



Mairangi Bay School Implementation Plan 2024

Te Whakangārahu Ngātahi Toolkit for Planning and Reporting

*Under the Education and Training Act 2020,
a new planning and reporting framework came into effect on 1 January 2024.



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Goal	To work through the Te Whakakārahu Kātahi process to implement new Planning and Reporting requirements for Mairangi Bay School
Te Whakakārahu Kātahi is intended to support schools to:	
<ul style="list-style-type: none"> • Give effect to Te Tiriti o Waitangi and support Māori-Crown Relationships • Prioritise actions to achieve equitable outcomes for all ākonga through an inclusive process and delivering excellent curriculum, including Te Marautanga O Aotearoa • Build relationships with their communities • Build trust through a transparent process • Continuously improve to meet goals • Adapt to their communities' changing needs 	

Key Dates for Planning and Implementation		
Year 1 - 2024	Year 2 - 2025	Year 1 - 2026 (to align with BoT Elections)
<p><i>1 January</i> Strategic plan effective from this date</p> <p><i>1 March</i> Strategic plan published and submitted to the Secretary</p> <p><i>31 March</i> Annual implementation plan prepared and published</p> <p><i>31 May</i> Annual report published and submitted to the secretary</p>	<p><i>31 March</i> Annual implementation plan prepared and published</p> <p><i>31 May</i> Annual report published and submitted to the Secretary</p> <p><i>31 December</i> Strategic plan expires</p>	<p><i>1 January</i> Strategic plan effective from this date</p> <p><i>1 March</i> Strategic plan published and submitted to the Secretary</p> <p><i>31 March</i> Annual implementation plan prepared and published</p> <p><i>31 May</i> Annual report published and submitted to the Secretary</p>



Learning together to create a better tomorrow

Ako tahi mō `āpōpō pai ake

Summary of the plan - See Annual Report 2023

The rationale for selecting this evaluation is to develop a shared understanding with the school community of what it means to embrace a strengths-based approach to ensure effective, coherent learning pathways for all ākonga authentically co-construct the most effective and sustainable conditions to foster a culture of learning with all ākonga.

The school expects to see:

- Continuing the strong relationship that is being established with mana whenua Te Kawerau ā Maki.
- Kaiako and kaimahi using effective, culturally responsive teaching and learning practices that promote equitable and excellent learning outcomes for all ākonga.
- Ākonga and their whānau demonstrate a strong sense of identity, culture and language and their connection to the school

Where we are currently at: See Annual Report 2023

The school can draw from the following strengths to support its goal to evaluate how well Mairangi Bay School is capturing and implementing the aspirations of ākonga, whānau, iwi, kaiako, kaimahi and leadership to inform all schoolwide decisions.

- An ongoing school-wide commitment that ensures genuine, authentic relationships with mana whenua, Te Kawerau ā Maki.
- Ākonga experience a caring, safe, and inclusive environment where they are encouraged to take risks in their learning and to be the best they can be.
- Kaiako and kaimahi collaboratively focus on improving equitable and excellent outcomes for all ākonga.
- Leadership collaboratively promoting relational trust and enacting the school vision and values.
- Whānau continue to be empowered through meaningful, interpersonal conversations that shape educational outcomes for their tamariki.

Where to next?

Moving forward, the school will continue to prioritise providing relevant professional development supported by leadership and external personnel to enact culturally responsive pedagogy by:

- Developing a shared understanding with kaiako and kaimahi to use effective, culturally responsive teaching and learning practices that promote equitable and excellent learning outcomes for all ākonga.
- Continuing to explore ways to listen and respond to the aspirations of the school community.
- Authentically co-constructing at all levels of the school the most effective and sustainable conditions that foster a culture of learning with all ākonga and the wider community.

Priority Areas 2024

Focus: Wayfinding and Navigating: Solution Focused

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.

