to act, lead and learn as Māori, we have now established a Cultural Committee with Māori students, teachers, and leaders. We have appointed a Mātauranga Māori leader (management unit and time) to help review practices, through professional learning, coaching and mentoring processes) and procedures to ensure systemic coherence and the rights and duties as tangata whenua are respected and endorsed. We are also focusing on developing the knowledge of our new BoT - especially to be aware of our commitment and give effect to ToW, Tikanga Māori and practice. This is an area for improvement. Therefore, by implementing the Hautū governance framework - an ongoing cultural development self-review from 2023, we intend to adjust and realign leadership beliefs, thinking and practice within our cultural setting. Educating, integrating and renormalising te āo Māori into daily practice and across the curriculum, with the support from the Cultural Committee, Mātauranga Māori Leader, whānau and iwi, and Kāhui Ako, is our priority. Through authentic experiences of mātauranga Māori (knowledge), our school is beginning to revitalise local histories, language and Tikanga Māori as part of New Zealand's culture and identity.

We are also beginning to articulate our vision, identity and values through visual and aural images, symbols, metaphors and whakataukī across our school. This is being implemented in newsletters, websites, face-to-face interactions with whānau and signage to articulate our collective approach. These strategies reinforce collective goals, exercising the authority of Māori leaders, that could be evaluated and acted upon during leadership and team meetings

The implications for our actions have enabled the school to adopt a more authentic, culturally responsive view, learning from past mistakes and considering te āo Māori as a way of being, with the support from Māori leaders in our community. Change is particularly evident during daily interactions, school conversations, and visibility across the school. Weaving Tikanga Māori and other multicultural perspectives in the community within the current strategic plan 2023-2025 is now attempting to "reclaim cultural identity in whitestream schools". following [Ann Milne's 8-step guided assessment tool](#) to audit our learning environment, school's operations and practice from the perspective of a Māori



learner. The purpose is to identify spaces in our school and in our teaching practice that build on unique values and identities within our school community.

Strategic Plan 2018-21 - Extended to 2022 due to COVID

Priorities

There were 3 key priorities By 2021/ 22 -

1. Maintain high quality teaching and learning

This includes

- a. ongoing improvement to the high quality teaching practice and student achievement
- b. high quality professional development and appraisal systems
- c. the use of relevant technology to support learning

2. Build strong community and stakeholder relationships

This includes

- d. parents that are well informed, involved and see the school as the school of choice
- e. strong working relationships with personnel from the Ministry of Education and other agencies
- f. productive relationships across our Kahui Ako (Community of Learning) and professional networks

3. Ensure strategic and sustainable decisions are made to manage resources

This includes

- g. a leadership pipeline to ensure effective succession planning
- h. measurement of staff engagement and endeavouring to be the employer of choice
- i. strengthening the culture of safety
- j. improved outdoor learning environments including shade areas and support for learning through play



Annual Plan 2022 Review

Priorities	Strategies	Outcome Summary
1. Maintain high quality teaching and learning. This included:		
<ul style="list-style-type: none"> ongoing improvement to high quality teaching practice and student achievement 	<ul style="list-style-type: none"> Establish single year level structure to move to a “one school ethos”, and support the year levels transition experience for our students. 	<p>This has worked well over the past few years however is adapted to mean the school roll</p>
	<ul style="list-style-type: none"> Strengthen our practice to be te Tiriti o Waitangi centric, moving from <u>rakau</u> to <u>ngakau</u> and building te Reo and tikanga Māori through classroom teachers’ use of wai ako. 	<p>We have now signed a mana kura - a partnership - with our iwi - Te Kawerau a Maki, developing a three year community engagement plan. We now have a bi-cultural committee developing strategies to enhance our identity as a school in Aotearoa through physical, virtual and learning spaces.</p>
	<ul style="list-style-type: none"> Implement the Resilience Project curriculum to align with our school values and better equip our children for their uncertain futures. 	<p>Very effective however our next step is to weave the principles of TRP into our programme. We will be moving to the Mitey Programme - aligning with the NZC</p>
	<ul style="list-style-type: none"> Continue the implementation of the Mairangi Bay Way (PB4L -Positive Behaviour for Learning) to strengthen our school values and develop school wide expectations for 	<p>Very effective. Continue to reinforce and weave our values across our kura and community through deliberate acts of teaching.</p>

	behaviour	
<ul style="list-style-type: none"> high quality professional development and appraisal systems 	<ul style="list-style-type: none"> Strengthen, teaching as inquiry, student agency and the productive use of digital technologies by in-school sharing of informed practice. 	Staff and students are becoming more familiar with digital technology, weaving tools and strategies with the support from outside agencies.
	<ul style="list-style-type: none"> Develop professional learning cycles for teachers which build on current appraisal practice including critical teacher reflection, aligned to the professional standards 	Our teachers have continued to develop instructional practice with the support from team leaders and with-in school leaders. This is an area for review to ensure we are developing a coaching model that enhances excellence and equity.
	<ul style="list-style-type: none"> Involve all leaders in collaborative leadership inquiry through the introduction of the Northern Leadership Network (A partnership with other schools and Osprey Consulting) 	Northern Learning Networks were really valuable in developing a 'Wayfinding' model of leadership - helping leaders to navigate perspective, culture, beliefs and identity to enhance best practice and school improvement together
<ul style="list-style-type: none"> the use of relevant technology to support learning 	<ul style="list-style-type: none"> Build teacher and student capacity for smart use of technologies to improve both student engagement and student achievement including the development of a digital curriculum and the effective use of HERO (our new Learning Management System) for planning and reporting. 	Use of technology is now being implemented and woven across our programme to meet the needs and passions of students. Hero has been effective for communicating and reporting however, we need to refine its purpose and usage to ensure communication is timely, effective and relevant.

2. Build strong community and stakeholder relationships. This includes:

<ul style="list-style-type: none"> parents that are well informed, involved and see the school as the school of choice; 	<ul style="list-style-type: none"> Further improve communications to targeted parent groups by improving communications and reporting with the implementation of Hero. 	<p>A range of community feedback strategies have been implemented across the school to include: surveys, principal cafes - kanohi ki te kanohi - interviews, whānau breakfast mornings, focus groups and snap shot feedback reviews. These strategies have been really effective to capture the voice of the community to identify how we can improve our service and weave the aspirations of our community into our strategic plan for 2023-2025.</p> <p>A new website has been designed to improve our communication and align all</p>
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		<p>other communication tools into one space. This will be launched at the end of Term 1 - 2023.</p>
	<ul style="list-style-type: none"> Continue to survey parent opinion on school performance and use the feedback to improve practice. Eg sports management 	<p>Focus groups have been really effective</p> <p>An updated Spots Handbook has been created inline with school feedback.</p> <p>New sports uniforms have been designed and purchased.</p> <p>New signage has also been created to reflect our multicultural community and a more embracing approach.</p> <p>Our PTa have continued to be very supportive, organising a range of events to bring the community together throughout the year.</p> <p>We have now established a sponsorship strategic package to engage the community and develop discretionary projects. We now have 10 sponsors providing either time or money to enhance or kura. We have also engaged in a number of grant applications to refresh our surfaces, website and gardens.</p>
<ul style="list-style-type: none"> strong working relationships with personnel from the Ministry of Education and other agencies; and 	<ul style="list-style-type: none"> Assist the Ministry to be more responsive and productive by planning ahead, being proactive and collaborative whenever possible. 	<p>We have consistently worked alongside the ministry in a range of capacities to include support for SENCo students and Intense Wraparound Service.</p> <p>ERO will be visiting in 2023. The Board assurance Self-review and School Improvement Framework has now been completed.</p>
<ul style="list-style-type: none"> productive relationships across our kahui Ako/Community of Learning and professional networks 	<ul style="list-style-type: none"> Commit to full participation in Kahui Ako initiatives and shared leadership at all levels. 	<p>We have continued to be present across our Kāhui Ako in the form of steering groups, Principal hui's, PLG, community sports/ arts/ cultural events and workshops. We now have three within school leaders for 2023 focusing raising achievement in: on Literacy, English Language Learners and Mātaurangi Māori</p>

3. Ensure strategic and sustainable decisions are made to manage resources. This includes:		
<ul style="list-style-type: none"> Make the new vision, mission and values our compass for decision making at all levels 	<ul style="list-style-type: none"> Use the new vision, mission and values at every opportunity to embed it in our thinking and actions. 	<p>Our vision, missions and values are embedded across our school. These are reinforced in every classroom, in assemblies and at break times. We will be reviewing how our programme enhances our graduate profile through our vision, missions and values.</p>
<ul style="list-style-type: none"> a leadership pipeline to ensure effective succession planning; 	<ul style="list-style-type: none"> Build leadership capacity at all levels and provide challenging opportunities with appropriate resourcing and guidance. 	<p>Staff have received a range of opportunities to grow leadership. SLT portfolios have been clarified and established, with clear co-constructed expectations for team leaders. Job descriptions were also developed to provide clarity and direction for other roles and responsibilities to ensure operations and expectation were systemically coherent.</p> <p>The next step is to embrace a more distributive leadership model, through a strengths-based approach to ensure equity and aspire for excellence.</p>
<ul style="list-style-type: none"> strengthening the culture of safety 	<ul style="list-style-type: none"> Continue the review of school systems to comply with the Health and Safety in the WorkPlace Act 2015 and using the School docs advisory. 	<p>The Health and safety team met regularly to ensure our systems were clear and coherent. The H&S policies were reviewed and steps are being taken to update procedures.</p> <p>A School A-Z Handbook has now been created to provide clarity and direction.</p>
<ul style="list-style-type: none"> measurement of staff engagement and endeavouring to be the employer of choice; 	<ul style="list-style-type: none"> Commit to exceptional pastoral care and make wellbeing a priority always. 	<p>Our staff well-being committee have continued to help strategies supported by the SLT. Staff continue to have the opportunity to provide their voice, give feedback and add perspective through an ongoing internal review process led by the Principal.</p>
	<ul style="list-style-type: none"> Recruit and retain high calibre staff in challenging times when houses are more affordable elsewhere. 	<p>Due to school roll, budget restraints MoE teacher allocation, our staff reduced to 17 for 2023. 5 teachers left for a number of career opportunities. We are confident we have recruited and are fully staffed for 2023 to achieve our goals</p>

<ul style="list-style-type: none"> improved outdoor learning environments including shade areas and support for learning through play and; 	<ul style="list-style-type: none"> Provide more shade protection. With the large shade canopy (SIP) and more trees. Continue to create outdoor art and relate it to school identity. 	<p>We have developed a range of outdoor learning spaces to include a kaitiaki garden, orchard and enviro club space. Our garden to table programme is very successful and now looking to expand this opportunity with the support from local businesses and whānau and weave into our inquiry.</p>
<ul style="list-style-type: none"> Explore modern learning environment/Innovative learning spaces possibilities; 	<ul style="list-style-type: none"> Meet the milestones of the Ministry Five Year Agreement (5YA) viz.. modernization of Rooms 1-4,5-8 and then Rooms 9-12. 	<p>With the support from Yellowstone, our property advisors, the 5YA plan is well underway. We are focusing on Priority 1: Health and Safety upgrading The refurbishment of the Junior Block with commence in 2023 (Date to be confirmed)</p>

Analysis of Variance 2022 - Guiding goals for 2023

Focus:

Develop our “awhina” learners (i.e. those who are achieving at working towards the NZ Curriculum Level and need most support, to include our Maori and Pasifika priority children, and moving a percentage of children working ‘within’ to ‘beyond’, in writing.

