

# Statement of Variance Reporting 2024



<b>School Name:</b>	Mairangi Bay School	<b>School Number:</b>	1343
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<b>Strategic Aim:</b>	<p><b>Preamble and Context from 2023</b></p> <p><b>End of Year 2023 (10% of awahina students in reading and writing working below or towards at the EoY 2022)</b></p> <p><b>PLEASE NOTE:</b> Year 0-2 are reported as a narrative which may impact goals setting at the start of Year 3 each year</p> <p><b>Year 3:</b> By the end of Year 4, 66% of students in this cohort will be working at or above the expected curriculum level for writing and 80% in reading.</p> <p><b>Year 4:</b> By the end of Year 4, 66% of students in this cohort will be working at or above the expected curriculum level for writing and 80% in reading.</p> <p><b>Year 5:</b> By the end of Year 5, 84% of students in this cohort will be working at or above the expected curriculum level for writing and 83% in reading.</p> <p><b>Year 6:</b> By the end of Year 5, 68% of students in this cohort will be working at or above the expected curriculum level for writing and 88% in reading.</p> <p style="text-align: center;"><a href="#">End-of-Year Students Achievement Progress Report 2024</a></p>
<b>Annual Aim:</b>	<p>By the end of the year, 10% of all students working towards will be working at or above the expected curriculum level in literacy - Reading and Writing.</p>
<b>Baseline Data:</b> <b>Student Achievement Progress Made</b>	<p><b>End of Year 2024</b></p> <p><b>Year 3:</b> By the end of Year 3 2024 data showed that 67.85% of students were working at or above the expected curriculum level for writing and 79.76% in reading. We achieved our Year 3 reading and writing goal for 2024</p> <p><b>Year 4:</b> By the end of Year 4 2024 data showed that 70.59% of students were working at or above the expected curriculum level for writing and 80.89% in reading. We achieved our Year 4 reading and writing goal for 2024</p> <p><b>Year 5:</b> By the end of Year 5 2024 data showed that 51.85% of students were working at or above the expected curriculum level for writing and 74.07% in reading. We did not achieve our Year 5 reading and writing goal for 2024</p> <p><b>Year 6:</b> By the end of Year 6 2024 data showed that 62.5 % of students were working at or above the expected curriculum level for writing and 66.67 % in reading. We did not achieve our Year 6 reading and writing goal for 2024</p>

## Year 3-6 Student Achievement Summary Comparison End-of-Year 2023 to EoY 2024

Reading EOY 2023: Working towards: 26.66% Reading EOY 2023: Working at or above: 73.34%	Reading EOY 2024: Working towards: 25.23% Reading EOY 2024: Working at or above: 74.77%
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An increase (1.43%) in those students working at or above the expected level of reading.

Writing EOY 2023: Working towards: 26.66% Writing EOY 2023: Working at or above: 73.34%	Writing EOY 2024: Working towards: 38.74% Writing EOY 2024: Working at or above: 61.28%
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An decrease (10.42%) in the number of students working at or above the expected level of writing.

Maths EOY 2023: Working Towards: 13.69% Maths EOY 2023: Working at or above 86.31%	Maths EOY 2024: Working Towards: 17.02% Maths EOY 2024: Working at or above 82.98%
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An decrease (3.33%) in the number of students working at or above the expected level of maths.

### PLEASE NOTE:

#### The MoE Ethnicity Groups Impacting EoY Student Achievement Data 2024

To assist the understanding of the end-of-year student achievement data report 2024, it is important to understand the school's diverse community. The school consists of multiple cultural backgrounds which may impact the student's progress. Currently, we have 474 students enrolled - 454 are domestic and 20 are international.