- **Reduce class sizes** - start with 3 classes per year group from 2024
- **Response to high ESOL students with limited English** - Introduce an additional, ESOL TAs
- **Response to supporting neurodiverse learners** with in-class timely support. Allocated TAs roles and responsibilities to year groups to provide ongoing assistance to accelerate learning and reduce cognitive overload. Teachers working with most vulnerable students will class support and utilise Universal Design for Learning (UDL) strategies.

Factors to consider in response to - [NZCER Teacher, School and Principal Feedback Survey Results 2023](#)

- Strategic Goal 1: Reinforce importance of effective time for teacher collaboration and professional learning
- Strategic Goal 1: Reinforce strategies (Universal Design for Learning) to help teachers support individual needs
- Strategic Goal 2: Refine a school community consultation plan to ensure all stakeholders are heard: students, teachers, leaders, BoT, Iwi and Whānau - to ensure equity, build knowledge, skills, relational trust, shared-language and a culture of learning
- Strategic Goal 3: Ensure all staff and ākonga feel valued, appreciated and cared for
- Strategic Goal 4: Refresh local curriculum to ensure relevance and purpose: weave and align values, PB4L, TToW, learning keys, events and trips into the programme rather than feel being an add on

Priority 1: Enhancing Excellence and Coherence: Curriculum Design

To weave coherent pathways school-wide in line with the curriculum refresh, localised programme, and strategic goals to adhere to the 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 raise student achievement
- Curriculum leaders in Literacy, Mathematics, Social Studies, Science, Health and Mātauranga Māori develop a scope and sequence school-wide to ensure coherence
- Curriculum and Assessment Leaders designing a localised curriculum aligned with our mission, vision, values and graduate profile

Priority 2: Reinforcing Equity and Quality Assurance

To reinforce high-quality teaching, learning, tracking, monitoring, use of resources and reporting processes to tailor to the needs of our ākonga

How?

- Enhance collaborative inquiry, deep conceptual knowledge, coaching conversations, the MBS Professional Growth Cycle and community partnerships through culturally aligned leadership
- Whānau leaders collaborating across two phases of learning in line with Curriculum Refresh: Years 0-3 and Years 4-6
- Embed PB4L restorative practice to ensure ongoing behaviour support and consistent expectations school-wide
- Develop wellbeing for both students and staff to ensure a responsive and adaptive school-wide approach

Regulation 9(1)(e)

How will our targets and actions give effect to Te Tiriti o Waitangi:

See Annual Report 2023

Regulation 9(1)(g)

Statement of Variance 2023 - Recommendations 2024 - *See Annual Report 2023*

Literacy Focus

Continuing into 2024, Year 0-2 will be focusing on reinforcing our Little Learners Love Literacy programme. Year 3-6 teachers will be working with our Kāhui Ako, Whānau and Ako leaders to implement The Code, a structured literacy approach programme. The purpose is to raise achievement in literacy - especially writing and spelling. We will review our deliberate acts of teaching and use of resources throughout the year, through a professional growth cycle of review and teacher inquiry. This will be an opportunity to heighten the urgency to further target teach writing to raise student achievement.

Annual Aim: Teaching and learning programme development

A prime focus is always priority learners and progress and achievement for the approximately 10% 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.

Professional Learning 2024

School-wide Professional Learning

- Mitey Programme
- Structured Literacy - LLLL/ The Code
- PB4L Restorative Practice
- PB4L Tier 2 Training
- Leadership - Ann Milne Graduate Profile

Teaching as Inquiry - In team/ class coaching

- Iwi/ Mātauranga Māori/ MAC/ Te Pūheke
- Mitey Programme
- Digital Technology

Ongoing Emerging

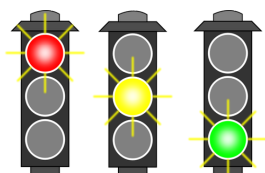
- Local Curriculum Design - Reviewing, Planning, Resourcing, Tracking, Monitoring, Reporting and Evaluating

