

MISSION STATEMENT

One Size Fits One
Together we inspire all learners to reach their full potential.

KĀHUI AKO VISION - RONGOHIA TE HAU

All students achieving educational success as confident, connected, lifelong, resilient learners.

Strategic Goals:
A-Enhancing quality teaching and learning
B-Providing inspiring personalised learning opportunities
C-Develop strong engagement with all stakeholders



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Initiative One	NELPS Strat Goal	How (Actions)	Accountable & Responsible	Success Measure	Budget/Resources
Hauora/Ngahau (Fun) Teaching at its best arises from healthy teachers who are well rested, open minded, clear thinking, and compassionate towards the challenges of learning. To look after the wellbeing of students, staff and whanau. Good wellbeing is fundamental to overall health being mindful of staff workload and dynamics. Build a positive staff culture	NELPS 1:1, 1:2, 1:3, 2:3 SG B	<ul style="list-style-type: none"> “One Size Fits One” Social gatherings for staff Provide varying and engaging opportunities across the school. EG. Makerspace, EOTC opportunities, Endeavour Time. Team Leaders and Senior Leadership being available for staff/ being present. Students, staff and whanau understand our school values. Staff Hauora Day All thoughts of staff are listened to and valued. Optional overnight hui Increased CRT <ul style="list-style-type: none"> - 3 days in Term 1 & 2 - 4 days in Term 3/4 -Moving to 5 days in 2025 Progressing our school environment through the inclusion of strategic activities 	All Staff Leadership team MPS Community Matamata Board	<ul style="list-style-type: none"> Attendance rate increases (students and teachers) Student voice Student engagement Improved social and emotional wellbeing and resilience Teachers enjoying their job, healthy within themselves Teacher promoting what wellbeing looks and feels like 	\$8000 Staff PLD Facilitator
Equity and Excellence Disparity Designed to be cumulative and increasingly complex - the progression approach replaces year levels and achievement objectives with five phases of learning (Y1-3, Y4-6, Y7-8, Y9-10, Y11-13). These phases of learning are the signposts that guide the learning pathway. Each phase of learning contains progress outcomes that describe what ākongā should understand, know, and do at each phase of learning.	NELPS 1:1, 1:2, 2:3, 2:4, 3:5	<ul style="list-style-type: none"> Continue to monitor our academic data with a focus on puzzle of practise students and reviewed regularly at team meetings with an aim of reducing the gap by 3-5% 	Students Teachers Team Leaders Focus Group Leaders Leadership Team Matamata Board Kaahui Ako Lead Teachers	<ul style="list-style-type: none"> Review shift in data across the school. 	\$1000—Angela eTap Staff Professional Reading Staff PLD 4 minute walkthrough CR4RP understanding and developing knowledge Staff Professional Reading Facilitator Carma Jeff
Better Start Literacy Approach A systematic integrated approach to building foundational skills. To build a solid foundation to improve and develop early literacy skills specifically targeting Year 0-1 students. Targeting Phonological awareness. Improving Oral, Written, & reading skills.	NELPS 2:4, 3:6 SG A, B	<ul style="list-style-type: none"> Whanau information afternoon/ evenings Better Start Accredited Teacher Aides support Teachers with collecting baseline data. Relevant assessments completed: (baseline data, 10 week, 20 week) (30 minutes per child) * This replaces 5.1, 6 year, 6 year nets, running records. When children reach end of the 3 Taumata phases, reintroduce PM books to students with a guided reading, comprehension focus. Middle Syndicate to integrate BSLA Approach with support from Rachel./Abbey Expectation is that all 3 Taumata Phases must be completed before moving onto colour wheel. Rachel can attend syndicate meetings to support. Training new staff in Better Start Programme is a priority. 	Junior Teachers Rachel Sharyn	<ul style="list-style-type: none"> Every 10 weeks kids are assessed Graphs will be analysed by teachers, Rachel, Better start staff, & supplied to the Matamata Board. 80% of our Year 2 learners will move from decodable texts and move back into the colour wheel once all Taumata are completed. Year 2 kids will be monitored Year 3 80% or more will be working at curriculum level 2 	Budget/Resources Literacy Budget for books Scholastic Credits—Grandparents Day (ministry funding to upskill 2 new teachers) Staff PLD Teachers use CRT at their discretion for PLD Facilitator Rachel Wuest
Curriculum Refresh TBC		<ul style="list-style-type: none"> We are awaiting clear directives from the new government around this. Continue to integrate Aotearoa/ NZ Histories through use of ANZH Curriculum content cards 			Budget/Resources TBC ANZH Curriculum cards Year 1-2 do Yr1-3 phase Year 3-6 do Yr 4-6 phase