#### The MoE Ethnicity Groups

Ethnicity	Number of Students	Percentage
Chinese	177	37%
European New Zealand	127	27%
Other Asian	57	12%
Other European	28	6%

<b>Māori</b>	25	5%
<b>Southeast Asian</b>	21	4%
<b>Indian</b>	12	2.5%
<b>African</b>	8	2%
<b>Middle Eastern</b>	5	1%
<b>Tongan</b>	3	<1%
<b>Latin American</b>	3	<1%
<b>Samoan</b>	1	<1%
<b>Fijian</b>	2	<1%
<b>Other</b>	4	<1%

### Gender Groups

- Females - 237
- Males - 237

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b>Literacy</b> The Code and Little Learners Love Literacy. This is the school wide Structured Literacy Approach that we have committed to and provided professional development in. Each class is teaching these programmes daily supported by our AKo leaders and PLD through Adrienne Kinder facilitator</p> <p>Teachers put together action plans to help their awahina learners. In Years 1-3, we continued with Phonics Connect. This was a targeted programme that operated in all Year 1-3 classrooms and was designed to improve our teaching of phonics with a particular emphasis on accelerating the acquisition of phonemic awareness.</p> <p>In Year 4-6 classrooms, students who still hadn't mastered phonics and spelling code were targeted with a programme called Agility with Sound. Small groups of students worked one on one with a teacher aide and on iPads to specifically target their phonics gaps.</p> <p><b>Maths</b> Continued to resource our programme with low floor, high ceiling tasks and rich learning experiences.</p>	<p><i>Based on our end-of-year 2024 data, we will look to accelerate 10% of our learners who are working towards meeting the NZC expectations in maths and reading to be within the expected curriculum levels. Our writing data trails behind reading and maths at 61.26% of students achieving within or beyond the Curriculum level. The number of students working towards the expected level in writing is significantly higher (38.74%) than in reading and maths, therefore we will focus on this area of the curriculum in our planning and teaching in 2025.</i></p> <p><b>Please Note</b> <i>Years 1 and 2 do not receive an OTJ grade - their reporting is via narrative to whānau.</i></p> <p><b>Data Analysis and Recommendations</b> As we work towards our targets across reading, writing and maths, we can celebrate that 86.16% of our students in Year 3-6 are achieving within or above the expected level in maths (82.98%) and 74.78% in reading. Our area of focus must still remain in writing where 61.26% are achieving within or above the expected level in Years 3-6 - 38.74% below the expected Curriculum level. This may be due to the large number of ESOL students school wide, especially in Year 3. Therefore, we will continue to focus on literacy across the school through a structured literacy approach, especially by attending the MoE development days that are offered in 2025. This will continue to cement the staff knowledge as we</p>	<p><b>Literacy</b> We have had a drop in percentage of students working at or above the expected level for reading and writing in Years 5 and 6 between EOY 2023 and EOY 2024. This is due to the significant increase in ESOL students at Mairangi Bay School and large class sizes.</p> <p>We are in the second year of our Structured Literacy Approach, so we believe that we are yet to see the success of these programmes.</p> <p><b>School Wide</b> Teachers continue to target teach and meet the needs of students by building learning focused relationships, identifying passions and interests.</p> <p>Co-teach, collaboratively plan, and teach. Regularly track, monitor, and evaluate to adapt and adjust programmes to meet students' needs using a Years 0-3 tracking book and Years 4-6 Hero progressions on our SMS.</p>	<p><b>Annual Aim:</b> Teaching and learning programme development</p> <p>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.</p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Identify and target groups and individuals, across the school maths.</li> <li>● Set goals for improving student achievement for these students.</li> </ul>

### **Iwi and Community**

Iwi, MAC and Te Puheke. They have supported us through ERO and making connections with whānau. We will continue to build this relationship as we develop our local curriculum designing our School Pepeha, gathering Māori voice and agency through tikanga protocols

### **Priority Learners**

Our priority learners were identified in our awhina document. Teachers discussed progress and achievement in team meetings of these priority students to ensure they were working collaboratively to meet the learning needs of these students.

SLT meet with RTLB team twice a term to discuss students who require MoE funded intervention.

A revamped Reading Recovery Programme called 'The Climb Club' expanded the techniques of Reading Recovery and structured literacy to small groups of students who required extra support or who did not meet the criteria for RR prior to 2023.

implement the new English Curriculum, while also developing the new staff that are less experienced in this structure.