School-wide 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)

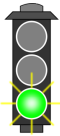
Regulation 9(1)(f)

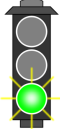
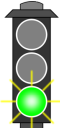
Measurable Indicators Progress:



- Red: Not started or stopped
- Amber: Paused or slow
- Green: On track

Action 1	Prepare for planning <ul style="list-style-type: none"> To gather and understand information that you will need for the planning process 			
Strategic Planning Actions	Who is responsible?	Actions/ Resources required	Timeframe	How will you measure success?
Determine how well you are giving effect to Te Tiriti o Waitangi and determine your next steps. Strategic Goal 1.3	Principal BoT Leadership Team ISL Māturanga Māori	Connect and audit with MAC, Te Puhekē Te Kawerau ā Maki Annual Report 2023	Termly	Gathering perspective from various stakeholders - kaimahi, kaiako, ākonga, whānau, iwi via face-to-face conversations, focus groups, surveys, interviews, workshops, presentations and coffee mornings
Determine how well your school is meeting the board's primary objectives.	Principal BoT Chair	Weave into BOT work plan review and reflect	Fortnightly Monthly BoT reports	Ongoing review and reflection with stakeholders to gather feedback and next steps to adapt and change
Know the new planning and reporting regulations and requirements that guide you. Strategic Goal 1.1, 1.2	Principal BoT Leadership Team	Agenda at BoT meeting Attend MoE workshops	Periodical	Ongoing review and reflection with stakeholders to gather feedback and next steps to adapt and change
Ensure that your board and principal understand Te Whakakārahu Kātahi	Principal BoT Iwi - Te Kawerau ā Maki (TKāM) MAC (Māori Achievement Collective)	Agenda at BoT meeting	Periodical	Ongoing review and reflection with stakeholders to gather feedback and next steps to adapt and change

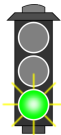
Evaluation		
We have:	Status	Comments
Determined how well we are giving effect to te Tiriti o Waitangi and determine next steps, including where or who to go to for help		On track with guidance from TKāM and MAC Implementing the Hāutu self-evaluation framework from 2024

Understood planning and reporting legislative requirements		On track with guidance from TKāM and MAC
Understood planning/reporting practices are inclusive		On track with guidance from TKāM and MAC Continue Mana Kura 3 year agreement with TKāM
Understood planning/reporting practices and processes and know where our current process needs to be adapted		On track with guidance from TKāM and MAC
If required - worked with ERO Evaluation Partner/NZSTA for support and advice		On track with guidance from TKāM, MAC and Kay Lowe (ERO advisor) in line with our ERO School Profile

Action 2	Understand who is in our community <ul style="list-style-type: none"> Understand who is part of your school and what you know about these whānau and communities Identify who in your school community needs more support Identify if some groups within your community would like trusted representatives that can work with the board on their behalf Assess the strength of your existing relationship 			
Strategic Planning Actions	Who is responsible?	Resources required	Timeframe	How will you measure success?
Identify local marae, hapu, and iwi learn about their history Strategic Goals 1.3, 2.1, 2.3, 3.4, 4.3, 4.4	Principal BoT Iwi - Te Kawerau ā Maki (TKāM) MAC (Māori Achievement Collective)	Mana Kura Engagement and Development Programme	3 year plan	Kaimahi, ākonga and community are aware of our iwi and their stories are woven into our programme
Gather information for community engagement (e.g. community census data, records of concerns and complaints)	Principal BoT Leadership Team	Our Tūrangawaewae Report 2022 Our Tūrangawaewae Report 2023	Termly	Increased participation and engagement from all stakeholders

