

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



# Mairangi Bay School



## *Whānau*

Learning together to create a better tomorrow.

## Our Story, 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. As a 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 ākonga. However, this number has reduced to approximately 7, with 12 ākonga 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 three Within School Leaders supporting our kura to weave Mātaunaga Māori, Literacy and English Language Learning support across our programme. The Kāhui Ako drivers are focussed on delivering support for Mātaunaga 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 culturally responsive 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 Vision		Kia Hikaka <i>Be Motivated</i>	Kia Maia <i>Be Brave</i>	Kia Pono Te Ngakau <i>Be Sincere</i>
Our Mission	<b>Ako tahi mō āpōpō kia pai ake</b> <i>Learning together to create a better tomorrow</i>			
Culturally aligned leadership and commitment to Te Tiriti o Waitangi				
Tino Rangatiranga Agency	Orietanga Equity	Kāwanatanga Honourable Governance	Wairuatanga Cultural Freedom	
Rangatiranga Self-determination	Kaitiakitanga Guardianship	Manaakitanga Ethos of Care	Kotahitanga Unity and Bonding	
Our Values	Atawhai - <i>Kindness</i>	Whakaute - <i>Respect</i>	Manawanui - <i>Resilience</i>	
Strategic Goal 1	Strategic Goal 2	Strategic Goal 3	Strategic Goal 4	
<b>Whakatupu Mātauranga</b> Encourage Academic Growth So That All Our Tamariki Achieve Their Potential	<b>Whakawhanaungatanga</b> Foster Productive Relationships Within Our School and the Wider Mairangi Bay Community	<b>Wairua</b> Promote the Wellbeing of Our ākonga and kaimahi	<b>Whāia te iti kahurangi</b> Provide Excellent Opportunities for Our Tamariki 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 MB Way 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 ākonga 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

<p><b>Think</b></p> <p>Be critical, creative and reflective Be a problem solver</p> <p><i>If we think critically, embrace creativity and reflect, then we can problem solve</i></p>	<p><b>Communicate</b></p> <p>Process information &amp; express ideas</p> <p><i>If we can process information effectively, then we can express our ideas with purpose.</i></p>	<p><b>Manage Myself</b></p> <p>Be organised Persevere, be confident and do my personal best</p> <p><i>If we are organised, confident and persevere, then we can do our personal best.</i></p>	<p><b>Relate to Others</b></p> <p>Respect others, show empathy, listen and celebrate diversity</p> <p><i>If we respect others, show empathy and listen, then we can embrace and celebrate diversity.</i></p>	<p><b>Contribute</b></p> <p>Work in a team, get involved to improve our environment</p> <p><i>If we work together and collaborate, we can improve our environment.</i></p>
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[NELPS - National Education and Learning Priorities](#)



# The MBWay - Our Wairuatanga

Through learning-focused relationships, wānanga (innovation, creativity and deep knowledge) and ako (reciprocal teaching and learning), we share manaakitanga (care and generosity) and build whanaungatanga (relationships) to understand and meet the complexity of our diverse community. This is our wairua (spirit). It embraces the MBWay through kaitiakitanga (guardianship) and kotahitanga (unity) to guide our graduate profile and way of being.

## Giving Effect to Te Tiriti o Waitangi

Schools are complex. The demands on teachers to continually navigate and adapt skills, knowledge and attitudes by developing culture, pedagogy, systems, partnerships and networks, effectively leading and improving school organisations and student outcomes for all, can often be scrutinised and challenged. By understanding our school diversity and perspective, we can adopt a culturally aligned leadership approach to embrace a set of beliefs, goals, priorities and values, guiding coherent expectations and practices, committing to Te Tiriti o Waitangi.

The co-construction of a Kaupapa (set of norms for professional learning and leading) can build trust and respect. Creating a shared understanding and commitment among staff to our school's culture, ensures that all actions and behaviour are consistent and inclusive. By providing space and time for questions, contributions and feedback from all participants within our community, to include ākonga, staff and parents, everyone can feel valued and heard.