Continuing into 2025, 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 continue delivering The Code. 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. We are confident that with the support from whānau leaders we can deliver a consistent and quality reading and writing programme that is collaborative and focused on raising achievement.

We will also introduce the new Mathematics Curriculum supported by our Kāhui Ako across the school leader and steering group, implementing the structured scope and sequence across Years 1-6 through explicit acts of teaching and resources. This includes our new Oxford programme workbooks to assist application and independent learning.

As mandated by MoE, we will also track, monitor, assess and sustain the 1 hour-a-day explicit teaching of mathematics, reading and writing, implementing and reporting on the new English and Mathematics Curriculum. Our approach includes designing an instructional playbook with assessment for learning strategies, to assist the delivery of these programmes, in line with Science of Learning research. to ensure coherence

- Implement a shared understanding of effective pedagogy and assessment, and implement this consistently through coaching and attestation, visiting other teachers, team meetings and staff meetings.
- Implement our home-school partnership and greater clarity about next steps in learning through a range of internal and external feedback tools and reviews

We will continue to engage with the Mitey mental health programme to promote positive mental health for our students which we believe will lead to academic progress and achievement. We are currently unpacking this programme to make meaningful connections to our local curriculum.

We will continue to implement a SENCO flowchart to guide teachers through the various steps of support. Links have been made to the TKI document outlining the three tiers of support.

We will regularly engage with our whānau community to encourage them to be present in our classrooms. We also have classroom representatives to assist with admin and build connections. E.g. Chinese New Year and class trip organisation.

and equity school-wide.

**ESOL**

We invested in PD and in class support for teaching our ESOL learners. Practice was modelled in classrooms, resources and pedagogy shared to improve our classroom practice.

Through teacher aide support, specialised in school programmes and teacher adaptations, we will develop our “awhina” learners (i.e. those who are achieving at or working towards the NZ Curriculum Level).

We will also be revisiting our ESOL programme and creating an ELiP (English Language Intensive Programme) to support students with very little English language to help them integrate and be ready for learning.

The website will continue to further strengthen our communication and partnership with families. There are sections on the website that guide families to support their child’s learning at home. One of the key features on the website is the front page that shares alerts of important messages. There is also quick access for parents to communicate absence and find enrolment information.

We will continue to a Y0-3 and Y4-6 structure which has allowed us to have alignment across the school and promote collaborative planning and assessment.

**Teaching and learning programme development.**

When planning, our teachers will continue to track and monitor all students, especially Year 0-2 phonic check at 20 and 40 weeks. Years 0-3 will continue to use a tracking book.

Our Years 4-6 will track and monitor progress on Hero our SMS. Our priority learners will be catered for through individualised programmes and targeted support. We aim to raise student achievement through explicit teaching and meeting the government requirement of curriculum each day.

We are also investigating students who are high achieving to ensure all students are accelerated, enhanced, and extended. Low floor, high ceiling resources will continue to be used in classrooms to extend and support students.

Using AfL strategies to integrate explicit writing strategies and deliberate acts of teacher/ use of resources (Steps Web).

Further next steps for reading, writing and mathematics can be found on End of Year Student Achievement Data Report 2024.

### Planning for next year:

By the end of the year, **10% of all students working** towards will be working at or above the expected curriculum level in literacy - especially in writing.

### Priority Areas 2025

At Mairangi Bay School, we continue to experience large class sizes, increased number of ESOL and SENCo students. With the mandated new Mathematics and English Curriculum expected to be implemented from 2025, we are committed to:

- ❖ **Reducing class sizes**
- ❖ **Responding to high ESOL students with limited English**
- ❖ **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.
- ❖ **School-wide professional development** to enhance the delivery of structured literacy approach, make it count mathematics through assessment for learning practices.
- ❖ **Effectively using data** to plan and raise student achievement
- ❖ **Ensuring the wellbeing of all** students and staff

**By the end of 2025 we would expect to see all teachers:**

- ❖ *Engaging in the new Te Mātaiaho Maths and English Curriculum to collaboratively plan and use Tāhūrangi New Zealand Curriculum online resources*
- ❖ *Initiating AfL/ Science of Learning practices across Maths and English programmes*
- ❖ *Enhancing a school culture of learning that reflects culture, identity and positive relationships*

**What does this mean for our current strategic plan?**

**Strategic Goal 1 - Whakatupu Mātauranga**

*Encourage Academic Growth So That All Our Tamariki Achieve Their Potential*

- ❖ Teachers will implement the **Structured Literacy Approach** and **Make it Count - Maths Action Plan** school-wide in line with the curriculum refresh, to adhere to the MoE mandates and the standards for the teaching profession so that we raise student progress and achievement.

