



# Mahana School School Charter Strategic and Annual Plan

2018 -2020

Principals' endorsement:	Justin Neal
Board of Trustees' endorsement:	Nigel Brown
Submission date to Ministry of Education:	1 March 2018

## Mahana School 2018 - 2020

### Introductory Section - Strategic Intentions

<b>Mission Statement</b>	To provide a warm, safe and stimulating environment where children are encouraged to learn and grow.
<b>Vision</b>	To enable our students to make a difference to themselves, to their communities and to the world.
<b>Whakatauki</b>	<p><i>Tae rawa te mahanatanga ki tōu ngakau, kātahi, ka haere ki te ao mārama.</i></p> <p>Carry the warmth to your heart, and then go into the world.</p>
<b>Values</b>	<p>Whangaungatanga – connection and relationships through shared experiences</p> <p>Ako – learning happens in a variety of ways</p> <p>Rangatiratanga – we lead, we persevere</p> <p>Manaakitanga – we respect and we care for each other and our environment</p>
<b>Māori Dimensions and Cultural Diversity</b>	<p>Mahana School develops procedures and practices that reflect New Zealand’s cultural diversity and the unique position of Māori.</p> <p>Mahana School will take all reasonable steps to provide instruction in te Reo Māori and tikanga Māori.</p> <p>To achieve this, Mahana School will...</p> <ul style="list-style-type: none"> <li>• Incorporate tikanga and te Reo Māori into the daily learning. <ul style="list-style-type: none"> <li>• Pōwhiri / Mihi Whakatau new students and families.</li> <li>• Use everyday greetings in te Reo Maori.</li> </ul> </li> <li>• Ensure there are adequate resources to support programmes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Celebrate Matariki as an important New Zealand day every year.</li> <li>• Assist staff in increasing their ability and confidence in te reo Māori and tikanga Māori. <ul style="list-style-type: none"> <li>• Celebrate Māori Language Week each year.</li> </ul> </li> <li>• Provide opportunities for students to celebrate their own cultural backgrounds and affiliations.</li> </ul> <p>Mahana School will take all reasonable steps to improve Māori achievement.</p> <p>To achieve this, Mahana School will...</p> <ul style="list-style-type: none"> <li>• Consult regularly with the Māori community</li> <li>• Incorporate elements Ka Hiikitia throughout all programmes <ul style="list-style-type: none"> <li>• Maintain close and positive relationships with whanau</li> <li>• Maintain a welcoming and positive environment for whanau</li> </ul> </li> <li>• Provide opportunities for Māori students to engage with and be proud of their Māori identities <ul style="list-style-type: none"> <li>• Monitor Māori achievement and keep the Board informed twice each year.</li> <li>• Adapt programmes where possible to better suit the needs of Māori students</li> <li>• Explore suitable options should a higher level of tikanga or te Reo Māori be requested</li> </ul> </li> </ul>
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Baseline Data from 2017							
Students' Learning		Reading		Writing		Maths	
		In Need of Support	At or Above Expectation	In Need of Support	At or Above Expectation	In Need of Support	At or Above Expectation
	Year 1	4	4	4	4	3	5
	Year 2	2	15	4	13	3	14
	Year 3	0	6	1	5	0	6
	Year 4	2	6	2	6	2	6
	Year 5	0	8	2	6	2	6
	Year 6	1	8	1	8	0	9
	Year 7	2	7	2	7	2	7
	Year 8	n/a	n/a	n/a	n/a	n/a	n/a
Student Engagement	Attendance 2017 – 92% Māori Attendance 2017 – 90%						
School Organisation and Structures	<p>Health and Safety - The board of trustees is committed to ensuring the health and safety of all workers, students, visitors and contractors by complying with relevant health and safety legislation, regulations, New Zealand standards, and approved codes of practice.</p> <p>Personnel - Employees are the school's most valuable resources. The appointment of the most suitable applicant to fill any staff vacancy will enhance the teaching and learning environment of Mahana School.</p> <p>Property - Maintenance of school property, grounds and equipment is vital to achieve an environment that is safe, tidy and conducive to teaching and learning.</p>						
Review of Charter and Consultation	The charter will be reviewed once every three years on the appointment of a new board.						

## Strategic Section

### Strategic Aims 2018 - 2020

Every student of Mahana School will be encouraged to achieve to their potential and beyond in literacy and numeracy.  
 Every student of Mahana School will have opportunities to learn in an outstanding academic, social, and physical environment.  
 Every student of Mahana School will have opportunities to develop leadership and strength.  
 Mahana School will encourage pro-social behaviour to support and develop emotional well-being.