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Initiative Three	NELPS Strat Goal	How (Actions)	Accountable & Responsible	Success Measure	Budget/Resources
Professional Accountability To ensure that the needs of all of our learners are met and catered for through a variety of structured and strategic mechanisms.	NELPS 3:6 SG A, B	<ul style="list-style-type: none"> Use a portion of one of the new CRT days to observe a peer. Complete a 4 minute walkthrough. Target an area that you want to improve. File reflection in your PGC Folder. (Glenn) Team Leader Enhancing Quality Classrooms document to be completed twice per year. Term 1 & 3. AP/DP Our Code, Our Standards Visits in Term 2. Two full staff meetings each term in Weeks 4 & 8. Timetable in shared drive. Syndicate Meeting Odd Weeks, Planning and Assessment Meetings Even weeks on a Tuesday. Refer to Iterative Cycle of Learning—Understand, Know, Do. All staff shared reading Team Leaders to regularly meet to ensure consistent schoolwide practise. Leadership Team to seek personal professional development with outside agencies that will enhance leadership capability. School Values/ Key Competencies: All staff to break these down with students at the beginning of the year to identify student understanding and plan appropriate lessons to ensure understanding. Revisit throughout the year as needed. Intentionally building relationships with boys within your classroom, syndicate and wider school. Unit holders to complete a page for school website and facebook and submit yearly plan to google doc. (This will replace termly meetings) Anonymous Annual Leadership surveys to be carried out by staff to provide constructive direction. (Week 3, Term 3) Kaahui Ako WsT, AsT to have one core area to focus on. EOTC MPS policies to be updated to align with EONZ. Staff PLD to be held around updated policies. Te Reo Progressions to be trialled by Sol through his Te Reo sessions ready to finalise at end of Year. Taonga Takara Curriculum for our staff professional learning Computer Skills Assessment. Handwriting Test. 	All teaching staff	<ul style="list-style-type: none"> 4 minute walkthroughs complete. We see positive shifts in teacher practise (red, orange, green) Goals met. Ensuring the standards are met. Teachers are excited about the process Staff Meetings are intentionally planned and PLD is needs focussed. Structure is stuck to for meetings so that positive outcomes are achieved. Schoolwide Professional Reading is referred to and discussed at Team Meetings. Meet in weeks 3, 6 & 9 when required or via online platform. Greater consistency throughout the teams Goals identified and PLD completed. Leadership Team sharing their learning and knowledge to enhance leadership capability. EOTC MPS policies are updated and staff are using updated paperwork. 	Team leader release days—6 days per year \$2200 DP/AP Observation Days—6 days \$2200 \$30,000 Professional Development Taonga Takara PLD \$2500 Staff PLD Staff Professional Reading Facilitator
Initiative Four	NELPS Strat Goal	How (Actions)	Accountable & Responsible	Success Measure	Budget/Resources
Stake Holder Engagement Enhance and strengthen engagement between schools, and the parents, whanau of MPS Students and local community as well as outside agencies.	NELPS 1:2, 2:3, 3:5, 4:7 SG C	<ul style="list-style-type: none"> With respect to whanau, understanding historical background of whanau, families. Growing six key areas: <ul style="list-style-type: none"> Leadership BoT/ PTA—Attend NZSTA Professional development. Relationships School Partnerships Community Networks Communication— seek advice through community consultation. Staff need to build their awareness of students & their whanau/ families. Collaborate with Maori communities—Kapa Haka, Te Reo initiatives. Collaborate with local Maori communities on school annual and strategic plan. (Ngati Haua, Ngati Hinerangi, Ngati Raukawa) Parents, Families, whanau, and the community are invited and feel welcome at a range of school activities. Use a range of communication avenues to engage parents & whanau Partnership with parents & whanau to set goals for their child, look at achievement & celebrate success. Schools and the community work together and make connections to ensure effective transitions at critical points of their education. Also done within school across syndicates. Involve community in new optional school activities such as Go Kart Day Week 10, Term 1. Internet safety meetings with Rob Cope to be held 17th June 2024, from 6:30-8:30pm for our community. Trying to get as many Year 5/6 parents there as possible. (Glenn) Science Fair (Science leader to plan and prepare) / Math Competition (Math unit holder to plan and prepare/ DigiAwards (ICT Leader to plan and prepare to be held for students to showcase their work). 	Principal Leadership Team All Staff PTA Chair Presiding Member	<ul style="list-style-type: none"> Higher parent/ whanau involvement. Greater attendance at Whanau hui, bringing in sport and technology component. Increased turn out at parent teacher conferences. Parent/ Whanau belief that they are capable of exerting a positive influence on their child's school outcomes. Parent involvement in: Supporting their children at home with homework activities, educational activities, classroom volunteering, conference participation, phone calls, seesaw with teachers. Hopes and aspirations for tamariki from whanau are met. Increased responses from community consultation and use responses to inform annual and strategic plan. 	\$7000 Mihi whakatau Grandparents Day Sports exchanges Kapahaka Festival Makerspace Showcase Staff PLD Facilitator Rob Cope—\$2500





