

# Te Kura o Paeraki | Mt Pleasant School

## Strategic Plan 2024/25

	ENRICH Our Learners	NURTURE   ENRICH   INSPIRE Give effect to te Tiriti	NURTURE Well-being
<b>Overarching Goals</b>	Understand and implement our collective capability to influence student achievement	Embed te reo and tikanga Māori in all aspects of the learning community	Strengthen wellbeing by; ensuring everyone feels safe and included, utilising the whole play environment, in order to foster wellbeing for life
<b>Success</b>	Our kaiako are implementing consistently aligned teaching and learning programmes	Our school community is engaged and committed to honouring Te Tiriti o Waitangi and our cultural narrative	Our school community feels safe and nurtured which is demonstrated through our inclusive culture
<b>Actions</b>	Strengthen teacher collective efficacy around the New Zealand Curriculum refresh	Provide opportunities for all learners to embed Te Reo, Te Ao and tikanga into our daily school life.	Build understanding of strong wellbeing practises within and outside of the classroom
	Develop assessment capable teachers and learners	Strengthen the implementation of te reo and ANZH into our Programme of Inquiry (POI)	Create a wellbeing team to support the development and implementation of wellbeing practices across the kura (including kaiako and staff)
	Implement IB Evaluation recommendations connected to collective efficacy (collaboration) and curriculum coherency	Increase community involvement to develop whānau understanding and awareness of the Te Kura o Paeraki cultural narrative	Bring the community together through shared experiences and opportunities to capture voice.
	Strengthen schoolwide moderation practices		Reinvigorate <u>Restorative Practices</u> across the wider school community
<b>NELP Coverage</b>	Learners at the Centre 1-1 Barrier free access 2-3 and 2-4 Quality Teaching and Leadership 3-6	Quality Teaching and Leadership 3-5, 3-6 Learners at the Centre 1-2	Learners at the Centre 1- Quality Teaching and Leadership 3-6

# 2024 Annual Implementation Plan

## Annual Goals

## NURTURE: Wellbeing

**Strategic Goal:** Strengthen wellbeing by; ensuring everyone feels safe and included, utilising the whole play environment, in order to foster wellbeing for life