Identify people/ groups to be targeted Strategic Goals 2.1, 2.3	Principal Leadership Team International Director	Strategic Plan 2023-2025 SG 2.1	Termly	Increased participation and engagement from all stakeholders
Identify any representatives from community groups Strategic Goals 2.1, 2.3	Principal BoT Leadership Team International Director	Strategic Plan 2023-2025 SG 2.3	Termly	Increased participation and engagement from all stakeholders

Evaluation		
We have:	Status	Comments
Gather information about who is in our community from multiple sources		On track Developed a Tūrangawaewae Report to capture multiple voices
Identified groups (ākonga, whānau, community) to be engaged with		On track - TKāM helping to capture the voices of ākonga and Kaimahi - what does learning look, feel and sound like in an Aotearoa NZ kura
Considered a range of progress and achievement, wellbeing etc to be consulted on		On track - Implementing the Mitey Programme 2024 Mitey Self-Review Audit 2023 and Action Plan 2024 Student wellbeing survey 2023 NZCER staff survey 2023 PE and Health Survey 2023
Identified tangata whenua, hapū and iwi and their aspirations for our school		On track with guidance from TKāM and MAC
Taken time to self-reflect and understand what assumptions we may bring into this process because of our own worldviews		On track with guidance from TKāM and MAC MAC Reflection Traffic Light Checklist
Understood who we do/do not currently have relationships within our school community		On track

Examined and understood the strength of our relations with others in the community and know who we can reach out to for help when we begin to engage.		On track
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Action 3		Engage with our community		
		<ul style="list-style-type: none"> Schools are part of a community network. All members of their network need to be supported to contribute to the success of all ākonga Be proactive and intentionally engage with your school community to understand their needs and wants 		
Strategic Planning Actions	Who is responsible?	Resources required	Timeframe	How will you measure success?
<p>Identify appropriate ways to engage with different members of our community:</p> <ul style="list-style-type: none"> Ākonga Parents and whānau Hapū and iwi School staff Other community groups <p>Strategic Goal 2.2, 2.3</p>	<p>Principal Leadership Team International Director BoT Professional Learning Networks</p> <p>All staff</p>	<p>Strategic Plan 2023-2025</p> <p>Build partnerships and connections with varying stakeholders</p> <p>Implement sponsorship package</p> <p>Implement surveys, interviews, focus groups, workshops, Principal Cafes - drop in sessions and hui</p> <p>Social Media posts</p> <p>Website upgrade</p> <p>Marketing videos</p>	Monthly review	<p>Tūrangawaewae Reports</p> <p>Principal BoT Reports</p> <p>International Reports</p>
<p>Carry out targeted and general forms of engagement with different members as identified</p> <p>Strategic Goal 2.2, 2.3</p>	<p>Principal Leadership Team International Director</p>	<p>Strategic Plan 2023-2025</p> <p>Build partnerships and connections with varying stakeholders</p> <p>Implement sponsorship package</p>	Monthly review	<p>Tūrangawaewae Reports</p> <p>Principal BoT Reports</p> <p>International Reports</p>

Community Consultation Plan 2024 - 2026

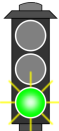
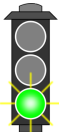
COMMUNITY CONSULTATION ROADMAP: Initiatives we are working on - MBS: 3 Year Plan - ERO SCHOOL PROFILE REPORT 2023

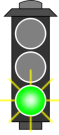
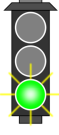
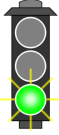
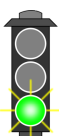
A timeframe of initiation, development embedding sustaining of new initiative - Ākonga, Kaiako and Kaimahi, Whānau, Iwi