**Strategic Goal 2 - Whakawhanaungatanga (ERO Profile and Focus)**

*Foster Productive Relationships Within Our School and the Wider Mairangi Bay Community*

- ❖ Leadership will engage with our community consultation plan and networking strategies to include nurturing our partnership with Te Kawerau ā Maki, Māori Achievement Collaborative and Te Pūheke
- ❖ Teachers will listen and respond to the needs of our Māori students and whānau to embrace culture, identity and diversity so that *Māori students achieve success as Māori*.
- ❖ Teachers will weave Mātauranga Māori across planning and practice, giving effect to the principles of Te Tiriti o Waitangi

- ❖ Teachers will collaboratively plan differentiated lessons to engage with ESOL learners and their whānau
- ❖ The BoT will complete the Hautū Self Review framework to assist with Strategic Planning for 2026-2028

### **Strategic Goal 3 - Wairua**

#### *Promote the Wellbeing of our ākonga and kaimahi*

- ❖ *Staff will align and enact our PB4L, Huakina Mai, Mitey, Restorative Practice and culturally sustaining strategies across our curriculum planning and practice so that we are building respectful relationships and resilience to support positive behaviour for learning.*
- ❖ *BoT, leaders, and staff will act on our staff wellness implementation plan so that all Kaimahi feel safe, heard and valued.*

### **Strategic Goal 4 - Whāia te iti kahurangi**

#### *Provide Excellent Opportunities for Our Tamariki to Become Well-Rounded Individuals*

- ❖ Staff will sustain our rich learning programme that embraces passion, strengths, cultures and languages so that all students and staff feel they can thrive, grow, have a sense of belonging and a balance of rich learning experience

Other focus areas to sustain our school wide student and staff wellness programme

- [Investigate the NZC Tāhūrangi online resources](#) in line with English and Maths
- Iwi Mana Kura Programme
- Staff Wellbeing
- PB4L Tier 2 Training
- PE Curriculum Implementation

We will review our professional learning at the end of every term to change depending on the success, teacher workload and wellbeing to adapt our focus throughout the year.

Ongoing Emerging

- Local Curriculum Design - Reviewing, Planning, Resourcing, Tracking, Monitoring, Reporting and Evaluating to develop our instructional playbook.

**Annual Aim:** Teaching and learning programme development

A prime focus is always priority learners, and to progress achievement for approximately 10% of children assessed as 'working towards' in writing in 2025. This is an ongoing and daily commitment. Assessment data indicates over a third of students are 'working towards' New Zealand Curriculum level for writing and teachers are determined to help more children to achieve at and above in writing

through explicit acts or teacher and use of resources.

**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.
- Implement a shared understanding of effective pedagogy and assessment, and implement this consistently through coaching and attestation, visiting other teachers, team meetings and staff meetings.
- Implement our home-school partnership and greater clarity about next steps in learning through a range of internal and external feedback tools and reviews
- Implement access across our Kāhui Ako next practice through collegial collaboration
- Implement 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)).