Culturally aligned communities often demonstrate honesty, integrity, guardianship and awareness of the organisation's values and align daily interactions as a way of being. Our school values can be shared, implicit, collective, and coherent at every level of our organisation. Together we can develop a positive and supportive work environment that fosters collaboration and teamwork, rewarding others for exhibiting behaviours that align with our learning culture rather than a set of objectives or mission statements that could lack flexibility and adaptability.

He eke noa - we are all in this together

## Strategic Goal #1 - Annual Plan 2023

### Whakatipu Matauranga

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

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

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



## 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"> <li>→ Identify opportunities to develop whanaungatanga within and outside the classroom</li> <li>→ Acknowledge the culture of all ākonga by sharing and discussing beliefs, perspectives, success and traditions through learning-focused relationships</li> <li>→ Weave ākonga and staff stories into our daily instruction</li> <li>→ Provide opportunities to celebrate who we are, what we know and our aspirations for our school, learning and community</li> </ul>	<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>Ākonga success is regularly acknowledged and celebrated</i></p> <p><i>Ākonga feel comfortable sharing and discussing their identify 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"> <li>→ Participate in Kāhui Ako workstreams and learning opportunities</li> <li>→ Participate in community collaborative events</li> <li>→ Challenge and collaborate with our partner schools to enhance our pedagogical knowledge and school-wide programme</li> </ul>	<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 groups</p>

<p><b>2.3 Value stakeholders' perspectives and build productive partnerships</b></p>	<ul style="list-style-type: none"> <li>→ <i>Investigate a range of tools to gather feedback to increase community engagement, inclusivity and transparency</i></li> <li>→ <i>Listen to whānau and iwi perspective through informal and formal discussions, meetings, workshops and focus groups</i></li> <li>→ <i>Develop home-school partnerships through kotahitanga and regular parent teacher meetings, student led conferences, PTA fundraising initiatives, assemblies and learning celebrations</i></li> <li>→ <i>Foster connections with our local business and community groups to value deep conceptual knowledge, skills and expertise</i></li> <li>→ <i>Encourage ex-ākonga to return to share their success story</i></li> </ul>	<p>SLT - Termly</p> <p>ALL - Ongoing</p> <p>ALL - Ongoing</p> <p>SLT - Termly</p> <p>SLT - Termly</p>	<p><i>Increased participation and contribution from stakeholders</i></p> <p><i>Whānau have more resources and strategies to help their child at home</i></p> <p><i>Community well-being increases</i></p> <p><i>Ākonga feel successful and supported</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>Website focus groups</p> <p>Principal cafes</p> <p>Sports Cafes</p> <p>Community network/ sponsorship consultation</p>
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## Strategic Goal #3 - Annual Plan 2023

### Wairua

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

	<ul style="list-style-type: none"> <li>→ Reinforce our token -tangible reward system and provide free and frequent - celebrations</li> <li>→ Connect our school values to real life community/ national role models</li> <li>→ Weave our values across our programme and link to our inquiry topic</li> </ul>	<p>ALL - Termly</p> <p>All - Termly</p>	<p><i>acknowledged for their achievements</i></p> <p><i>Greater community attendance at school events</i></p>	<p>staff feedback consultation</p>
<p><b>3.4</b> Encourage a sense of belonging</p>	<ul style="list-style-type: none"> <li>→ Socialise as a class, team, staff and community</li> <li>→ Acknowledge our school identity in our school-wide communication i.e. school assemblies</li> <li>→ Co-construct our school pepeha and encourage ākonga, staff and community to identify and celebrate their own whakapapa</li> <li>→ Celebrate our diverse cultures through Culture Days, Food Fairs, inquiry programmes and PTA events</li> <li>→ Display artwork to celebrate our identify and values</li> <li>→ Develop a house system</li> </ul>	<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 ākonga, whānau, staff, iwi</p> <p>MBWay committee discussions with ākonga</p>