Initiative	2024	2025	2026	Responsible	Desired Outcome
Iwi - Whanaungatanga Hui	Initiate	Developing	Embed	SLT and BoT	Build relationships and shared understanding of how we are giving effect to Te Tiriti o Waitangi as a school in Aotearoa
Māori Achievement Collaborative Hui	Initiate	Developing	Embed	SLT, Leadership Team	Build relationships and shared understanding of how we are giving effect to Te Tiriti o Waitangi as a school in Aotearoa
NZSTA Hāutu Review (BoT)	Initiate	Developing	Embed	SLT and BoT	Build relationships and shared understanding of how we are giving effect to Te Tiriti o Waitangi as a school in Aotearoa
Structured Literacy - LLLL and The Code	Initiate	Developing	Embed	ISL leaders, AKO Leaders and SLT	Build coherence, alignment and shared language of learning
Problem Solving Maths	Initiate	Developing	Embed	ISL leaders, AKO Leaders and SLT	Build coherence, alignment and shared language of learning
ERO Implementation Plan	Initiate	Developing	Embed	SLT, Iwi and BoT	Build coherence, alignment and shared language of learning
Wellbeing - Mitey Programme and Linewize	Initiate	Developing	Embed	ISL leaders, AKO Leaders and SLT	Ensure well being of students, staff and community
Strategic Plan Review	Developing	Embed	Sustain	SLT, Leadership Team	Build coherence, alignment and shared language of learning
ESOL Support	Developing	Embed	Sustain	SLT and ESOL	Build coherence, alignment and shared language of learning
Supporting Neurodiverse Learners	Developing	Embed	Sustain	SLT, Leadership Team	Build coherence, alignment and shared language of learning
Collaborative Practice	Developing	Embed	Sustain	SLT, Leadership Team	Reinforce a strength-based approach
Local Curriculum Refresh	Developing	Embed	Embed	ISL leaders, AKO Leaders and SLT	Connect programme with our identity and local area
Communication Strategy - Website Refresh and HERO	Developing	Embed	Sustain	SLT and BoT	Improve connection between home and school
MBWay - Mission, Vision, Values, PB4L	Embed	Embed	Sustain	SLT, Leadership Team and PB4L Team	Ensure well being of students, staff and community

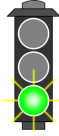
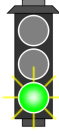
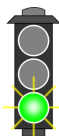

Evaluation		
We have:	Status	Comments
Shared with ākonga, whānau and community the importance of their voice in school planning		On track Our Tūrangawaewae Report 2023 with recommendations
Described to ākonga, whānau and community how information that provide will be used		On track Our Tūrangawaewae Report 2023 with recommendations
Observed and adhered to tikanga or other appropriate customs during engagements		On track Implementing across our curriculum roadmap from 2024
Responded to and reflected the news and aspirations of Māori in our community engagements		On track EoY Student Data Report with recommendations 2023 & SoV 2023
Responded to and reflected the needs/aspirations of underserved/underrepresented ākonga/whānau/communities when planning and running engagements		On track School Structure 2024 Principal Performance Agreement 2024
Responded/reflected the needs/aspirations of relevant groups		In review
Have a plan to remedy if we were unable to engage with a particular group		In review
Ensure data gathered is in line with privacy requirements		On track

Action 4	Set your school direction <ul style="list-style-type: none"> Make sense of what has been gathered and determine the future direction of our school and validate with our community Put our evaluation practice into place 			
Strategic Planning Actions	Who is responsible?	Resources required	Timeframe	How will you measure success?
Synthesise gathered information Strategic Goal 1.1, 1.2, 1.3, 1.4	Principal Leadership Team BoT ERO Advisor TKaM	Multiple data sources	Termly	Ongoing collaborative analysis and implementation
Report back initial findings to community for feedback	Principal	End-of-Term community communication	Termly	Increased participation and community engagement
Evaluate that the Board's primary objectives are covered in strategic plan	Principal Leadership team	Principal Reports	Monthly	See Strategic Plan 2023-2025
Set the direction (visions, goals, and measures) and determine when actions will be undertaken	Principal BoT	Strategic Plan 2023-2025	Annually	See Strategic Plan 2023-2025
Create shareable document	Principal Executive Office	Website GAfE	Annually	See Strategic Plan 2023-2025
Refine with community as many times as required	Principal Leadership Team		Periodically	See Strategic Plan 2023-2025