## Professional Learning and Achievement Strategic Plan 2025 - The How

Initiatives	Term 1	Term 2	Term 3	Term 4
SG 1: Te Mātaiaho - Initiating  PLD Providers  Maths: MoE Approved ❖ TBC  English: Adriene Kinder ❖ The Code  RTLB Support  Kāhui Ako support	Review and Consolidate End of Term 1	Review and Consolidate End of Term 2	Review and Consolidate End of Term 3	Review and Consolidate End of Term 4
	Year 0-3 <b>Major Focus</b> Structured Literacy - Sustaining <i>Minor Focus</i> <i>Mathematics</i>	Year 0-3 <b>Major Focus</b> Mathematics - Initiating <i>Minor Focus</i> <i>English</i>	Year 0-3 <b>Major Focus</b> Structured Literacy - Sustaining <i>Minor Focus</i> <i>Mathematics</i>	Year 0-3 <b>Major Focus</b> Mathematics - Initiating <i>Minor Focus</i> <i>English</i>
	Year 4-6 <b>Major Focus</b> Mathematics - Initiating <i>Minor Focus</i> <i>English</i>	Year 4-6 <b>Major Focus</b> Structured Literacy - Sustaining <i>Minor Focus</i> <i>Mathematics</i>	Year 4-6 <b>Major Focus</b> Mathematics - Initiating <i>Minor Focus</i> <i>English</i>	Year 4-6 <b>Major Focus</b> Structured Literacy - Sustaining <i>Minor Focus</i> <i>Mathematics</i>
SG 1: PGC - Leaders monitor AfL and Science of Learning - Growing	Ongoing teacher inquiry, strengthening teacher skill, knowledge and effective pedagogy - to include formative assessment strategies, aligning Assessment for Learning strategies, tracking and assessing practices to report progress made so that we can begin to co-design our MBWay classroom practice			
SG 1: Data analysis student achievement monitoring and reporting - Initiating	PAT - Reading and Mathematics Science of Learning - I do, we do, you do Ongoing tracking	Mid-year student achievement Science of Learning - I do, we do, you do Ongoing tracking Phonics Check	Formative Strategies - AfL Science of Learning - I do, we do, you do  Ongoing tracking	PAT - Reading and Mathematics Science of Learning - I do, we do, you do End-year student achievement Phonic Check
SG 1: SLT and Whānau Leadership Professional Development - Initiating change management - Growing Developing our MBWay Classroom Practice - Growing	Core Education - Jo Robson - once a term Change management and impact coaching	Core Education - Jo Robson - once a term PGC to track and monitor strategies AfL practices. Change management and impact coaching	Core Education - Jo Robson - once a term PGC to track and monitor strategies AfL practices. Change management and impact coaching	Core Education - Jo Robson - once a term  PGC coaching next steps. Change management and impact coaching
SG 1, 2, 3 and 4: Māturanga Māori - Sustaining	Weaving our school pepeha, te reo and tikanga and ANZHC across our daily planning and programme - normalising our way of being and giving effect to the principles of Te Tiriti ō Waitangi - This includes school-wide Kapa Haka			
SG 3: Student wellbeing and sense of belonging - Sustaining	Weaving PB4L, Huakina Mai, Mitey and Restorative Practice across our planning and programme - PB4L Tier 2 strategies to redirect challenging behaviour and applying Student Voice Survey feedback and ākonga survey - Māori success as Māori - creating a positive culture of learning school-wide			
SG 3: Staff Wellbeing - Sustaining	Staff wellbeing pulse survey Service Awards	Staff wellbeing pulse survey Service Awards	Staff wellbeing pulse survey Service Awards	Staff wellbeing pulse survey Service Awards

		Principal 360 Feedback survey	NZCER TSP Survey	
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## Implementing Change Slowly - What are we saying yes and no to?