## Strategic Goal #4 - Annual Plan 2023

## Whāia te iti kahurangi

**Provide excellent opportunities for our tamariki 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
<b>4.1</b> Nurture the whole child by providing a wide range of rich learning opportunities	<ul style="list-style-type: none"> <li>→ Offer a variety of opportunities: sporting, cultural, academic, digital, creative and leadership</li> <li>→ Include excursions, trips and experiences- in school/ out of school, linked to our programme and learning goals.</li> <li>→ Create a varied and diverse curriculum that focuses on student need and teacher/team strengths</li> <li>→ Invite opportunities to our school from our local area (Bikewise, Scooter Wise, Science in a Van, ePro8, school production, Garden to Table, etc)</li> <li>→ Offer extension programme to increase student progress</li> <li>→ Create an environment for ākonga to explore, collaborate, and innovate</li> </ul>	ALL - Termly  LL - Termly  LL - Termly  SLT - Termly  LL - Termly  ALL - Ongoing	<i>Increased range of learning opportunities and participation</i>  <i>Ākonga voice is evident in planning</i>  <i>Ākonga begin to take ownership of school-wide decisions</i>  <i>Ongoing evaluation is implemented to adapt and improve the programme, practice and planning</i>	Principal cafe discussions  Community survey analysis  Student survey and interview analysis  Sports Cafes  Collaborative planning discussions
<b>4.2</b> Encourage tamariki to contribute, and grow a sense of responsibility	<ul style="list-style-type: none"> <li>→ Increase opportunity to capture student voice and agency</li> <li>→ Implement tuakana teina by providing clear examples of responsibility, friendships and values by sharing knowledge and skills in and outside the classroom</li> <li>→ Develop a student council and peer mentors</li> <li>→ Co-construct learning goals and self/ peer assessment to identify where ākonga are at and what they need to do next to be successful</li> <li>→ Weave kaitiaki, manaakitanga and kotahitanga across our programme</li> </ul>	SLT - Term 2 - 4  MBway Team - Termly  MBway Team - Termly  ALL - Ongoing	<i>Barriers are identified and mitigated</i>  <i>Ākonga begin to take ownership of school-wide decisions and their own learning</i>  <i>Te āo Māori is evident in planning</i>  <i>Shared understanding</i>	Student survey and interview analysis  Collaborative planning discussions  MBWay committee discussions  Data analysis and evidence-based
<b>4.3</b> Motivate tamariki to	<ul style="list-style-type: none"> <li>→ Use assessment for learning strategies to celebrate success, increase high expectations</li> </ul>	ALL - Ongoing	<i>Greater community attendance at school events</i>	Collaborative planning discussions

<p>look after each other and be proud of themselves and their school</p>	<ul style="list-style-type: none"> <li>→ <i>Perform in school/outside of school - showcases etc</i></li> <li>→ <i>Refine our buddy class system</i></li> <li>→ <i>Continue acknowledging and promoting student success through values cups/certificate assemblies, in school newsletters and on our school website</i></li> </ul>	<p>LL - Termly</p>	<p><i>Increased student celebrations during assemblies</i></p>	<p>Data analysis evidence-based</p> <p>Coaching conversations and observations/ goal setting</p>
<p><b>4.4</b> Nurture tamariki to be confident in their own skin and to follow their passions</p>	<ul style="list-style-type: none"> <li>→ <i>Foster tuakana teina by taking part in whole school or cross school learning activities like sports days, innovation/problem solving days</i></li> <li>→ <i>Participate in developmental afternoons/Discovery/Investigation programmes</i></li> <li>→ <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 ākonga can express what they know and providing multiple means of engagement</i></li> </ul>	<p>MBWay Team</p> <p>ALL - Ongoing</p> <p>ALL - Ongoing</p>	<p><i>Differentiation, UDL and personalised is evident in planning</i></p> <p><i>Graduation Profile - Learning Keys is evident is planning</i></p>	<p>Collaborative planning discussions</p> <p>Data analysis evidence-based</p> <p>Student conversations</p>