**Measurement of Success:** Our community feels safe and nurtured which is demonstrated through our inclusive culture

Wellbeing Learning	Wellbeing Approaches	Wellbeing Leaders	Community Engagement
<p><i>Reinvigorate Restorative Practices across the whole community</i></p> <ul style="list-style-type: none"> <li>Kaiako receive training using the restorative practices approach</li> <li>Review and update our Behaviour Management Procedure to align with RP</li> <li>Provide whānau education for RP approach</li> <li>Develop understanding of Positive Psychology and the components to implement within the school community; ie PERMA, Gratitude and character strengths</li> </ul>	<p><i>Build understanding of strong wellbeing approaches within and outside of the classroom</i></p> <ul style="list-style-type: none"> <li><b>Wellbeing Curriculum</b> <ul style="list-style-type: none"> <li>Implement Zones of Regulation approaches</li> <li>Reintroduce Character Strengths</li> <li>Focus on nurturing positive friendships/relationships ie. gratitude, bullying etc</li> <li>Conflict resolution</li> <li>Develop our Inclusion Policy document to incorporate procedures for supporting neurodiversity, learning support, and extending learners.</li> <li>Build understanding and implementation of learner profile in order to support wellbeing</li> </ul> </li> <li><b>Wellbeing Online</b> <ul style="list-style-type: none"> <li>Digital Citizenship and Responsibility</li> <li>Managing relationships and reputations online</li> <li>Safety and Privacy</li> <li>Develop teacher understanding regarding best practices for digital citizenship</li> </ul> </li> <li><b>Wellbeing Environment</b> <ul style="list-style-type: none"> <li>Look for ways to continue to create a sustainable environment to support wellbeing</li> <li>Explore the importance of the play learning environment</li> </ul> </li> </ul>	<p><i>Create a wellbeing team to support the development and implementation of wellbeing practices across the kura (including kaiako and staff)</i></p> <ul style="list-style-type: none"> <li>Support and encourage kaiako/staff wellbeing</li> <li>Monitor Behaviour Management processes</li> <li>Explore social skills interventions for learners with ongoing behaviour/friendship challenges</li> <li>Create processes for celebrating success ie feedback, acknowledgement, rewards etc</li> <li>Strengthening leadership opportunities for students across the school</li> </ul> <p>Aupaki: Build leadership capabilities across our network to grow our leadership in Aupaki</p> <ul style="list-style-type: none"> <li>Ākonga: Student Leader role, Rāpaki Service</li> </ul>	<p><i>Bring the community together through shared experiences and opportunities to capture voice.</i></p> <ul style="list-style-type: none"> <li>Provide parent education opportunities created to engage and educate the community about wellbeing practices</li> <li>Build a 1-5yr property plan that incorporates the use of the natural environmental to promote play, social and physical wellbeing</li> <li>Work closely with the PTA to continue to look for opportunities to bring the community together</li> </ul>
Measurement of Success	Measurement of Success	Measurement of Success	
<ol style="list-style-type: none"> <li>Teachers are using restorative practices when supporting students with social and emotional needs (<i>Hero - Behaviour</i>)</li> <li>Students are able to identify how their behaviour has affected others and make changes accordingly (<i>Hero - Behaviour</i>)</li> </ol>	<ol style="list-style-type: none"> <li>Teams have determined and implemented wellbeing approaches relevant to their year levels and needs (<i>Teacher and Student voice - survey</i>)</li> <li>The school community has developed a phased planned for upgrading the junior school play areas (<i>Project and Design Plans</i>)</li> </ol>	<ol style="list-style-type: none"> <li>The wellbeing team has had a positive impact on wellbeing across the kura (<i>Student and Teacher voice</i>)</li> </ol>	<ol style="list-style-type: none"> <li>Parent education sessions have been provided to support wellbeing understanding and approaches to support their ākonga (<i>Parent voice</i>)</li> <li>The board has a 5yr plan in place for school improvements aligned with the SSP from the MOE (<i>SPP priorities doc, MPS Property Plan</i>)</li> </ol>
Resourcing	Resourcing	Resourcing	
<p><b>Staffing</b></p> <p>DP - Wellbeing</p> <p>Wellbeing Team</p> <p>All Staff</p> <p><b>Meetings/Teams</b></p> <p>Staff Hui</p> <p>TOD</p> <p><b>Costs</b> - PLD Funding MOE</p>	<p><b>People</b></p> <p>Board</p> <p>PTA</p> <p>Teachers</p> <p>Caretaker</p> <p><b>Meetings/Teams</b></p> <p>All teams</p> <p>Wellbeing team</p> <p><b>Costs</b> Fundraising through PTA and grants</p>	<p><b>Staffing</b></p> <p>DP - Wellbeing</p> <p>Wellbeing Team</p> <p>All Staff</p> <p><b>Meetings/Teams</b></p> <p>All teams</p> <p>Wellbeing team</p>	<p><b>Staffing</b></p> <p>Board</p> <p>DP - Wellbeing</p> <p>Wellbeing Team</p> <p>All Staff</p>