Strategic Aim:

High levels of engagement and success by

1. Aspiring for Excellence

Weaving coherent pathways school-wide in line with the curriculum refresh, our localised programme, and strategic goals to adhere to the values underpinning The Code and Standards for the teaching profession.

2. Providing Equity

Refining high-quality teaching, learning, tracking, monitoring and reporting processes to tailor to the needs of our ākonga.

Annual Aim: Teaching and learning programme development

A prime focus is always priority learners and progress and achievement for the approximately 15% of children assessed as ‘working towards’ in writing. This is an on-going and daily commitment. Assessment data indicate almost all of our students are ‘working within’ New Zealand Curriculum level for writing and teachers are determined to help more children achieve at higher levels in writing.

Goals:

- Identify and target groups and individuals, across the school for reading writing implementing explicit instruction in line with best practice and professional theory of action.

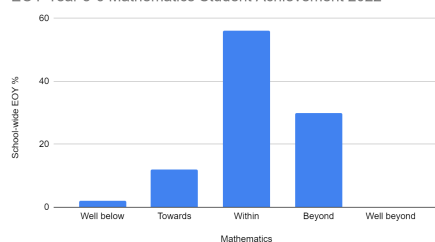
- Identify and target groups and individuals, across the school maths.
- Set goals for improving student achievement for these students.
- Build a shared understanding of effective pedagogy and assessment, and implement this consistently through coaching and attestation, visiting other teachers, team meetings and staff meetings.
- Develop the home-school partnership and greater clarity about next steps in learning through a range of internal and external feedback tools and reviews
- Develop and access across our Kāhui Ako next practice through collegial collaboration
- Develop cultural aligned leadership to embrace perspective, reciprocal partnerships and a way of being that embraces manaakitanga (ethos of care), whanaungatanga (relationships), kotahitanga (unity and bonding), rangatiratanga (self-determination), wairuatanga (spirituality and kaitiakitanga (guardianship)).

Reporting on Student Achievement End-of-Year 2022

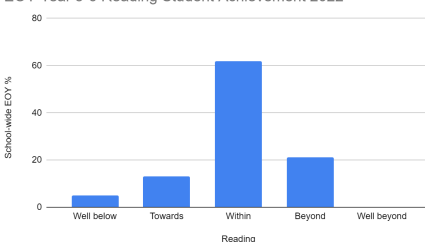
- ✓ Each cohort has been reported on.
 - School-wide (Year 3-6)
 - Year 1-2 Narrative
 - Year 3
 - Year 4
 - Year 5
 - Year 6
 - Māori and Pasifika
- ✓ The graph to highlight end-of-year data student progress shown as percentages, compared to mid-year 2022 and mid-year 2021
- ✓ The table is a comparison of student progress achievement data broken down into curriculum areas and represents the number of children.
- ✓ Finally, there is an analysis of end-of-year achievement data with regards to the target set for each cohort at supporting our collaborative inquiry and BoT goals for 2022 - as identified by the AOV 2022. The analysis is supported by recommendations for deliberate acts of teaching and use of resources to accelerate, enhance and extend our target/ priority students.
- ✓ **PLEASE NOTE:** No data was collected on students at the end of Term 4 2021 as we felt we could not make accurate judgements of student progress and achievement after a long period of lockdown and so we concentrated on reporting to parents via Hero without assigning OTJ (Overall Teacher Judgements) grades. Wellbeing was our priority at the end of 2021.

Year 3-6 School-wide End-of-Year % Achievement 2022

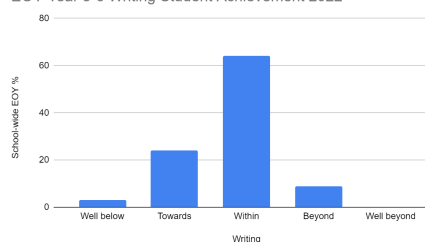
EOY Year 3-6 Mathematics Student Achievement 2022



EOY Year 3-6 Reading Student Achievement 2022



EOY Year 3-6 Writing Student Achievement 2022



Level	Maths EOY 2022	Maths Mid 2022	Maths Mid 2021	Reading EOY 2022	Reading Mid 2022	Reading Mid 2021	Writing EOY 2022	Writing Mid 2022	Writing Mid 2021
Well Beyond	0	0	0	0	0	0	0	0	0
Beyond	30	13.7	17.1	21	9.9	21.7	9	4.7	8.8
Within	56	72.7	74.7	62	71	64	64	67.2	74
Towards	12	11.9	7.8	13	14.7	9.7	24	24.3	16.1
Well below	2	1.7	0.5	5	4.4	4.6	3	3.8	1.4
Total Student	307	293	217	307	293	217	307	293	217

Year 3-6 Target 2022

Based on our mid 2021 data, we will look to move our percentage of learners meeting or working beyond the NZC expectations from 82% to 87%. Our writing data lags slightly behind our reading and maths data and we expect with the large amount of time our students have missed attending school, our mid 2022 writing data will be below mid 2021 levels. (Note, Years 1 and 2 do not receive an OTJ grade - their reporting is via narrative to parents.

Data Analysis and Recommendations

Despite not reaching our target for 2023, the data highlights excellent progress. Many students between years 3-6 met the expectation for 2022 in reading and mathematics. This is to be celebrated. 86% are now working at or above the expected benchmark in mathematics and 83% in reading. Writing is still a concern. 27% students are still working towards or well below the expectation. Therefore, writing will be the focus of targeted teaching school-wide for 2023. Of the 82 identified, 59 are boys, and 21 are girls. 37 students are Asian, six are Māori, six are Pasifika, nine are MELAA/other, and 25 are NZ European.

From 2023, Year 0-2 will be focusing on reinforcing our Phonic Connect programme. Year 3-6 teachers will be working with our Kāhui Ako to implement The Code, a structured spelling programme. The purpose is to raise achievement in literacy - especially writing. We will review our deliberate acts of teaching and use of resources throughout the year, through an iterative cycle of review and teacher inquiry. This will be an opportunity to heighten the urgency to further target teach writing to raise student achievement.

Year 0-2 School-wide End-of-Year % Achievement 2022

End-of-Year Achievement Data 2022 - Year 0-1

Level	Mathematics		Reading		Writing	
	Mid	End	Mid	End	Mid	End
Towards	2.8%	5.47%	24.2%	15.06%	4.3%	15.06%
Within	84.2%	86.3%	71.4%	72.6%	95.6%	83.5%
Beyond	12.8%	8.21%	4.2%	12.32%	0%	1.36%

End-of-Year Achievement Data 2022 - Year 2

Level	Mathematics		Reading		Writing	
	Mid	End	Mid	End	Mid	End
Towards	3.63%	7.27%	36.36%	31.57%	16.36%	8.78%
Within	78.18%	50.90%	58.18%	54.38%	83.63%	89.47%
Beyond	18.18%	43.64%	5.45%	14.03%	0%	1.75%

[End of Year Data Analysis Y0/1](#)

[End of Year Data Analysis Y2](#)

How do we track and assess?

We track and assess our students through our Junior Tracking Book. This booklet contains information about a child's knowledge as they enter Y0/1 and as they move into Y2. We track literacy (writing, reading, phonics, spelling and sight words) knowledge and Numeracy progressions (strategy and knowledge). This booklet is referred to and used as a tool to inform planning and teaching. Learning objectives and goals are worked on and marked off consistency throughout the term. This information is also shared with parents on a regular basis. We are regularly completing running records/probes to gauge progress in reading comprehension, vocabulary and reading fluency. Teachers are always having incidental, ongoing conversations regarding children's learning; what we have noticed and we are addressing it, sharing resources and ideas to help children.

What we have noticed - Year 1 End of Year

- Children have moved considerably in Phonics Connect stages from the beginning of the year. However, children still need to be reminded to use these spelling rules in their daily writing (surface features)
- Significant increase in children working beyond in reading. This may be due to the consistent phonics program we have across classes.

- Writing has been an area where teachers have noticed children have needed far more support than years before COVID. Children are not becoming independent writers as quickly as they lack the handwriting and phonics skills to decode words. Missing a lot of time at Kindergarten in the past few weeks have truly impacted this area of learning.

Writing

Eight ESOL, two European and one Māori student are still working towards the expected level of the curriculum in writing. Eight ESOL (one a selective mute) and one Māori Student joined us in later Term 2, Term 3 or Term 4. This late enrolment/schooling/transition time to new classes impacted their abilities in writing. Some came in with no pre-writing skills (Casey Shapes, knowledge of the alphabet, high frequency words & fine motor skills). All received more teacher time/TA support in guided writing lessons to ensure foundation skills in writing were developed.

Reading

11 children in Year 1 still working towards the expected level for their chronological age. They are ESOL and Māori. Two of these Māori students moved to MBS in the middle of the year and came with very little alphabet knowledge/high frequency words. These children have had ongoing TA time within the classroom and focused phonics group support. The ESOL learners have developed their vocabulary from ESOL classes 2-3 times a week (priority one learners receiving the most support/time). Only one student is European and has also been supported in TA groups - Phonics Booster/Early Words.

Mathematics

All three students working towards the expected level of the curriculum in Mathematics struggled to develop their knowledge of numbers between 0-20 early on in the year, some only starting at our school in Term 3 & 4. Language/vocabulary was a definite barrier to their mathematical knowledge and development as two out of the three children are ESOL. Maths games/knowledge follow ups were provided in their home learning books to support their ongoing learning at home.

What we have noticed - Year 2 End of Year

- In all curriculum areas there has been an increase in children working beyond, particularly in maths
- There has been a decrease in children working towards in reading and writing as these children have moved to working within
- Some children have improved in their use of deeper features in writing, however surface features such as punctuation and spelling rules are still ongoing.
- Children have moved considerably in Phonics Connect stages from the beginning of the year. However, children still need to be reminded to use these spelling rules in their daily writing (surface features)

Mathematics

There are four students who are working towards the expected level in Year 2. One female/Chinese, one female/Māori, two male/NZ. These children work with a TA (when possible) on number knowledge retention and simple addition and subtraction strategies. After we have assessed each child in their tracking book, a copy of their next steps are glued into their communication book to go home for consolidation. Games have been sent home.

Reading

There are 17 students who are working towards the expected level in Year 2 according to their chronological age. Three

students are ESOL students, having English as a second language. Two students are Māori and joined our school in May 2022, Three of these students have attended or are attending Reading Recovery. Many of these children have completed or are completing the Early Words Programme. We are also cross grouping for our Phonics programme. All students have made progress this year after a disruptive previous two years of learning.

Writing

There are four students working towards the expected level in writing. One student has English as their second language and attends ESOL support. One student is female/Māori. We are addressing the needs by cross grouping for our phonics programme (based on ability). We have ability writing groups in our own classes so the students' needs can be targeted. A reason for the number of students needing assistance could be that parents can help with reading at home but not writing. Lockdowns haven't helped and this cohort is experiencing the first full year at school. Four of the children identified as working towards are now on track in all three curriculum areas; reading, writing and maths. These children have been receiving TA time and Early words and Two have been attending Reading Recovery.