Strategic Goals		Core Strategies for Achieving Goals 2018 - 2020
<b>Students' Learning</b>	<p>Improve outcomes for all students, particularly Māori, and children with special needs.</p> <p>Accelerate progress of students performing below expectations.</p>	<p>Self directed learning is prioritised.</p> <p>Teachers undertake professional development in literacy and science.</p> <p>Individualised programmes are established for priority learners.</p> <p>Teachers collaborate within the Motueka Kahui Ako to improve teaching practice.</p> <p>Priority Learners Register is continually maintained and actioned.</p> <p>Tikanga Māori and Te Reo Māori are observed and used widely.</p>
<b>Student Engagement</b>	<p>Improve engagement for all students.</p> <p>Encourage ways of engaging students in areas outside literacy and numeracy.</p>	<p>Pro-social and empathetic behaviours are continuously reinforced.</p> <p>ELearning tools including Google Apps, Google Classroom and SeeSaw are established and used.</p> <p>A chromebook is available for each student in Years 4 to 8.</p> <p>An iPad or similar is available for every 3 students in Years 1 to 3.</p> <p>Learning resources and provided that encourage and motivate students in the arts, physical education and education outside the classroom.</p> <p>Growth mindset is taught specifically.</p>

<b>Finance and Property</b>	Operate within annual grants. Modernise classrooms as set out in the ten-year plan. Continually upgrade the school environment.	Kōtuku class is upgraded before Term 1 2019. Sliding door is in place in Kerēru class before Term 1 2019. Staffroom is upgraded before Term 1 2019. Stage two of grounds development is complete. Playground art is added including repainting of volley board mural and tiles on Kerēru wall.
<b>Health and Safety</b>	Regularly review and minimise risks to staff and students.	Playground and classroom checks are completed and reported at every BOT meeting. One fire, earthquake or lockdown evacuation is completed each term. A report is submitted to the BOT. Risk assessment is checked thoroughly in accordance with school EOTC guidelines.
<b>Personnel</b>	Strengthen staffing in junior area. Develop leadership in experienced staff.	A junior-school teacher is appointed. Professional development is provided and supervision and mentoring and support are in place. Job description for deputy principal is developed. Staff are encouraged to apply for 'in-school teacher' position with Mōtueka Kahui Ako.
<b>Community Engagement</b>	Encourage more participation from parents in school.	Health consultation is completed in 2018 and 2020. Consultation with Māori is carried out in 2018 and 2020. Learning evenings are included annually.

## Annual School Improvement Plan

Domain	Strategic Goal	Target	Short Report
<b>Ako</b>	Every student of Mahana School will be encouraged to achieve to their potential and beyond.	All students achieve at or above expectation in reading, writing and maths.	
<b>Manaakitanga</b>	Every student of Mahana School will have opportunities to learn in an outstanding academic, social, and physical environment.	All property outcomes outlined in the 10 Year Plan are achieved.	
<b>Whanaungatanga</b>	Mahana School will encourage pro-social behaviour to support and develop emotional well-being.	All students are able to develop socially positive relationships and are happy at school.	
<b>Rangatiratanga</b>	Every student of Mahana School will have opportunities to develop leadership and strength.	By the end of Year 8, all students have had leadership opportunities and responsibilities.	

Improvement Plan - Domain: Ako			
<b>Strategic Goal</b> To improve learning outcomes in writing for all students.			
<b>Annual Goal</b> Improve outcomes for all students, particularly Māori, and children with special needs. Accelerate progress of students performing below expectations.		<b>Annual Target</b> By November 2018, all students who are achieving below expectation in writing will improve to the expected curriculum level.	
<b>Baseline data</b> In November 2017, 77% of all students were achieving at or above the National Standard in writing. 16% of Māori boys were at or above.			
<b>Key Improvement Strategies</b> We would like to improve the number of male students meeting the National Standard in writing with a specific focus on Māori males. We would like to look at teaching strategies and teaching Māori as Māori. Achievement by Maori is a priority for analysis to the BOT and community and is specified in our charter as a target area. Maori students are analysed as a group and trends presented to the BOT. This is a direct consequence of both our own beliefs as people, and as a national priority. We identified Māori males as a target group because of their relatively poor performance in writing compared to all other groups. Writing, and more specifically boys writing has been a target area in 2016 but our attempts at raising achievement have not been as successful as we had hoped. This year we have developed a 'target student' register, we have contributed time during staff meetings to discuss our practice, we have provided teacher aide time to work with students and we have tried to focus on our stuggling writers generally. We think that our failure to dramatically increase these student's achievement may be due to the lack of actual professional development that we could have used to inform our practice. We have been 'flying solo' and we are in need of support. We think that we need to devote more time and energy to the actual craft of writing, and we need to find ways to build writing into interesting contexts and activities. Writing is a national priority area that fits very well with our own school and community needs. We believe that we can make a difference with the right support. In 2018 we will be setting an achievement target for Māori boys.			
When	What	Who	Indicators of Progress
21/02/2018	Assessment, Moderation of writing samples.	Carolyn Scorrar	Teachers understand student ability in writing.
27/03/2018	Leadership capability in school.	Carolyn Scorrar	Lead teacher is provided with time and resources to lead literacy.