# Annual Goals

# ENRICH: Our Learners

**Strategic Goal:** Understand and implement our collective capability to influence student achievement

**Measurement of Success:** Our kaiako are implementing consistently aligned teaching and learning programmes

Curriculum Development		Assessment and Reporting	Collaboration
<p><b>Strengthen teacher collective efficacy around the New Zealand Curriculum refresh</b></p> <ul style="list-style-type: none"> <li>Invest in Professional Development for kaiako relevant to new Mathematics and English curriculum refresh</li> <li>Observe and model best teaching practices across teams and school</li> <li>Review mathematics programmes across the school to look at horizontal and vertical implementation</li> <li>Aligning the NZC refresh with the IBPYP Curriculum</li> <li>Upskill in emerging new IB Scope and Sequence documents</li> </ul> <p>AUPAKI: Refine our teaching approaches to reflect best practice so that all ākonga can thrive in bicultural Aotearoa</p> <ul style="list-style-type: none"> <li>Curriculum refresh: English, Maths</li> <li>Local Curriculum: ANZH Curriculum, Purākau resource, Techfest</li> </ul>		<p><b>Develop assessment capable teachers and learners</b></p> <ul style="list-style-type: none"> <li>Review and refine standardised assessment practices across subjects to ensure consistent schoolwide assessments providing longitudinal data for board assurance</li> <li>Review Assessment calendar to look at standardised assessments</li> <li>Plan for differentiation – how do we enable and extend learners (specifically focus on Enrichment opportunities)</li> <li>Link structured literacy into Units of Inquiry</li> <li>Develop formative assessment practises</li> <li>Strengthen student self-assessment practise through inclusion of co-constructed success criteria, learning intentions and use of exemplars</li> <li>Students actively participating in the assessment process and in determining their OTJ. <i>(Effective assessment for learning/Assessment capable learners)</i></li> </ul> <p><b>Strengthen schoolwide moderation practices</b></p> <ul style="list-style-type: none"> <li>Strengthen inclusion of moderation processes with staff to look at vertical alignment – especially in writing</li> <li>Strengthen inclusion of moderation processes with staff to look at horizontal alignment – especially in writing/maths/reading</li> <li>Explore ‘triangulation of data’ and how that supports making overall judgements for student achievement and outcomes.</li> <li>Review use of Hero for assessment and the levels/goals within it - inline with new curriculum levels.</li> </ul>	<p><b>Implement IB Evaluation recommendations connected to collaborative planning systems</b></p> <ul style="list-style-type: none"> <li>Provide dedicated time for teachers’ collaborative planning and reflection. <ul style="list-style-type: none"> <li>The school should REVIEW all teachers’ schedules to further ensure that timing of dedicated collaborative time is suitable for the teachers.</li> </ul> </li> <li>Provide time for collaborative planning and reflection to address vertical and horizontal articulation.</li> <li>Increase opportunities for collaborative planning</li> <li>Ensure that there is a coherent, horizontally and vertically articulated programme of inquiry.</li> <li>Facilitate a CURRICULUM REVIEW PROCESS involving all teachers, with the aim of ensuring that the school has a coherent, horizontally and vertically articulated programme of inquiry.</li> <li>Develop collaborative planning and reflection to ensure that all teachers have an overview of a student's previous learning experiences and areas of inquiry.</li> </ul>
Measurement of Success		Measurement of Success	Measurement of Success
<ol style="list-style-type: none"> <li>Teachers will have implemented rich routines from TLF which reinforce the knowledge and skills from the refreshed NZC <i>(Planning docs - Maths focus hui - teacher voice)</i></li> <li>Teachers will know and understand the English and Maths NZC and how to embed it into their planning. <i>(Planning docs)</i></li> <li>Teachers will be using peer observation within and across teams to support consistency of practice. <i>(Peer obs feedback)</i></li> </ol>		<ol style="list-style-type: none"> <li>Moderation practices among teachers will include opportunities in reading, writing and maths across and within teams <i>(OTJ discussions)</i></li> <li>Students will be able to develop success criteria for the learning they are engaged in, in order to self assess <i>(Student learning samples)</i></li> <li>Teachers are differentiating learning for students in core areas <i>(Hero data - target groups, class and team target docs)</i></li> </ol>	<ol style="list-style-type: none"> <li>Teachers are collaboratively planning at a weekly frequency during team planning and also once a term for <i>(PYPC Observations/Team Leader Discussions/Team Kaupapa)</i></li> </ol>
Resourcing		Resourcing	Resourcing
<p><b>Staffing</b> Principal PYP Coordinator/DP Maths Lead Team All teachers CRT release time</p> <p><b>Meetings/Teams</b> Staff Hui TOD Focus Group Hui</p>	<p>Kaiarahi Termly Planning Sessions Team Planning</p> <p><b>Professional Learning</b> <b>Maths:</b> \$2500 - course cost for ‘The Learner First’ Maths PD \$6240 - 16 reliever days <b>English</b> \$3120 - 8 reliever days</p>	<p><b>Staffing</b> Principal PYP Coordinator/DP SENCO/LS Teacher All teachers</p> <p><b>Meetings/Teams</b> Staff Hui Learning Support Kaiarahi Termly Planning Sessions Team Planning</p>	<p><b>Staffing</b> PYP Coordinator/DP Team Leaders All teachers</p> <p><b>Meetings/Teams</b> Termly UOI launch planning Kaiarahi Termly Planning Sessions Team Planning</p>