Other considerations (End of Year)

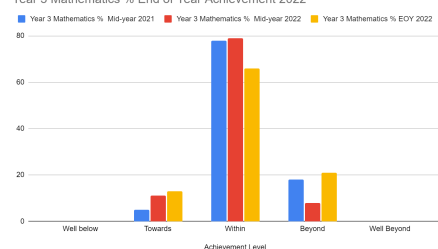
- Children's behaviour as in focus and self management has had an impact on their learning.
- Teacher aides have been away and removed so small group sessions and teacher support not consistent
- ESOL and Reading Recovery teachers have been pulled into the classroom to cover sick teachers
- Parent input with home learning not always taking place
- VAMP has not happened this year due to lack of TAs to run this program
- PMP has been dropped for Year 1s but has continued for our 26 children in our NE class.
- Teacher Aide has been taken from Y1 and placed into Y0 (not replaced)
- Large class numbers in Y0/1- all reaching 22 children with a vast mixture of abilities and levels
- No phonics booster due to reduction in TAs
- Large range of reading groups
- Some Casey shapes groups have had to be discontinued due to no TAs

Recommendations for 2023

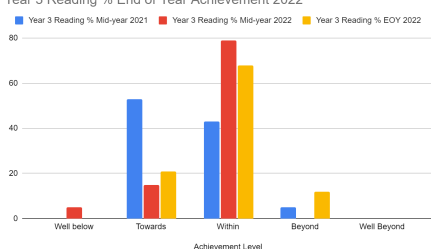
- Year 2 classes are starting with 27 children. TA time to help with those children working towards is key
- Keeping to 20max in Year 1 classes
- Reinstate the VAMP programme - Visual and Auditory Memory Programme.
- PMP - more children being able to attend (TAs)
- Casey shape groups
- Continue Reading Recovery
- Continue Early words programme
- Continue Phonics Connect
- Continue communication between school and home

Year 3 End-of-Year % Achievement 2022

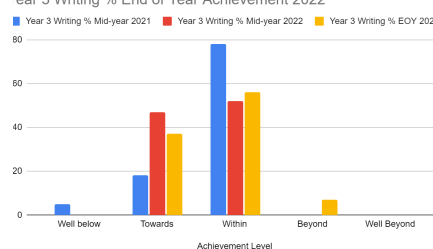
Year 3 Mathematics % End of Year Achievement 2022



Year 3 Reading % End of Year Achievement 2022



Year 3 Writing % End of Year Achievement 2022



Level	Maths EOY 2022	Maths Mid 2022	Maths Mid 2021	Reading EOY 2022	Reading Mid 2022	Reading Mid 2021	Writing EOY 2022	Writing Mid 2022	Writing Mid 2021
Well Beyond	0	0	0	0	0	0	0	0	0
Beyond	14 (21%)	5 (8%)	7 (18%)	8 (12%)	0	2 (5%)	5 (7%)	0	0
Within	45 (66%)	47 (79%)	31 (78%)	46 (68%)	47 (79%)	17 (43%)	38 (56%)	31 (52%)	31 (78%)
Towards	9 (13%)	7 (11%)	2 (5%)	14 (21%)	9 (15%)	21 (53%)	25 (37%)	28 (47%)	7 (18%)
Well below	0	0	0	0	3 (5%)	0	0	0	2 (5%)
Total	68	59	40	68	59	40	68	59	40

The 2022 target for this cohort was: Writing

By the end of 2022, we wanted our target students to improve by at least 10% or to move from 'towards' to 'within' the expected level.

End of Year Mathematics

Over this year our maths students have made considerable progress with more students now being beyond, the majority being boys and only two beyond being girls. I believe that having targeted maths groups has helped to improve students. This is not reflected in the results as the four new students who have joined the Year 3 cohort since the mid year data was recorded, are working towards the expected level. The students who are still working towards are one third girls and two thirds boys. Of these students, six students have learning needs and three students lack confidence in their ability.

Recommendations for 2023

For 2023, I believe that extra targeted groups with the Teacher Aide will benefit the students who are needing assistance. Front loading the students with knowledge they will use over the coming week will help their confidence. They will not be coming to the class lesson without having prior knowledge and understanding.

End of Year Reading

All three working below are boys, one ESOL, one dyslexic and one currently undergoing LaSS screening

Climb Club Attendees: All above

Of the 14 students working towards in reading, all 14 are working towards in writing. With two also working towards in maths.. 10 out of 14 students working towards are boys.

At the end of the year we currently have 14 students who are working towards the expected level in Year 3. We have had five new students who have joined our school after the mid-year data was entered. These students have some learning needs or English as a second language. Three students have diagnosed dyslexia or dyslexic tendencies. We have addressed their needs by using the CLIMB Club (Tania Jenner's reading and writing programme). We have also been cross grouping for our Phonics programme. We also tried using the Steps Web programme. All students have continued to make progress this year after a disruptive previous two years of learning.

Recommendations for 2023

We recommend continuing with the Climb Club for those students needing an extra confidence boost. Focusing on different comprehension strategies to help with a deeper understanding of the text will be a target for 2023.

End of Year Writing (Y3 TAI Focus)

- 18/25 Year 3 towards writers are boys
- 8/25 are ESOL learners 33%
- There is only one well below writer in Year 3 (ESOL student at school for two terms)

We have subscribed 18 writers who are towards and seven ESOL students onto the Steps Web programme. Many of the students have made significant progress in their spelling ages and scores. The students are also developing more confidence to write. We need the programme to continue to make sure the skills learnt are transferred into their actual writing.

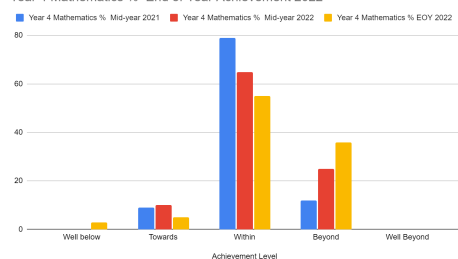
Two students struggled with the format of the steps web programme and therefore have not made as much progress. Some parents also tried to assist their children at the start making the programme too hard for them and it had to be reset. Two thirds of the targeted group are boys and one third are girls.

Recommendations for 2023

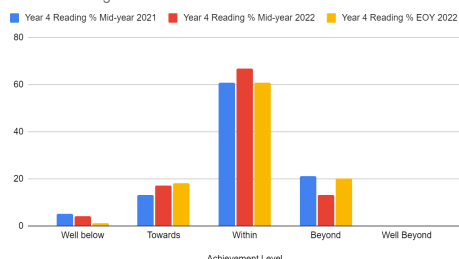
My recommendations for 2023 is to continue with the Steps Web programme to maintain the progress in spelling and writing as a whole. I feel the students are gaining confidence in their own writing ability.

Year 4 End-of-Year %Achievement 2022

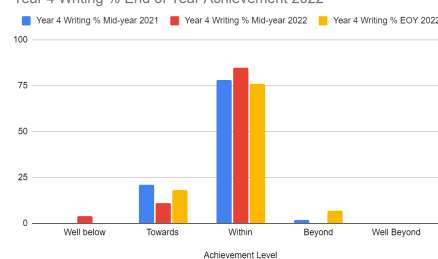
Year 4 Mathematics % End of Year Achievement 2022



Year 4 Reading % End of Year Achievement 2022



Year 4 Writing % End of Year Achievement 2022



Level	Maths EOY 2022	Maths Mid 2022	Maths Mid 2021	Reading EOY 2022	Reading Mid 2022	Reading Mid 2021	Writing EOY 2022	Writing Mid 2022	Writing Mid 2021
Well Beyond	0	0	0	0	0	0	0	0	0
Beyond	27 (36.49%)	18 (25%)	8 (11.9%)	15 (20.27%)	9 (12.5%)	14 (21.0%)	5 (6.76%)	0	1 (1.5%)
Within	41 (55.41%)	47 (65.3%)	53 (79.1%)	45 (60.81%)	48 (66.7%)	41 (61.1%)	56 (75.68%)	61 (84.7%)	52 (77.6%)
Towards	4 (5.41%)	7 (9.7%)	6 (9.0%)	13 (17.57%)	12 (16.7%)	9 (13.4%)	13 (17.57%)	8 (11.1%)	14 (20.9%)
Well below	2 (2.70%)	0	0	1 (1.35%)	3 (4.2%)	3 (4.5%)	0	3 (4.2%)	0
Total	74	72	67	74	72	67	74	72	67

The 2022 target for this cohort was: Reading comprehension

By the end of 2022, we wanted our target students to improve by at least 10%.

End of Year Reading (Focus)

At the end of the year we have 13 students working towards the expected level in Year 4. Out of the 13 students, eight are boys and six are girls. 11 of these students have English as their second language or identified to have learning needs. One joined our school at the beginning of Term 4. We have noticed that some of the focus children in reading have made progress (some students more than one year level progress). However, they are still working towards Year 4 reading. We think this due to having lots of ESOL students who are still building their vocabulary which hinders their comprehension. Our data also showed an increase in students working beyond the expected level went up by 7.77% from mid year 2022.

Recommendations for 2023

Continue explicit vocab teaching in our classes, extra group work support focusing on comprehension questions, lots of inference group work and set comprehension homework on Studyladder.

End of Year Writing

There are 13 students working towards and 1 well below the expected level at the end of the year. Nine of these students are also working towards the expected level in reading. Eight of these students are boys. Seven of the students have English as their second language and attend ESOL support. Two out of the 13 students receive RTL support, and another has been accepted for RTL support for 2023. Out of the 13 towards students, two are also new to our school and joined after mid year data was collected. In comparison to the mid year 2021 data, there is a 3.33% drop in students working towards the expected level at the end of 2022. The data shows that the children working beyond expected level in Year 4 has gone up by 6.76% from mid-year 2022 to end of year 2022.

Recommendations for 2023

Targeted homework for spelling and interweave literacy into all curriculum areas. As this cohort has a high number of ESOL students, we recommend having small targeted groups focusing on vocabulary and tenses. We also think that work around punctuation (potentially homework) would be beneficial, as this is an area we have noticed a gap in.

End of Year Mathematics

We have noticed that the majority of the Year 4 students have moved up a level in maths. The number of students working beyond the expected level has gone up from 25% mid-year to 36.49% end of year 2022. One of our focus was on basic facts knowledge, finding the gaps and explicitly teaching based on this data. We have integrated maths when teaching other curriculum areas. There are four students working towards and two working well below the expected

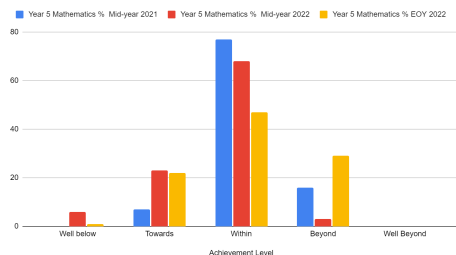
level in Year 4. These focus students worked in small groups, twice a week with a Teacher Aide to front load and consolidate the in class learning. We also provided learning using a digital platform such as Prototec, which is a website for practising maths knowledge. It is based on NZ curriculum stages. This helped the students improve their basic fact recall. We found that it built the students' confidence and increased their basic facts. We also encouraged the students to use it at home.