Evaluation		
We have:	Status	Comments
Shared what we have heard with our community and given them an opportunity to review and respond		This is a priority and part of our community consultation plan for 2024-2026
Determined the direction of the school, using the community feedback and ensure the goals work towards the board's primary objectives		This is a priority and part of our community consultation plan for 2024-2026




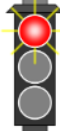
Captured the goals and direction as a strategic plan		
Shared strategic plan with community and give them an opportunity to review and respond		This is a priority and part of our community consultation plan for 2024-202
Created an implementation plan with actions will be undertaken and by whom		This is a priority and part of our community consultation plan for 2024-202
<p>Checked that strategic and annual implementation plans:</p> <ul style="list-style-type: none"> ākonga, whānau, community aspirations are visible uses feedback to inform planning Reported back on what was heard from the community Used different types of data to inform goals and planned actions Follows legislation Covers: <ul style="list-style-type: none"> Te Tiriti o Waitangi Primary objectives NELP Te Mataiaho Attendance and engagement 		In progress

Action 5		Share your plans		
		<ul style="list-style-type: none"> Publish our plans on our school website and share them with our community and with the MOE 		
Strategic Planning Actions	Who is responsible?	Resources required	Timeframe	How will you measure success?
<p>By 1 March of the year our strategic pan becomes effective, publish strategic plan on our website</p> <p>Strategic Goal 1, 2.2, 2.3</p>	Principal BoT Chair Executive Officer	ERO School Profile Strategic Plan 2023-2025	Review Termly	Completed, uploaded and visible. A QR code is accessible to gather ongoing feedback
<p>Share strategic plans with the community and the MOE.</p> <p>Strategic Goal 1, 2.2, 2.3</p>	Principal BoT Chair Executive Officer	Strategic Plan 2023-2025	Review Termly	Completed, uploaded and visible. A QR code is accessible to gather ongoing feedback

Evaluation		
We have:	Status	Comments
Published the strategic plan on our school website and submitted the strategic plan to the MOE by 1 March		On track
Published our annual implementations plan on our website by 31 March		On track
Shared the plans with the community in different ways to reach the whole community		On track
Shared and discussed our plans with our ERO Evaluation Partner		On track

Action 6		Reflect on progress <ul style="list-style-type: none"> Review the year, evaluate performance and progress made and report this to the MOE and community Use what the school has learned to inform the next annual implementation plan 		
Strategic Planning Actions	Who is responsible?	Resources required	Timeframe	How will you measure success?
Reflect and assess progress using the targets, expectations and measures set-out in the plans Strategic Goal 1 and 2	Principal Leadership team Staff ākonga	Spiral of Inquiry HERO LMS	Termly	Ongoing tracking and assessing through leadership and team meetings Collaborative leadership and planning is coherent and aligned through or norms and values
Evaluate the outcomes achieved over the course of the year	Principal Leadership team Staff ākonga	Spiral of Inquiry Hero LMS	Mid and End of Year student achievement reports Termly progress reports	Consistent use of surveys and reflections

Report against progress on the plans to the community and the MOE	Principal Leadership Team	Principal Reports	Monthly	Ongoing mid and end of year progress reports
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Evaluation		
We have:	Status	Comments
Used different types of data to determine progress against targets		Review monthly - Principal Reports Mid-year and End-of Year student achievement Reports Staff tracking and monitoring progress
Checked the impact of our work on our ākonga, esp those whose needs have not yet been well met		Implement student and staff feedback strategies Develop a student council
Taken time to understand why targets have not been met (if required) and decide upon how this will be addressed next year		Implement Leadership discussions and full staff meetings in line with student progress
Prepared, published, shared and submitted annual report 2024		Reflect, Review, Collaborate, Plan, Design and Implement Term 4 - 2024