20/12/2018	Connections made with students and whānau.	Carolyn Scorrar	Teachers understand interests and needs of students and whānau.
14/03/2018	Class observations with literacy advisor	Carolyn Scorrar	Teacher practice improves
22/03/2018	Class observations with literacy advisor	Carolyn Scorrar	Teacher practice improves
05/04/2018	Class observations with literacy advisor, integration introduced at staff meeting	Carolyn Scorrar	Teacher practice improves
27/02/2018	ALL (Accelerated Literacy Learning) begins. Introduction and set up. Intensive and specific teaching.	Carolyn Scorrar	Student outcomes improve in small groups.
<b>Monitoring</b>			
<b>Resourcing</b> <ul style="list-style-type: none"> <li>• 70 facilitator hours with Di Skilton through PLD.</li> <li>• 70 lead teacher hours. (14 days release for Carolyn Scorrar).</li> <li>• \$4000 through ALL for teacher release.</li> </ul>			

Improvement Plan - Domain: Ako			
<b>Strategic Goal</b> Improve engagement in science for all students. Encourage ways of engaging students in areas outside literacy and numeracy.			
<b>Annual Goal</b> Raise science achievement for all students; specifically Māori and students at risk of not achieving. Build teacher confidence and capability in the teaching and learning of science.		<b>Annual Target</b> Raising science achievement of all students; in particular Māori males, who are achieving below and well below.	
<b>Baseline data</b> We will collect baseline data by April 2018. This is a CoL / Kahui Ako initiative.			
<b>Key Improvement Strategies</b> Aspects of the Nature of Science/Science Capabilities need to be explicitly taught, with an initial focus on developing observations, science vocabulary and questioning. Nature of Science/Science Capabilities is monitored to ensure these foci are being learnt. Opportunities are provided to develop Science through hands-on, oral, written and digital learning. Teachers provide opportunities for students to revisit and/or extend the learning they have been involved. Good observation, explanation and questioning samples are evident in the classroom. Students know what is considered a good observation, explanation and question in science. Get students to share the Science words they have used in context. Asks students to articulate what they are thinking and why. Each lesson will focus on an experiment or investigation.			
When	What	Who	Indicators of Progress
04/04/2018 – 06/04/2018	Teacher observation and feedback. Lead teacher time. Combined Staff Meeting with Tasman.	Ellie MacGregor	Improved teacher understanding of student needs. Improved specific and explicit science teaching.
21/05/2018 – 25/05/2018	Curriculum Review.	Ellie MacGregor	Improved science curriculum.

05/03/2018-09/03/2018	Data gathering for baseline data.	Ellie MacGregor	Teachers understand student-learning needs.
<b>Monitoring</b>			
<b>Resourcing</b> <ul style="list-style-type: none"> <li>16.5 facilitator hours (4.5 observation and feedback, 2 lead teacher, 1.5 staff meeting, 10 curriculum review)</li> </ul>			

Other 2018 Key Improvement Strategies to Achieve Strategic Vision			
<b>Property</b> (summarised from property plan)	<b>Short Report</b>	<b>Finance</b>	<b>Short Report</b>
We need to complete the Kōtuku class upgrade, the sliding door in Kerēru, and the staffroom by the start of school 2019.		We have budgeted for a \$6,975 surplus for 2018. As at 27 Feb 2018 we have \$65, 740 in our current account. We hold 3 term deposits; \$20,000, \$42, 400, \$11, 200. At present, \$50,000 is set aside for property development.	
<b>Personnel</b>	<b>Short Report</b>	<b>Community Engagement</b>	<b>Short Report</b>
<p>We are staffed at 4.82 FTTE. We hold 0.05 FTTE for Reading Recovery. Our Reading Recovery Teacher is Annie Simmons.</p> <p>We are using our 0.05 FTTE (2.5 days per term) Kahui Ako for CoL set up and meeting release.</p>		We will hold community consultation on the health curriculum this year. We will also consult with Māori.	