Recommendations for 2023

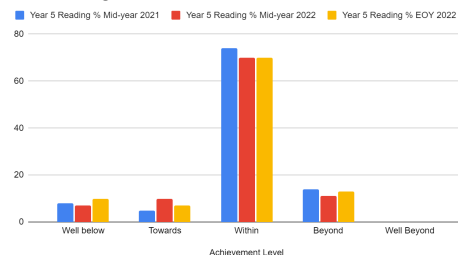
The focus for next year is to continue working on basic facts and knowledge and apply it to real life situations. Basic facts homework is to be encouraged.

Year 5 End-of-Year % Achievement 2022

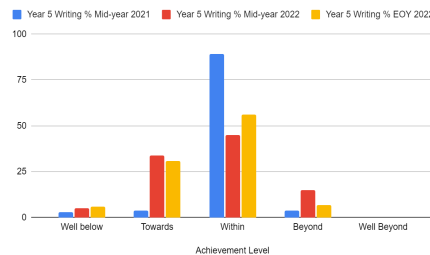
Year 5 Mathematics % End of Year Achievement 2022



Year 5 Reading % End of Year Achievement 2022



Year 5 Writing % End of Year Achievement 2022



Level	Maths EOY 2022	Maths Mid 2022	Maths Mid 2021	Reading EOY 2022	Reading Mid 2022	Reading Mid 2021	Writing EOY 2022	Writing Mid 2022	Writing Mid 2021
Well Beyond	0	0	0	0	0	0	0	0	0
Beyond	25 (29.4%)	2 (2.5%)	12 (16.2%)	11 (13%)	9 (11%)	10 (13.5%)	6 (7%)	12 (15%)	3 (4.1%)
Within	40 (47%)	53 (68%)	57 (77.0%)	59 (70%)	55 (70%)	55 (74.3%)	47 (56%)	35 (45%)	66 (89.2%)
Towards	19 (22.35%)	18 (23%)	5 (6.8%)	6 (7%)	8 (10%)	4 (5.4%)	26 (31%)	27 (34%)	3 (4.1%)
Well below	1 (1%)	5 (6%)	0	8 (9.5%)	8 (7%)	5 (7.8%)	5 (6%)	4 (5%)	2 (2.7%)
Total	85	78	74	84	80	74	84	78	74

The 2022 target for this cohort was: Maths

To improve our Towards and Well Belows numbers by 10% or more

End of Year Mathematics (Y5 Focus)

The Year 5 cohort focused on teaching basic facts and number strategies across the teams to identify where the challenges were. While there were pleasing improvements made with some students. Especially if compared to the mid-year data the comparisons with 2021 at the towards and working below are still high. The beyonds have improved

13.2%. The within's have moved down from 77% to 47% and the towards up from 6.8% to 22.35%.

While we have moved most students up a sub-level at least, the curriculum level change has meant that 15 more students are now assessed as working towards or well below - a total of 20 (six boys and 14 girls - one at well below). Four of the ten new students were assessed as working towards or below in maths. One student who is working towards, is Māori, six students are Asian, four students are ESOL. Our towards increased by 1 to 19 students but as an overall % decreased by 1%. Our Well Belows dropped 5% to 1% of the total. This meant that 3 students moved into Within. As a side note we made huge improvements in our Beyond students who moved to 2.5% of the total number to 29.4%. *Actual improvement of TAI students was 6%.*

Recommendations for 2023

This is still a BASIC FACTS issue, no doubt an on-going hangover from the pandemic lockdowns. Focus target teaching of basic facts.

End of Year Reading

There are 14 students who are working towards or well below (eighth are boys, six are girls). This is an increase in five students from 2021. We have had an increase of ten students since mid-term 2022, and four of which are working towards or below. These five students will need extra support next year. The six students who received help this year will also continue to do so. Our reasons we think are due to some of the students being ESOL or still a COVID hangover response. Most students however, did increase a sub-level or more. As in maths, we increased our assessment data by an extra six students. Six students working towards or below are Asian, four students are ESOL.

Recommendations for 2023

Continue explicit vocab teaching in our classes, extra group work support focusing on comprehension questions, lots of inference group work and set comprehension homework on Studyladder.

End of Year Writing (a sub-focus)

The Year 5 cohort worked to address the 31 students (21 boys and ten girls) who are working towards or below. This is the same number as mid-term - though five new students are assessed as working towards the expected benchmark. Therefore, five students have improved. Of these students are ESOL.

Collaborative teaching took place across the Y5 cohort with a focus on paragraphing.

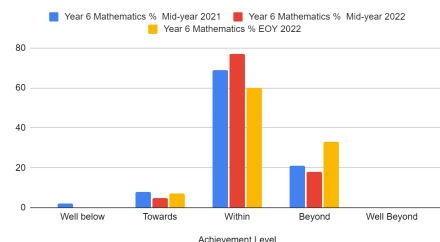
Two students are Māori. An analysis of the four of the five students 'well below students' 'revealed suspected dyslexia and autistic tendencies. Five of the six new students are assessed as working towards or below. Agility with sound has been offered with these students. Suggest that this is increased for all five. 14 students are Asian Seven students are ESOL. We focused on paragraphing this year in target collaborative classes. In class group focus sessions - spelling and vocabulary. Proofreading was a whole class activity - once a week with home-learning to support. We also focused on explicit sentence structure in focus groups and revisited as a whole class.

Recommendations for 2023

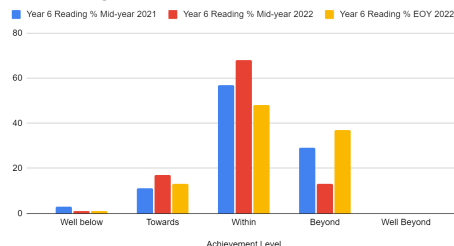
Targeted homework for spelling and word-study-with an extra booklet for the well-below. More class time spent on writing/Literacy - less on other curriculum areas. To lift these predominantly 2P-2A students to level 3 is learning to write not for themselves but for an audience. This is a targeted activity and not something that necessarily occurs when writing across the curriculum. Use the Te Whara Rama programme to motivate our reluctant writers. Content and ideas are a particular concern with our reluctant writers (boys mainly). The Y5 cohort attempted to use the Te Whara Rama, we PD needed to effectively use this programme).

Year 6 End-of-Year %Achievement 2022

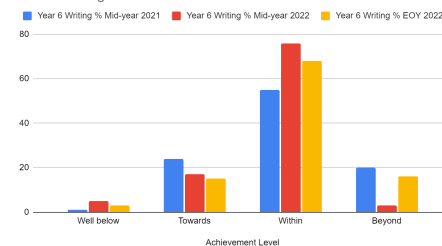
Year 6 Mathematics % End of Year Achievement 2022



Year 6 Reading % End of Year Achievement 2022



Year 6 Writing % End of Year Achievement 2022



Level	Maths EOY 2022	Maths Mid 2022	Maths Mid 2021	Reading EOY 2022	Reading Mid 2022	Reading Mid 2021	Writing EOY 2022	Writing Mid 2022	Writing Mid 2021
Well Beyond	0	0	0	0	0	0	0	0	0
Beyond	27 (32.53%)	15 (18.3%)	16 (21.3%)	31 (37.35%)	11 (13.4%)	22 (29.3%)	13 (15.66%)	2 (2.4%)	15 (19.7%)
Within	50 (60.24%)	63 (76.8%)	53 (69.3%)	40 (48.19%)	56 (68.3%)	44 (57.3%)	56 (67.47%)	62 (75.9%)	42 (55.3%)
Towards	6 (7.23%)	4 (4.9%)	6 (8.0%)	11 (13.25%)	14 (17.1%)	8 (10.7%)	12 (14.46%)	14 (16.9%)	18 (23.7%)
Well below	0	0	1 (1.4%)	1 (1.20%)	1 (1.2%)	2 (2.7%)	2 (2.41%)	4 (4.8%)	1 (1.3%)
Total	83	82	76	83	82	76	83	82	76

The 2022 target for this cohort was: Writing

Our target was to improve boys' writing by at least 50% through increasing student engagement and perception of themselves as writers.

End of Year Writing (Y6 Focus)

At the end of this year we have 14 students working towards and 11 of these are boys. Two of these are a boy and a girl who are ESOL and very new to the English language. Out of the ten boys who were part of the Te Whara Rama programme and were working towards, six are now working within. When surveyed, the boys have indicated they are more confident writers and feel they are seen as equal participants in the class, that they are able to participate in writing lessons. This programme is recommended for boys who are identified next year as having a low opinion of themselves in writing and generally shy away because of the physicality of handwriting or the ability to generate ideas. We had 13 students working beyond in writing, they were all female.

End of Year Mathematics

Two male and four female students are working towards at the end of the year. Of these three are Māori/Pasifika and three are NZ European. All students received extra in class support twice a week by a teacher aide. We have had an increase in students working beyond which could be due to the hot spot teaching we have provided. Due to learning lag from COVID, we noticed that a lot of students had big gaps in their understanding. Through regular informal and formal assessment, we were able to identify these gaps and target teach to groups as we went through the year. This involved constant regrouping and workshops to ensure students were being taught to their needs. Another note is that 19

students (seven male, 12 female) that are working beyond are Asian and have made significant progress from the start of the year. This could potentially be an inquiry for 2023.

End of Year Reading

There has been a reduction in working towards students, down from 14 to 11 students. Of these 11 there are six boys and five girls still working towards. Seven of these 11 students identify as Asian ethnicity. At the end of the year we have 31 (37.35%) of students working beyond in reading. This is an increase from 11 (13.4%) at mid-year 2022. Classes had a mix of whole class reading programmes (full class novels) and grouped abilities which were targeted to Probe data analysis and informal observations made in reading lessons. This year the Y6 teachers were eager to try collaborative reading across the three classes, based on student interest and teacher strengths.

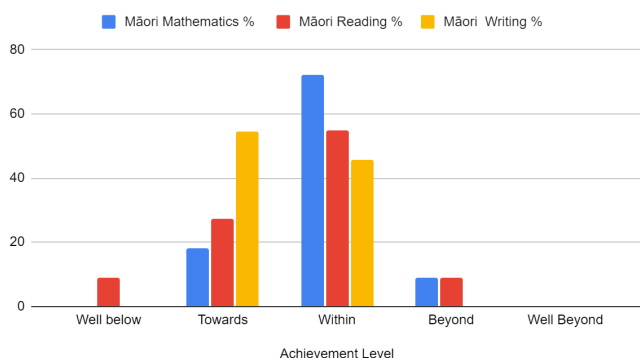
Recommendations for 2023

The recommendations for 2023 are as follows:

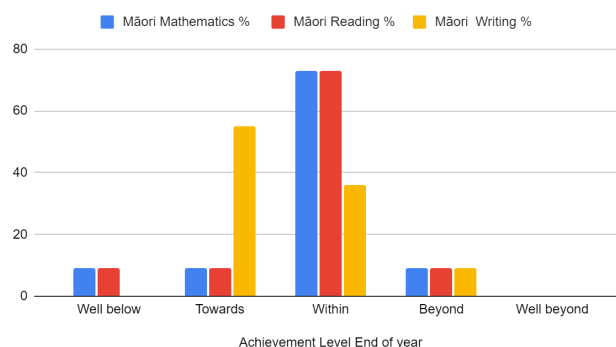
- Continue to connect reading and writing through passion, interest and student inquiry
- Develop explicit workshops to target teach student need
- Revisit the Te Whare Rama Programme to support and engage boys in writing
- Investigate a spelling programme.