# Annual Goals

# NURTURE | ENRICH | INSPIRE

## Give effect to te Tiriti

<b>Strategic Goal:</b> Embed te reo and tikanga Māori in all aspects of the learning community		
<b>Measurement of Success:</b> Our community feels safe and nurtured which is demonstrated through our inclusive culture		
Learning Opportunities	Curriculum Development	Community Involvement
<p><i>Provide opportunities for all learners to embed Te Reo, Te Ao and tikanga into our daily school life.</i></p> <ul style="list-style-type: none"> <li>Te Ahu Level 1 Te Reo course offered and supported for teachers at the school</li> <li>School wide karakia</li> <li><a href="#">TOD - term 4</a> - half day <ul style="list-style-type: none"> <li>Explore the Te Reo Development Plan with teachers.</li> <li>Plan for 2024</li> </ul> </li> <li>1 staff hui every term to be dedicated to the whole school Te Reo Māori topic - developing knowledge and integration in classes.</li> <li>Pepeha hui. Develop your own pepeha and what is appropriate in class for pākehā and Māori.</li> <li>Reflect on our journey with the cultural narrative and where to next.</li> <li>Continue to strengthened our mihi whakatau,</li> <li>Development of schoolwide use of karakia</li> <li>Embed whakatauki into our daily practises</li> <li>Creating a whole school focus each term on a topic of Te Reo Māori so we can support each other.</li> <li>Create a display in the staffroom with kupu and images.</li> <li>Developing te reo Māori knowledge in 1 staff hui per term. Reflect on our journey throughout the term with quick byte sharings of successes.</li> </ul> <p>AUPAKI: Strengthen our knowledge, understanding and practices of bicultural practices and Te Reo Māori.</p> <ul style="list-style-type: none"> <li>Te Reo Language acquisition: Aupaki WSL Te Reo lead, Ka Poupou, Te Ahu</li> </ul>	<p><i>Strengthen the implementation of te reo and ANZH into our Programme of Inquiry (POI)</i></p> <ul style="list-style-type: none"> <li>Explore <a href="#">Te Reo Māori Development Plan</a> - created by Nikeisha.</li> <li>Review the PYP planner so it includes the Te Reo Curriculum.</li> <li>Implement the Aotearoa NZ History curriculum with a focus on bringing in the Tauhinu Korokio cultural narrative of Te kura o Paeraki (Mt Pleasant School)</li> <li>All teams will have at least one transdisciplinary unit of inquiry that implements the Aotearoa NZ History curriculum.</li> <li>Teachers will work with colleagues within the Aupaki cluster to share expertise and resources for a unit of inquiry,</li> </ul> <p>AUPAKI: Strengthen our knowledge, understanding and practices of bicultural practices and Te Reo Māori.</p> <ul style="list-style-type: none"> <li>Te Reo Language acquisition: Aupaki WSL Te Reo lead, Ka Poupou, Te Ahu</li> </ul> <p>AUPAKI: Refine our teaching approaches to reflect best practice so that all ākonga can thrive in bicultural Aotearoa</p> <ul style="list-style-type: none"> <li>Local Curriculum: ANZH Curriculum, Purākau resource, Techfest</li> </ul>	<p><i>Increase community involvement to develop whānau understanding and awareness of the Te Kura o Paeraki cultural narrative</i></p> <ul style="list-style-type: none"> <li>Haka Off, Matariki and Cultural Festival.</li> <li>Include the cultural narrative into the art exhibition through the class pieces (looking particular at key elements such as the past footsteps that have gone before us, the pā, importance of the types of kai accessible in the past to iwi)</li> <li>Create two school murals to share our cultural narrative with the help of a local artist and our community - and with the supervision of Ngāti Wheke</li> </ul>
Measurement of Success	Measurement of Success	Measurement of Success
<ol style="list-style-type: none"> <li>Students and Teachers are using te reo with greater confidence in day to day interactions (<i>Completion of Te Ahu course certificates, NZCER Te Reo Māori assessment - kaiako and ākonga</i>)</li> </ol>	<ol style="list-style-type: none"> <li>Relevant units of inquiry include Aotearoa NZ Curriculum connections (<i>PYP Planners</i>)</li> </ol>	<ol style="list-style-type: none"> <li>Community understanding of the MPS cultural narrative has strengthened (Parent voice)</li> <li>School website shares our cultural narrative (Website)</li> </ol>
Resourcing	Resourcing	Resourcing
<p><b>Staffing</b> Aupaki Within School Leader - Kaiarahi ō Te Reo Māori Aupaki Within School Leader - Te Reo Te Ahu attendees</p> <p><b>Meetings/Teams</b> Staff hui Aupaki Cultural Rōpū</p> <p><b>Professional Learning</b> Te Ahu - course reimburses attendees \$500 per person directly to the school</p>	<p><b>Staffing</b> PYP Coordinator Aupaki Within School Leader - Kaiarahi ō Te Reo Māori Aupaki Within School Leader - Te Reo All teachers Te Ahu attendees</p> <p><b>Meetings/Teams</b> Staff hui Aupaki hui (T4 2024)</p>	<p><b>Staffing/People</b> Board PYP Coordinator Office Manager (website) Aupaki Within School Leader - Kaiarahi ō Te Reo Māori Aupaki Within School Leader - Te Reo All teachers</p>