Activity	Who?	Baseline Measure	Milestones	Resources
SG1: Align English and Mathematics planning in line with Te Mātaiaho <ul style="list-style-type: none"> <li>3 day training</li> <li>In-class support</li> <li>Teacher Only Days</li> </ul>	SLT and ISL Whānau Leaders Curriculum Leaders and Staff Teacher aides and support staff  PLD Providers - Liz Kane Literacy and Mathematics - RTLB support and Kāhui Ako expertise	Collaborative planning Currently using 2007 NZC Implementing the Code and LLLL	Align and coherent reading, writing and maths planning using the UKD framework and scope and sequence from Te Mātaiaho  Timetable and curriculum balance. Core curriculum group meet fortnightly - ISL attend Kāhui Ako steering groups twice termly	<b>MoE Mandates</b> <a href="#">MoE Six Priorities</a> <a href="#">Mathematics Curriculum Yrs 0-8</a> <a href="#">English Curriculum Yrs 0-6</a> <a href="#">NZC Tāhūrangi Resources</a> <a href="#">Phonics Check Guidelines - MoE</a>  <a href="#">Afl Strategies</a> <a href="#">Science of Learning</a>  <a href="#">Community Consultation Plan 2024</a>
SG 1: Invest in resources to implement Make it Count Maths Plan and Structured Literacy Approach (SLA)	SLT, ISL, Learning Support Teacher Whānau Leaders Curriculum Leaders and Teacher Aides	Building SLA and Mathematics resources school-wide Need more decodable	Roll out mathematics and Structured Literacy resources	Sound Data Programme  <a href="#">Tūrangawaewae Report 2024 in line with NZCER TSP survey 2024</a>  <a href="#">Support for implementing Curriculum and Assessment changes - MoE</a>
SG 1: Implementing principles of effective pedagogical approaches into practice - Science of Learning/ AFL through co-designing the MBWay classroom practice	PLD outside provider <ul style="list-style-type: none"> <li>Maths MoE Approved</li> <li>Adrienne Kinder</li> <li>Core Education - Jo Robson</li> <li>RTLB Support</li> <li>Kāhui Ako</li> </ul>	Currently received 12 months of LLLL and the code  PGC - current practice	2 x PLD meetings per term in line with major focus - MoE Mandated Leadership coaching per term Science of Learning - I do, we do, you do	<a href="#">Assessment for Learning MBS criteria statements</a>  <a href="#">ESOL Reflections and Next Steps</a>
SG 1: Review tracking and assessment practices to align with Te Mātaiaho - Hero progressions, Tracking Book and Data analysis practices	SLT and ISL Whānau Leaders Curriculum Leaders and Staff	Updated Yr 0-3 tracking books Hero progressions in Yr 4-6 need aligning and implemented Hero Yr 0-2 phonics 20 and 40 weeks Sound data platform	Strategic reports to BoT confirm progress made Assessment data is analysed at a high level for reporting - 20, 40 and 55 week phonics/ reading and writing check	
SC 2: Communicate Curriculum changes with whānau community	SLT, ISL, Teachers, Support Staff and Teacher Aides	Whānau hui Website information and newsletters	Termly curriculum newsletters Whānau Hui and Open class opportunities	
SG 1 and 3: Weave te reo and tikanga practices into our daily planning and practices to include ANZHC into inquiry planning Māori student voice	Iwi, MAC and Te Pūheke SLT and ISL Whānau Leaders Curriculum Leaders and Staff	Paepae/ School Pepeha Kapa Haka Te reo progressions Resource bank and NZC Tāhūrangi	Māori students can identify success as Māori Co-construct progressions Whānau Hui - PLD sessions with Iwi Review Strategic Plan 2023-2025 Strategic Plan 2026-2028	<a href="#">MAC Action Plan/ Iwi Mana Kura</a> <a href="#">NZC Tāhūrangi Resources</a> <a href="#">ERO School Profile and Report</a> <a href="#">Strategic Plan 2023-2025</a> <a href="#">Our School Pepeha</a>
SG 3: Weaving PB4L, Huakina Mai, Mitey, and Restorative Practice to include student voice feedback	SLT/ International Director Whānau Leaders and Staff PB4L Team/MoE Support	ESOL student behaviour is challenging NZCER student voice feedback Tataiako Competencies Ākonga Māori Survey	Action Learner Profile/ PB4L Tier 2 High level of Int recruitment process Programmes align with student/ teacher and whānau engagement	<a href="#">Restorative Practice Action Plan</a> <a href="#">Mitey Action Plan &amp; Mitey Review Tool</a> <a href="#">Behaviour Management Guide</a> <a href="#">NZCER Student Feedback 2024</a>

SG 3: Monitoring Staff Wellbeing	All staff	Staff workload is challenging	Staff are happy and feel supported	<a href="#">Staff Wellbeing Implementation Plan</a> <a href="#">Staff De-implementation Plan</a>
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## Community Consultation Plan 2024 - 2026