Year 3-6 Māori End-of-Year % Achievement 2022

Year 3-6 Māori Mid-Year Achievement Data 2022



Year 3-6 Māori End of Year Achievement Data 2022



Level	Maths EOY 2022	Maths Mid 2022	Maths Mid 2021	Reading EOY 2022	Reading Mid 2022	Reading Mid 2021	Writing EOY 2022	Writing Mid 2022	Writing Mid 2021
Well Beyond	0	0	0	0	0	0	0	0	0
Beyond	2 (25%)	1 (9%)	1 (12.5%)	1 (9%)	1 (9%)	2 (25%)	1 (9%)	0	1 (12.5%)
Within	6 (55%)	8 (72.3%)	7 (87.5%)	8 (73%)	6 (54.5%)	5 (63%)	4 (36%)	5 (45.5%)	4 (50%)
Towards	3 (27%)	2 (18.2%)	0	1 (9%)	3 (27.3%)	1 (12.5%)	6 (55%)	6 (54.5%)	3 (38.0%)
Well below	0	0	0	1 (9%)	1 (9%)	0	0	0	0

Total	11	11	8	11	11	8	11	11	8
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The 2022 target for this cohort was:

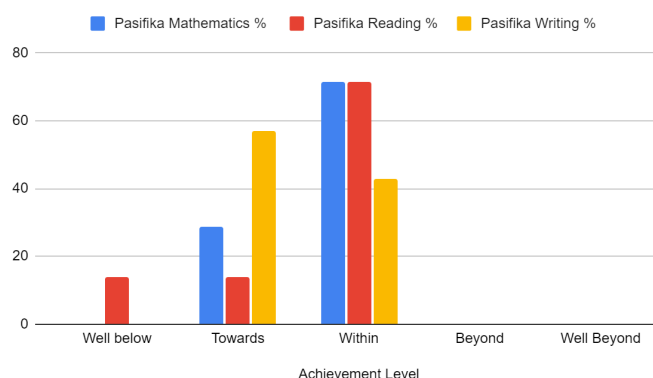
By the end of 2022, our goal was to accelerate 75% Māori student achievement to be on track in writing. This meant eight out of eleven students.

Data Analysis and Recommendations

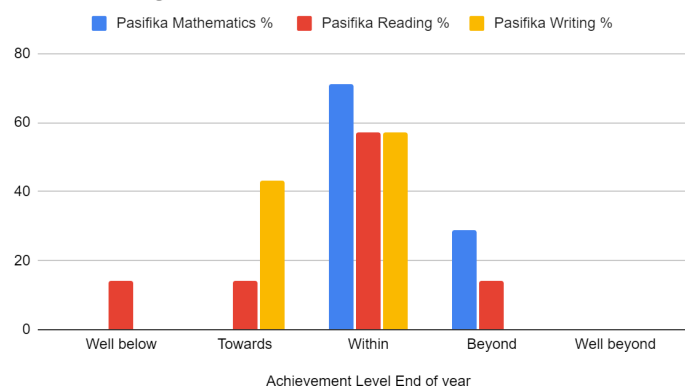
We have experienced success this year with two students improving in maths and reading achieving our 75% target. Despite improving in writing, we did not achieve the 75% target for 2022. Boys are still heavily represented in this data, with five out of six working below the expected benchmark in writing. These are the same students who are being tracked and monitored as part of a target teaching programme all year. Teachers will start the year with learning-focused relationships, to include embracing whanaungatanga, and home-school partnerships, to heighten the need to connect, raise high expectations and raise student achievement in writing. This is part of our school wide focus for 2023.

Year 3-6 Pasifika End-of-Year % Achievement 2022

Year 3-6 Pasifika Mid-Year Achievement Data 2022



Year 3-6 Pasigika End of Year Achievement Data 2022



Level	Maths EOY 2022	Maths Mid 2022	Maths Mid 2021	Reading EOY 2022	Reading Mid 2022	Reading Mid 2021	Writing EOY 2022	Writing Mid 2022	Writing Mid 2021
Well Beyond	0	0	0	0	0	0	0	0	0
Beyond	0	0	0	1 (14%)	0	0	0	0	0
Within	5 (71.4%)	5 (71.4%)	4 (80%)	4 (80%)	5 (71.4%)	4 (80%)	4 (57.15)	3 (42.9%)	4 (80%)
Towards	2 (28.6%)	2 (28.6%)	0	1 (14%)	1 (14%)	1 (20%)	3 (42.9%)	4 (57.1%)	1 (20%)
Well below	0	0	1 (20%)	1 (14%)	1 (14%)	0	0	0	0

Total	7	7	5	7	7	5	7	7	5
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The 2022 target for this cohort was:

By the end of 2022, our goal was to accelerate 75% Māori student achievement to be on track in writing. This meant five out of seven students.

Data Analysis and Recommendations

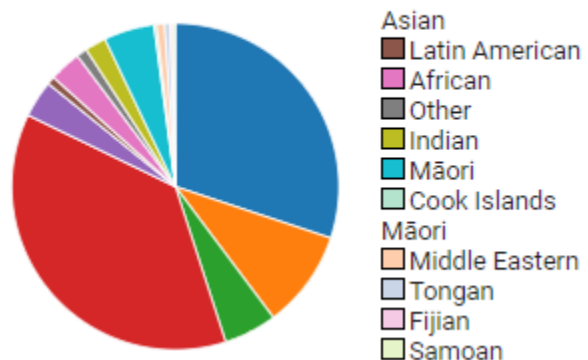
I am pleased to share with you that we met our 75% target in reading, however not in mathematics and writing. Despite some progress, boys are again heavily represented in this data. One student in both reading and writing made progress, however, two out of three are boys working below the expected benchmark. Unfortunately, these boys have spent some time away from school, making it difficult to target teach and raise achievement. As with our Māori students, these boys were tracked and monitored throughout the year. As with our Māori students, we will continue to embrace whanaungatanga, and home-school partnerships, to heighten the need to connect, raise high expectations and raise student achievement in writing. This is part of our school wide focus for 2023.

Ethnic and Gender Diversity 2022

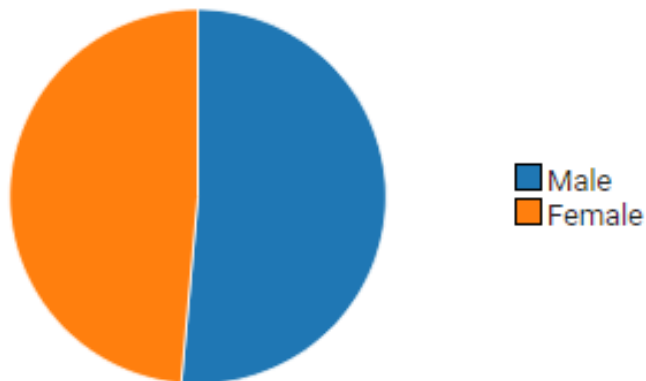
15 different ethnicities attending Mairangi Bay School in 2022. Our diversity included:

1. Māori = 3%
2. Pasifika = 1%
3. Chinese = 38%
4. New Zealand = 29%
5. Other Asian = 4%
6. African = 3%
7. Southeast Asian = 4%
8. Other European = 3%
9. Fiji = 1%
10. Samoan = 1%
11. Tongan = 1%
12. Latin American = 1%
13. Middle Eastern = 1%
14. Cook Islands = 1%
15. Other = 1%

MoE Ethnicity Groups*



Gender



There was a slight difference between gender enrolled for 2022

= 51%

= 49%

NZ Curriculum levels 2022

It is important, when creating a programme to cater for the learning needs of these students, that we understand who they are and what their needs are. Below is a table that shows the types of children who appear in this data:

Reading 2022

Total EOY 2022	SENCo	ESOL	Priority*	Total Students	Male/Female
Year 3	7	3	2	11	8 / 3
Year 4	5	10	0	14	8 / 6
Year 5	7	5	0	13	7 / 6
Year 6					
Total	19	18	2	38	23 / 15

17 % of our students were working towards the NZC in reading at the end of 2022.

Writing 2022

Total	SENCo	ESOL	Priority*	Total Students	Male/Female
Year 3	13	8	2	23	18 / 5

Year 4	7	6	1	14	9 / 5
Year 5	8	9	2	30	20 / 10
Year 6					
Total	28	23	5	67	47 / 20

27% of our students were working towards the NZC in writing at the end of 2022.

Mathematics 2022

Total	SENCo	ESOL	Priority*	Total Students	Male/Female
Year 3	3	2	0	8	4 / 4
Year 4	5	1	0	7	4 / 3
Year 5	3	4	1	19	5 / 14
Year 6					
Total	11	7	1	34	13 / 21

14% of our students were working towards the NZC in mathematics at the end of 2022.

* some priority learners fall into more than one category, as well as some ESOL learners who are also in the SENCo column.

School Structure 2023

Senior Leaders Team

- Tumuaki/Principal **Nathan Janes**
- Tumuaki Tuarua/Deputy Principal **Claire Worthington-Blair** (Junior Learning Support and SENCo)
- Tumuaki Tuarua/Deputy Principal (acting Term 1) **Michelle Webster** (Senior Learning Support and SENCo)
- Tumuaki Tuarua/Deputy Principal (Terms 2-4) **Peter Stoner** (Senior Learning Support and SENCo)

Year 1 Team

- Room 12 - Year 1 **Amanda Drabble** (Team Leader)
- Room 11 - Year 1 **Rebecca Hensman** (Kāhui Ako: In-school Literacy Leader)
- Room 10 - Year 1 **Di Kryuen** (Year 0-6 In-school PE)
- Room 9 - Year 0/1 **Diana Benli** (Opening the new classroom when needed in response to roll growth)

Year 2 Team

- Room 6 - Year 2 **Jan Westerkamp** (Team Leader)
- Room 7 - Year 2 **Jill Garton** (Kāhui Ako: In-school ELL Leader)
- Room 8 - Year 2 **Anna Smith,** **Maree Cutfield** (Friday)

Year 3/4 Team

- Room 1 - Year 3/4 **Tania Davey** (Mentor Teacher)
- Room 2 - Year 3/4 **Chrissy Jones,** **Janine Rollerson** (Wednesdays, even weeks)
- Room 3 - Year 3/4 **Claire Garnett** (Co-team Leader), **Janine Rollerson** (Friday)
- Room 4 - Year 3/4 **Mel Mason** (Co-team Leader)

- Room 5 - Year 3/4 **Jody Kukard**

Year 5 Team

- Room 19 - Year 5 **Nicola Faulkner** (Team Leader)
- Room 14 - Year 5 **Sean Patterson** (Mentor Teacher)
- Room 15 - Year 5 **Megan McIsaac** **Maree Cutfield** (Thursday)

Year 6 Team

- Room 16- Year 6 **Steve James** (Team Leader, Term 1)
- Room 17 - Year 6 **Briar Gimblett** (Kāhui Ako: In-school Mātauranga Māori Leader)
- Room 18 - Year 6 **Zoe Macready** (Term 1) **Janine Rollerson** (Thursday)
- Room 18 - Year 6 **Michelle Webster** (Team Leader, Terms 2-4, Mentor Teacher)

Extra Curricular teachers/ Kaiako (part-time)

- Classroom Music and Performance Groups **Clare McCormack**
- Reading Recovery Teacher **Tania Jenner**
- Manawanui Programme **Holly Hopcroft**
- Support Programmes & ESOL **Sarah Campion**

Support Staff - Kaimahi

- ESOL Director **Claire Worthington-Blair**
- CWSA teacher **Michelle Webster**
- Executive Officer & BOT Minute Secretary **Holly Fang**
- Office Administrator **Anita Nicholls**
- Student Services Administrator/Uniform Sales **Julia Whitfield**
- Sports Coordinator **Rebecca Hale**
- Library Administration & Resources **Louise Hopkins**
- Property Manager **Paul Loader**
- International Services Manager **Frank Jia**
- Cleaners **Clean as a Whistle**
- Garden to Table (co-ordinator, volunteer) **Sunny Cheong and Ashleigh Visser**
- sKids (Before and After School Care) Manager **Daniel Franco**

Targeted Teacher Aides 2023

- Fran Garratt Linda Hofstra
- Teresa Gao Carmen Swanepoel
- Fiona Wan Penny Lindsay
- Abby Wu

What has changed?

Movements for 2023

There are a number of changes for next year. Peter Stoner will be taking study leave. Therefore, the Senior Leadership Team for Term 1, 2023 will be Nathan Janes - Principal/ Tumuaiki, Claire Worthington Blair - Deputy Principal/ Tumuaiki Tuarua, Michelle Webster - Acting Deputy Principal/ Tumuaiki Tuarua. Claire and Michelle will be sharing the Learning Support Coordinator roles.

New teachers include Nicola Faulkner, Megan McIsaac and Zoe Macready (Term 1 only). Both teachers are beginning their teaching journey. Zoe Macready will release Michelle Webster for one term as she takes on the Acting Deputy Principal position. Despite this slight disruption, Michelle will be Zoe's BT mentor teacher and she will be working closely to ensure a smooth start to 2023.

Janine Rollerson has decided to move to part-time teaching to spend more time with her whānau. We also farewell and thank teachers and staff members: Rebekah Jones, Sandy Mekhael, John Fowler, Anna Osborne and Nikki Black.

Peter Stoner - Sabbatical

Congratulations to Peter Stoner for winning a TeachNZ Study Award during Term 1. Peter will be looking into how a variety of schools have been using the principles of Te Tiriti o Waitangi to increase achievement for Māori learners.

Single Year Classes vs Mixed Classes

We aim for a seamless transition for our young learners through our school. The student numbers at each level allow us to neatly create single year classes at Years 0-2 and 5-6 level. Year 3-4 classes will be mixed in 2023 due to enrolment numbers. This has been common practice for many small year groups across New Zealand and Mairangi Bay School since 2010. Our teachers are very skilled and will be able to differentiate the curriculum more deliberately to better meet our students' needs.

Our Programme

Resilience Project transitioning to the Mitey Programme

From 2023, we are delighted to weave the principles of the Resilience Project (TRP), lead by Holly Hopcroft and the Positive Behaviour 4 Learning (MBWay) Team, into our curriculum. We have not signed up to TRP, however, now have the expertise at school to still deliver the programme at no cost. We are excited to announce that we have signed up to the Mitey programme in 2024. Mitey targets NZ children from Years 1-8 to help them build the necessary and age appropriate skills, knowledge and understanding they need to nurture their own emotional wellbeing and those of others. To find out more click onto <https://www.mitey.org.nz/>

Linewize - The Student Digital Well-being Programme 2023 - [The Flyer](#)

Our school is pleased to announce a new partnership. Linewize is a software platform which strengthens our students' online safety. Linewize combines world leading technology with world leaders in online safety education, IT administration, teaching and student safeguarding. Our aim is to help our students and whānau develop better digital habits and create safer online communities. Teachers can:

- ☐ view what screen every student is on
- ☐ limit the sites students are on
- ☐ dictate what site a student can see (lock or direct them to a specific site)
- ☐ Send administrators red flags about content searches
- ☐ Keep students accounts safe whether at school or not
- ☐ see sites visited

Parents can now access OUR SCHOOL HUB by clicking on the following link: <https://mairangibay.onlinesafetyhub.nz/>

The programme for Year 3-6 has been added to student fees, replacing the Resilience Project cost for 2023. Please take some time to navigate the platform over the holidays. A parent information evening has been planned for Term 1, 2023.

Garden to Table

The Garden to Table programme for 2022 was very successful. It will again be targeted next year at Year 5 and Year 6 classes. Other children can be involved through our Enviro Group and by helping in the gardens, to develop a kaitiaki garden and sustainable landscape. A small financial contribution from parents of Year 5 and Year 6 students may again be required to supplement the supply of vegetables from the school garden.

Sports Organisation 2023

New Sports Coordinator

It is sad news that Nikki Black will be moving overseas for 2023. We are excited to introduce Rebecca Hale as our new sports coordinator. Rebecca comes highly recommended from AUT Millennium Institute of Sport. She is currently a swim teacher, Waterwise instructor and administrator at East Coast Bays Rugby Club. Rebecca has been working alongside the current sports coordinator to ensure a smooth transition and a successful 2023. Rebecca will be leading our *after school sports programme*.

In-school Sports

Di Kruiyen will be *leading our cluster day* events in 2023. Her leadership role is to organise the trials and selection of teams to compete against other schools during the school day. She will also be liaising with local clubs to grow and develop opportunities to participate and compete.

PLEASE NOTE: Athletics, Cross Country and Swimming in-school events will be organised by the team leaders in each area of the school. These events are not the responsibility of the sports coordinator. If you have any questions regarding sports, please contact the following:

- After School Sports Programme: Rebecca Hale - sports@mairangibay.school.nz
- In-school Cluster Days/ Trials: Di Kruiyen - dianek@mairangibay.school.nz
- Athletics and Cross Country: Team leader

What's new?

New PE Shed

A large PE shed has been purchased and placed next to our sports field and tiger turf. The shed is now replenished and full of equipment ready for our students to use during recreational play at break times. It will also support the implementation of our PE and Sports programmes. Over the next 12 months, we will be reviewing our programme and increasing our equipment and sport facilities to ensure equity and excellence. Thank you to our PTA, sKids and Dynamic Sport New Zealand for your support and generosity.

New Sports Uniforms

We are excited to announce that we have re-designed and ordered new netball and basketball sports uniforms. From 2023, our Year 5 and 6 teams will begin the new season by showcasing our new apparel, sporting our school logo and sponsors. We will continue to refresh our sports attire with hockey/ football and flippaball/ swim caps. Over time, this will extend to other potential sporting gear such as caps, hoodies and tracksuits. Thank you to Dynamic Sport New Zealand for supporting the apparel design and supplying our new netball kits. We would also like to thank The Hairdressers - Mairangi Bay, for sponsoring our basketball uniforms. We are excited to see our new attire for 2023 as we compete during cluster and after school sporting events.

New Website

I am pleased to announce that our website refresh grant application was approved this year. The purpose is to improve and align our communication tools and strategy, in line with your feedback. Once all content has been streamlined, we are hoping to launch by the end of Term 1, 2023. This includes our school strategic plan, our curriculum refresh, social media links, relevant dates and updated events at a click of a button.

New Signage

We have now started to upgrade our signage across our kura, thanks to Brodericks Printing and Design Ltd. This includes the front office and driveway to provide a more inclusive, welcoming environment. From 2023, you will begin to see more signage across our school to represent our values and identity. Thank you to Eternelle and Neo Build for

your sponsorship donations this year to help our kura refresh our current signage in the effort to connect our community and identity.

New Road Markings and Speed Signs

We are pleased to announce, after months of consultation, Auckland Transport have now agreed to paint extra yellow markings in the turn bay at the top of Agathis Avenue. This will hopefully prevent congested parking and mitigate unnecessary reversing. AT have also agreed to add extra 30Km speed signs along Matipo Road to remind drivers to slow down in our school zone.

Important Dates for 2023

Term 1 - 2023 (10 Weeks)

Starts: Wednesday, 1 February
Ends: Thursday, 6 April

Term 3 - 2023 (10 Weeks)

Starts: Monday, 17 July
Ends: Friday, 22 September

Term 2 - 2023 (10 Weeks)

Starts: Wednesday, 26 April
Ends: Friday, 30 June

Term 4 - 2023 (10 Weeks)

Starts: Monday, 9 October
Ends: Friday, 15 December (12:30pm finish)

IMPORTANT DATES:

- Tuesday, 31 January - Meet the teacher day
- Wednesday, 1 February - First day of school for 2023
- Monday, 6 February - Waitangi Day (School Closed)
- Friday, 7 April - Good Friday (School Closed)
- Monday, 24 April - Teacher Only Day (School Closed)
- Tuesday, 25 April - ANZAC Day (School Closed)
- Monday, 5 June - King's Birthday (School Closed)
- Friday, 14 July - Matariki (during the school holidays)
- Monday, 23 October - Labour Day (School Closed)

Please add these to your calendar. They will be posted on our school website before the end of the year..

Message to whānau

Our sponsors and school donations 2023

We thank everyone for paying their donation fees this year. This has helped to reduce class sizes and support teaching and learning that directly impacts your child. Unfortunately, approximately 30% of our whānau community did not pay their school donation this year, reducing the opportunities for additional learning support such as:

- ☐ Teacher aides
- ☐ Learning resources
- ☐ Extra teaching staff

From 2023, our target is for 95% of our whānau to pay the school donation. This will assist our kura to grow and develop. In addition, if parents are able to contribute more, they are encouraged to contact the principal via nathanj@mairangibay.school.nz. Projects that need your support include:

Hardship fund

- ☐ Are you able to pay for someone else's donation fee who can not afford it?
- ☐ Are you able to pay more than the expected donation?

If so, the following would benefit from your generosity:

Learning Resources

- ☐ Additional teacher aides
- ☐ Learning resources
- ☐ Digital equipment
- ☐ Reading resources
- ☐ Art supplies
- ☐ Sports equipment
- ☐ Musical instruments
- ☐ School production

Physical Resources

Garden resources - soil, native plants, fence
 Refreshing concrete surfaces and painting
 Signage upgrade
 Outdoor play equipment and surfaces
 Roll-down plastic screens outside Rms 5-8
 Junior sand pit upgrade
 Junior playground refresh
 School bus

Our students need your support. Due to minimal funding from MOE, your donation is a contribution that will help develop our school and community. I would like to take this opportunity to thank everyone for your kindness, especially our sponsors this year. Your contribution has helped to bring our vision, our kura and community together. *He waka eke noa - We are in this together*

Strategic Plan 2023-2025

After extensive internal evaluative review, the following strategic goals were co-constructed with the BoT, staff, students and whānau. We will begin to report on these strategic goals from 2023.