<b>COMMUNITY CONSULTATION ROADMAP: Initiatives we are working on - MBS: 3 Year Plan - <a href="#">ERO SCHOOL PROFILE REPORT</a></b>					
<i>A timeframe of initiation, development embedding sustaining of new initiative - Ākonga, Kaiako and Kaimahi, Whānau, Iwi</i>					
<b>Initiative</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>Responsible</b>	<b>Desired Outcome</b>
<i>Iwi - Whanaungatanga Hui</i>	<i>Initiate</i>	<i>Developing</i>	<i>Embed</i>	<i>SLT and BoT</i>	<i>Build relationships and shared understanding of how we are giving effect to Te Tiriti o Waitangi as a school in Aotearoa</i>
<i>Māori Achievement Collaborative Hui</i>	<i>Developing</i>	<i>Embed</i>	<i>Sustain</i>	<i>SLT, Leadership Team</i>	<i>Build relationships and shared understanding of how we are giving effect to Te Tiriti o Waitangi as a school in Aotearoa</i>
<i>NZSTA Hāutu Review (BoT)</i>	<i>Initiate</i>	<i>Developing</i>	<i>Embed</i>	<i>SLT and BoT</i>	<i>Build relationships and shared understanding of how we are giving effect to Te Tiriti o Waitangi as a school in Aotearoa</i>
<i>Structured Literacy - LLLL and The Code</i>	<i>Initiate</i>	<i>Developing</i>	<i>Embed</i>	<i>ISL leaders, AKO Leaders and SLT</i>	<i>Build coherence, alignment and shared language of learning</i>
<i>New Make it Count Maths Curriculum</i>	<i>Initiate</i>	<i>Initiate</i>	<i>Developing</i>	<i>ISL leaders, AKO Leaders and SLT</i>	<i>Build coherence, alignment and shared language of learning</i>
<i>ERO Implementation Plan</i>	<i>Initiate</i>	<i>Developing</i>	<i>Embed</i>	<i>SLT, Iwi and BoT</i>	<i>Build coherence, alignment and shared language of learning</i>
<i>Wellbeing - Mitey Programme and Linewize</i>	<i>Initiate</i>	<i>Developing</i>	<i>Embed</i>	<i>ISL leaders, AKO Leaders and SLT</i>	<i>Ensure well being of students, staff and community</i>
<i>Strategic Plan Review</i>	<i>Developing</i>	<i>Embed</i>	<i>Sustain</i>	<i>SLT, Leadership Team</i>	<i>Build coherence, alignment and shared language of learning</i>
<i>ESOL Support</i>	<i>Developing</i>	<i>Embed</i>	<i>Sustain</i>	<i>SLT and ESOL</i>	<i>Build coherence, alignment and shared language of learning</i>
<i>Supporting Neurodiverse Learners</i>	<i>Developing</i>	<i>Embed</i>	<i>Sustain</i>	<i>SLT, Leadership Team</i>	<i>Build coherence, alignment and shared language of learning</i>
<i>Collaborative Practice</i>	<i>Developing</i>	<i>Embed</i>	<i>Sustain</i>	<i>SLT, Leadership Team</i>	<i>Reinforce a strength-based approach</i>
<i>Local Curriculum Refresh</i>	<i>Developing</i>	<i>Embed</i>	<i>Embed</i>	<i>ISL leaders, AKO Leaders and SLT</i>	<i>Connect programme with our identity and local area</i>
<i>Communication Strategy - Website Refresh and HERO</i>	<i>Developing</i>	<i>Embed</i>	<i>Sustain</i>	<i>SLT and BoT</i>	<i>Improve connection between home and school</i>



Mairangi Bay School

## Our School Pepeha

Ko Rangitoto te Maunga  
Ko Tikapa te Moana  
Ko Te Kawerau ā Maki te Iwi  
Ko Te whenua Roa o Kapu te Rohe  
Ko Ōmairangi te Whenua  
Ko Mairangi Bay taku Kura

Co-constructed in partnership with Te Kawerau ā Maki on Wednesday, 13 November 2024