<div><div>Mairangi Bay School</div></div> <div>Strategic Plan 2023-2025</div> <div>Ensuring equity and excellence for all ākonga</div>			
Our Vision	Kia Hikaka Be Motivated	Kia Maia Be Brave	Kia Pono Te Ngakau Be Sincere
Our Mission	Ako tahi mō āpōpō kia pai ake Learning together to create a better tomorrow		
Our way of being embracing culturally aligned leadership and commitment to Te Tiriti o Waitangi			
Rangitiratangi Self-determination	Kaitiakitanga Guardianship	Manaakitanga Ethos of care	Kotahitanga Unity and Bonding
Our Values	Atawhai - Kindness	Whakaute - Respect	Manawanui - Resilience
Strategic Goal 1	Strategic Goal 2	Strategic Goal 3	Strategic Goal 4

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Whakatupu Mātauranga Encourage Academic Growth So That All Ākonga Achieve Their Potential	Whakawhanaungatanga Foster Productive Relationships Within Our School and the Wider Mairangi Bay Community	Wairua Promote the Wellbeing of Our Ākonga and Kaimahi	Whāia te iti kahurangi Provide Excellent Opportunities for Ākonga to Become Well-Rounded Individuals
Develop and implement cohesive, visible programmes	Ensure a culture of inclusivity to recognise and respect diversity	Build the resilience of our tamariki	Nurture the whole child by providing a wide range of rich learning opportunities
Advance the professional development of all staff	Contribute actively to the Kāhui Ako	Ensure clarity and ownership around the school vision and values	Encourage tamariki to contribute, and grow a sense of responsibility
Continually review and develop our curriculum in response to MOE/NZC refreshment and weave the principles of Te Tiriti o Waitangi into our school culture	Value stakeholders' perspectives and build productive partnerships	Weave MBWay principles into all areas of school life to foster a positive school culture	Motivate tamariki to look after each other and be proud of themselves and their school
Extend students to achieve their potential		Encourage a sense of belonging	Foster tamariki to be confident in their own skin and to follow their passions

MBS Graduate Profile The Learning Keys				
Think Be critical, creative and reflective Be a problem solver If we think critically, embrace creatively and reflect, then we can problem solve	Communicate Process information & express ideas If we can process information effectively, then we can express our ideas with purpose.	Manage Myself Be organised Persevere, be confident and do my personal best If we are organised, confident and persevere, then we can do our personal best.	Relate to Others Respect others, show empathy, listen and celebrate diversity If we respect others, show empathy and listen, then we can embrace and celebrate diversity.	Contribute Work in a team, get involved to improve our environment If we work together and collaborate, we can improve our environment.

Effective Internal Evaluation for Improvement Reviews 2022

1. [ERO Board Assurance Self- Review](#)
2. **Te Ara Huarau** [School for Improvement Framework](#)
3. [Tūrangawaewae Report](#)
4. [NZCER Teacher, School and Principal Feedback and Recommendations Report](#)
5. [Trends in International Mathematics and Science Study \(TIMSS\)](#)
6. [Resilience Project Data Analysis 2022](#)
7. NZQA International Self-Review

These reports have assisted in the co-construction of the action plans to meet the following strategic goals from 2023 - 2025

*Strategic Goal 1 : **Whakatupu Mātauranga***

- *Encourage academic growth so that all our tamariki achieve their potential*

*Strategic Goal 2 : **Whakawhanaungatanga***

- *Foster productive relationships within our school and the wider Mairangi Bay community*

*Strategic Goal 3 : **Wairua***

- *Promote the wellbeing of our students and staff*

*Strategic Goal 4 : **Whāia te iti kahurangi***

- *Provide excellent opportunities for our tamariki to become well-rounded individuals*

Strategic Goal #1 - Annual Plan

Whakatipu Matauranga

Encourage Academic Growth So That All Ākonga Achieve Their Potential

NELPS Objective 3: QUALITY TEACHING AND LEADERSHIP - Quality teaching and leadership make the difference for learners and their whānau

Sub Goals	Actions - We will:	Who and When	Progress Indicators	Monitoring and Evaluating
1.1 Develop and implement cohesive, visible programmes	<ul style="list-style-type: none"> → <i>Protect time for teams to collaboratively plan, design and evaluate to ensure high quality school-wide instruction and clear, coherent learning pathways</i> → <i>Identify teacher strengths and apply co-teaching opportunities</i> → <i>Foster learning-focused relationships and reciprocal partnerships</i> → <i>Capture student voice and agency to develop a rich and diverse programme</i> → <i>Apply assessment for learning strategies to provide clarity and self-directed learners</i> → <i>Streamline our communications with parents to ensure realistic timely reporting</i> 	SLT, LL - Ongoing ALL - Ongoing ALL - Ongoing ALL - Ongoing ALL - Ongoing SLT Termly	<i>Staff understand why, how and what to do when collaboratively planning, teaching and leading</i> <i>Staff are able to use more time to effectively collaboratively plan and design a targeted programme to meet the needs of students.</i> <i>Student voice is evident in planning</i> <i>Improve student engagement, motivation and success</i> <i>Build coherence and alignment school-wide</i> <i>Teachers and students will know what they are doing well, why and where to next - ongoing feedback -feedforward</i> <i>Whānau will be aware of student achievement, next steps and how they can help at home</i> <i>Students are able to discuss their learning and what they need to do next to be successful</i> <i>Shared understanding of roles and</i>	Termly Review, LL Consult during team meetings Termly review, whānau, student feedback surveys Termly discussions Ongoing reflection, trackers, discussions Termly review

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			responsibilities	
<p>1.2 Advance the professional development of all staff</p> <p>Annual Targets and Expectations Mid-year and Annual Review in Reading Writing Mathematics Ongoing tracking, monitoring and evaluating</p>	<ul style="list-style-type: none"> → Prioritise teaching and learning in response to an evidence-based approach → Put students at the centre and adapt to meet personal needs to provide equity and excellence → Weave key focus areas from our strategic plan and Kāhui Ako across our planning → Foster a strength-based approach and agency to grow professional/ leadership capability through ongoing coaching conversations → Follow a collaborative inquiry to identify, analyse, track and monitor progress and adapt to raise student achievement 	<p>SLT, LL - Ongoing</p> <p>ALL - Ongoing</p> <p>SLT - Termly</p> <p>SLT - Termly</p> <p>LL - Ongoing</p> <p>Review Mid and EOY</p>	<p>Targeted groups and workshops in response to student tracking and achievement data</p> <p>Deliberate acts of teaching and use of resources</p> <p>Student voice is evident in planning Consistent approach to teaching and learning</p> <p>Teachers are using data from trackers, observations, conversations and students work is used to help adapt and respond to student needs - evidence based</p> <p>Structured Literacy PD is evident in planning</p> <p>Targeted groups are making progress - especially in literacy</p> <p>Teachers are able to identify students not making progress</p>	<p>Curriculum and assessment discussions</p> <p>Termly review, NZCER TSP annual survey evidence-based</p> <p>Ongoing reflection, tracking</p> <p>Discussions, PLGs</p> <p>Coaching conversations</p> <p>Iterative review cycle - spiral of inquiry</p>
<p>1.3 Continually review and develop our curriculum in response to MOE/NZC refreshment and weave the principles of Te Tiriti o Waitangi into our school culture</p> <p>Annual Internal Review and</p>	<ul style="list-style-type: none"> → Weave principles of Te Āo Maori Time, te reo and tikanga across our programme → Grow community networks and professional connections to grow Mātauranga Māori → Foster whānau and iwi partnerships - inviting them to join and participate in our programme → Evolve physical, virtual and learning environments to represent our individual and school tūrangawaewae and tuakiri 	<p>ALL - Termly</p> <p>SLT - Termly</p> <p>ALL - Ongoing</p> <p>SLT - Ongoing</p>	<p>te āo Māori PD is evident in planning</p> <p>Local histories and relevant local knowledge is gathered</p> <p>Teams are using local knowledge when planning</p> <p>Local stories are acknowledged when designing physical and virtual spaces</p>	<p>Consultations with whānau, MAC, Iwi, students</p> <p>Cultural Committee meetings</p> <p>Face-2-face discussions, interviews, surveys, drop in forums, information evenings, workshops</p> <p>Hero communication</p>

Adaptation <i>Design and Teaching</i> <i>Pedagogy and</i> <i>Collaborative Practice</i> <i>Localised Curriculum</i>				posts/ Social Media posts Consultation website group Community network/ sponsorship consultation Principal cafes Sports Cafes
1.4 Extend students to achieve their potential	<ul style="list-style-type: none"> → <i>Include passions and interests for all areas of the curriculum - Sports/ Arts/ Academics/ Leadership/ STEM/ Digital etc</i> → <i>Weave a variety of learning opportunities within and outside the classroom</i> → <i>Use solo as a pathway and planning guide</i> → <i>Investigate equitable opportunities to accelerate, enhance and extend all students</i> → <i>Localised our programme to connect knowledge, skills and experiences to real life and kaitiakitanga</i> 	Teachers - Termly ALL - Ongoing ALL - Termly ALL - Termly Review Annually	<i>Student voice is evident in planning</i> <i>Improve student engagement, motivation and success</i> <i>Solo is evident in planning</i> <i>Data gathered and analysed will help to design deliberate acts of teaching and use of resources</i> <i>Local histories and relevant local knowledge is gathered and evident in planning</i>	Student feedback surveys Student goal setting and reflections Collaborative planning Tracking, data analysis - evidence-based School wide internal review

Strategic Goal #2 - Annual Plan 2023

Whakawhanaungatanga

Foster Productive Relationships Within Our School and the Wider Mairangi Bay community

NELPS Objective 4: FUTURE OF LEARNING AND WORK - Learning that is relevant to the lives of New Zealanders today and throughout their lives

Sub Goals	Actions - We will:	Who and When	Progress Indicators	Monitoring and Evaluating
2.1 Ensure a culture of inclusivity to recognise and respect diversity	<ul style="list-style-type: none"> → Identify opportunities to develop whanaungatanga within and outside the classroom → Acknowledge the culture of all students by sharing and discussing beliefs, perspectives, success and traditions through learning-focused relationships → Weave students and staff stories into our daily instruction → Provide opportunities to celebrate who we are, what we know and our aspirations for our school, learning and community 	<p>ALL - Ongoing</p> <p>ALL - Ongoing</p> <p>ALL - Ongoing</p> <p>ALL - Ongoing</p>	<p><i>Whānau feel valued and are contributing to school programme</i></p> <p><i>Local stories are woven into school planning</i></p> <p><i>Students success is regularly acknowledged and celebrated</i></p> <p><i>Students feel comfortable sharing and discussing their identity and diversity</i></p>	<p>Face-2-face discussions, interviews, surveys, drop in forums, information evenings, workshops</p> <p>Hero communication posts</p> <p>Social Media posts</p> <p>Consultation website group</p> <p>Assemblies, values certificates, cups, Principal Awards and Kiwi Spirit Awards</p>
2.2 Contribute actively to the Kahui Ako	<ul style="list-style-type: none"> → Participate in Kāhui Ako workstreams and learning opportunities → Participate in community collaborative events → Challenge and collaborate with our partner schools to enhance our pedagogical knowledge and school-wide programme 	<p>SLT - Termly</p> <p>ALL - Termly</p> <p>SLT, LL - Termly</p>	<p><i>Consistent approach to teaching and learning expectations, strategies and resources</i></p> <p><i>Increasing community networking connections</i></p>	<p>PLG discussions</p> <p>Cluster school planning And reflection</p> <p>Kāhui Ako steering</p>

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				groups
2.3 Value stakeholders' perspectives and build productive partnerships	<ul style="list-style-type: none"> → Investigate a range of tools to gather feedback to increase community engagement, inclusivity and transparency → Listen to whānau and iwi perspective through informal and formal discussions, meetings, workshops and focus groups → Develop home-school partnerships through kotahitanga and regular parent teacher meetings, student led conferences, PTA fundraising initiatives, assemblies and learning celebrations → Foster connections with our local business and community groups to value deep conceptual knowledge, skills and expertise → Encourage ex-students to return to share their success story 	SLT - Termly ALL - Ongoing ALL - Ongoing SLT - Termly SLT - Termly	Increased participation and contribution from stakeholders Whānau have more resources and strategies to help their child at home Community well-being increases Students feel successful and supported	Face-2-face discussions, interviews, surveys, drop in forums, information evenings, workshops Hero communication posts Social Media posts Website focus groups Principal cafes Sports Cafes Community network/ sponsorship consultation

Strategic Goal #3 - Annual Plan 2023

Wairua

Promote the Wellbeing of Ākonga and Kaimahi

NELPS Objective 1: LEARNERS AT THE CENTRE- Learners with their whānau are at the centre of education

Sub Goals	Actions - We will:	Who and When	Progress Indicators	Monitoring and Evaluating
3.1 Build the resilience of our tamariki	<ul style="list-style-type: none"> → Weave resilience strategies across our programme through our PB4L programme → Grow vocabulary relating to emotions. → Apply learning-focus relationships so students feel comfortable to reveal challenges and identify opportunities to practise → Create a mentorship programme through the Māori concept of Tuakana Teina → Implement growth mindset strategies through PB4L circle time and co-construct matrix → Weave goal setting and reflection across our programme 	ALL - Ongoing ALL - Ongoing ALL - Ongoing ALL - Termly ALL - Ongoing ALL - Termly	<i>Students are able to use a range of strategies during times of uncertainty</i> <i>Students are increasing confident to seek support and guidance</i> <i>Students are increasing aware of what they know, why and where to next</i> <i>Barriers and challenges are identified and mitigated</i>	Hero posts and behaviour analysis MBWay Committee discussions/ Team meetings Curriculum and assessment discussions, Team collaborative planning meetings
3.2 Ensure clarity and ownership around the school vision and values	<ul style="list-style-type: none"> → Increase opportunity to acknowledge student voice and agency → Develop a student council to increase responsibilities, gather feedback, lead discussions, school tours, workshops, assemblies and leadership opportunity across our kura and community → Invite students to join our BoT to capture and value student voice 	ALL - Ongoing SLT, MBWay-Term 1 SLT, BoT - Term 1 and 3	<i>Student voice is evident in planning</i> <i>Students begin to take ownership of school-wide decisions</i> <i>Ongoing evaluation is implemented to adapt and improve</i>	Student voice feedback tools MBWay committee discussions and staff feedback data analysis
3.3 Weave MBWay principles into all areas of school life to	<ul style="list-style-type: none"> → Create our school values and expectations visible posters in every class and on our school website 	MBWay Team - Term 1 ALL -Ongoing	<i>All stakeholders are aware of the school values and can discuss what they are and why they important - especially in multiple areas of the school</i>	MBWay committee tracking and discussions and staff feedback data analysis

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foster a positive school culture	<ul style="list-style-type: none"> → <i>Acknowledge the school values in assemblies - values certificates/ cups</i> → <i>Reinforce our token -tangible reward system and provide free and frequent - celebrations</i> → <i>Connect our school values to real life community/ national role models</i> → <i>Weave our values across our programme and link to our inquiry topic</i> 	<p>ALL - Ongoing</p> <p>ALL - Termly</p> <p>All - Termly</p>	<p><i>Students increasing feel valued and acknowledged for their achievements</i></p> <p><i>Greater community attendance at school events</i></p>	<p>Student, whānau and staff feedback consultation</p>
3.4 Encourage a sense of belonging	<ul style="list-style-type: none"> → <i>Socialise as a class, team, staff and community</i> → <i>Acknowledge our school identity in our school-wide communication i.e. school assemblies</i> → <i>Co-construct our school pepeha and encourage students, staff and community to identify and celebrate their own whakapapa</i> → <i>Celebrate our diverse cultures through Culture Days, Food Fairs, inquiry programmes and PTA events</i> → <i>Display artwork to celebrate our identify and values</i> → <i>Develop a house system</i> 	<p>ALL - Termly</p> <p>ALL - Termly</p> <p>ALL - Term 1</p> <p>ALL - Ongoing</p> <p>ALL - Ongoing</p> <p>ALL - Term 1</p>	<p><i>Voices from the community are collected, acknowledged and responded to appropriately</i></p> <p><i>Shared understanding of our identity, strengths, roles and responsibilities - to include a co-construct collaborative norms and kaupapa</i></p>	<p>Discussion in team meetings,</p> <p>Consultation with students, whānau, staff, iwi</p> <p>MBWay committee discussions with students</p>

Strategic Goal #4 - Annual Plan 2023

Whāia te iti kahurangi

Provide excellent opportunities for ākonga to become well rounded individuals

NELPS Objective 2: BARRIER FREE ACCESS - Great education opportunities and outcomes are within reach for every learner

Sub Goals	Actions - We will:	Who and When	Progress Indicators	Monitoring and Evaluating
4.1 Nurture the whole child by providing a wide range of rich learning opportunities	<ul style="list-style-type: none"> → Offer a variety of opportunities: sporting, cultural, academic, digital, creative and leadership → Include excursions, trips and experiences- in school/ out of school, linked to our programme and learning goals. → Create a varied and diverse curriculum that focuses on student need and teacher/team strengths → Invite opportunities to our school from our local area (Bikewise, Scooter Wise, Science in a Van, ePro8, school production, Garden to Table, etc) → Offer extension programme to increase student progress → Create an environment for students to explore, collaborate, and innovate 	<p>ALL - Termly</p> <p>LL - Termly</p> <p>LL - Termly</p> <p>SLT - Termly</p> <p>LL - Termly</p> <p>ALL - Ongoing</p>	<p><i>Increased range of learning opportunities and participation</i></p> <p><i>Student voice is evident in planning</i></p> <p><i>Students begin to take ownership of school-wide decisions</i></p> <p><i>Ongoing evaluation is implemented to adapt and improve the programme, practice and planning - evidence based</i></p>	<p>Principal cafe discussions</p> <p>Community survey analysis</p> <p>Student survey and interview analysis</p> <p>Sports Cafes</p> <p>Collaborative planning discussions</p>
4.2 Encourage tamariki to contribute, and grow a sense of responsibility	<ul style="list-style-type: none"> → Increase opportunity to capture student voice and agency → Implement tuakana teina by providing clear examples of responsibility, friendships and values by sharing knowledge and skills in and outside the classroom → Develop a student council and peer mentors → Co-construct learning goals and self/ peer assessment to identify where students are at and what they need to do next to be successful → Weave kaitiaki, manaakitanga and kotahitanga across our programme 	<p>SLT - Term 2 - 4</p> <p>MBway Team - Termly</p> <p>MBway Team - Termly</p>	<p><i>Barriers are identified and mitigated</i></p> <p><i>Students begin to take ownership of school-wide decisions and their own learning</i></p> <p><i>Te āo Māori is evident in planning</i></p> <p><i>Shared understanding</i></p>	<p>Student survey and interview analysis</p> <p>Collaborative planning discussions</p> <p>MBWay committee discussions</p> <p>Data analysis and evidence-based</p>

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		ALL - Ongoing		
4.3 Motivate tamariki to look after each other and be proud of themselves and their school	<ul style="list-style-type: none"> → <i>Use assessment for learning strategies to celebrate success, increase high expectations</i> → <i>Perform in school/outside of school - showcases etc</i> → <i>Refine our buddy class system</i> → <i>Continue acknowledging and promoting student success through values cups/certificate assemblies, in school newsletters and on our school website</i> 	ALL - Ongoing LL - Termly	<i>Greater community attendance at school events</i> <i>Increased student celebrations during assemblies</i>	Collaborative planning discussions Data analysis evidence-based Coaching conversations and observations/ goal setting
4.4 Nurture tamariki to be confident in their own skin and to follow their passions	<ul style="list-style-type: none"> → <i>Foster tuakana teina by taking part in whole school or cross school learning activities like sports days, innovation/problem solving days</i> → <i>Participate in developmental afternoons/Discovery/Investigation programmes</i> → <i>Listen to student voices, provide opportunities for student agency and student directed learning by weaving the principles of Universal Design for Learning to ensure equity and excellence. This includes present information and content in different ways, differentiating the ways that students can express what they know and providing multiple means of engagement</i> 	MBWay Team ALL - Ongoing ALL - Ongoing	<i>Differentiation, UDL and personalised is evident in planning</i> <i>Graduation Profile - Learning Keys is evident in planning</i>	Collaborative planning discussions Data analysis evidence-based Student conversations

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Recommendations

- Review and report on our strategic action plans at every BoT meeting using a traffic light system to indicate progress, areas for support and funding.
- Provide continued support for English Language Learners.
- Continue best interventions for those with learning difficulties to be provided at the highest level to aspire for excellence and equity for all learners
- Continue to strengthen collaborative teaching as inquiry practice across the school.
- Continue to closely monitor those working towards across all three curriculum areas and apply for additional funding to give support where able
- Heighten our community engagement to embrace whanaungatanga, kotahitanga and manaakitanga. This includes strengthening partnerships with whānau, iwi, kāhui Ako and professional community businesses and network groups to ensure Mairangi Bay School is at the heart of our community.

Priority 1: Aspiring for Excellence

- Weave coherent pathways school-wide in line with the curriculum refresh, localised programme, and strategic goals to adhere to the [values, the Code and Standards for the teaching profession](#)
- How? Foster collaborative practice, co-teaching, distributive leadership and learning-focused relationships to embrace a strengths-based approach, rich learning opportunities and a shared language of understanding of collaborative leadership to raise student achievement

Priority 2: Providing Equity

- High-quality teaching, learning, tracking and monitoring processes to tailor to the needs of our ākonga
- How? Reinforce collaborative inquiry, deep conceptual knowledge, coaching conversations and community partnerships through culturally aligned leadership, shared collaborative practice and shared language of learning in all curriculum areas, especially reading and writing, school-wide.

Endorsement of this document

Endorsed: _____ **Principal**

Endorsed: _____ **Chair (at first meeting of the 2023)**