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Initiative Five	NELPS Strat Goal	How (Actions)	Accountable & Responsible	Success Measure	Budget/Resources
Writing To improve teacher capacity to increase achievement in writing. - clearly identify what to teach next.	NELPS 1:2, 2:4, 3:6, 4:7	<ul style="list-style-type: none"> Clearly identify what next steps are for students and teaching these to fill gaps. Review and moderate writing progressions with Dr. Helen Walls to then be finalised for 2025. PLD sessions with Dr Helen Walls in Week 4 of each term during staff meetings. Team Leaders will draw on this for Syndicate Meetings too. Creating purposeful, fun and enjoyable writing opportunities for kids. Equip our teachers with highly practical approaches and strategies that will be used in classrooms. Teachers will gain a deep understanding of how we learn to write and the essential components to teach a child to write. Teachers will gain a deep understanding of what explicit instruction and feedback and feed forward look like. Teachers will further develop an understanding of grammar and writing instruction. The relationship between reading and writing will be unpacked. Formative and summative assessment of writing will be reviewed. Continue with our writing sample books completing 2 writing samples per term. Teach students how to write colourful sentences. 		<ul style="list-style-type: none"> To raise overall school data in writing from 72% to 80% Colourful sentences will become evident in independent writing samples. Teacher survey completed at end of 2023 and end of 2024 around confidence in teaching writing and identifying next steps. Teachers have worked to meet their writing goals. Staff have all read Dr Helen's book and completed all PLD sessions—whole staff and syndicate level. Writing progressions as ready to finalise for 2025. 	40 hours MOE PLD funding. \$1200 to purchase Dr Helen's book for each teacher.
					Staff PLD
					Facilitator
Initiative Six	NELPS Strat Goal	How (Actions)	Accountable & Responsible	Success Measure	Budget/Resources
Foundations (our cake)		<ul style="list-style-type: none"> PB4L across the whole school—consistent. From our Data identify repeated minor discretions and implement an individual plan to improve these. put a regular weekly PB4L focus into school daily notices. All students know, understand and follow our school values. Whiria te taangata hui (to connect and align) to be held as needed, setting whole school standards, making messages consistent, Links to NZC and School Values. This is all staff and students coming together in our school hall without parents. Student leader programme to be developed to help grow our leaders. Celebrate success in our books at Syndicate meetings. 		<ul style="list-style-type: none"> Minor and major behaviours are reduced. Students can understand school values and explain how they can show these. Student leaders can role model school values and behaviours consistently for other students. Higher standard of presentation in books across the school. 	\$4000 School Leaders \$30,000 PLD Budget as noted on Professional accountability.
					Staff PLD
					Facilitator



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Newly Embedded Practice

Mihi Whakatau
UBD
School Values
Values Cards
Data Portfolios

Learning Pit
Makerspace
Writing Progressions
Endeavour Time
PR1ME Mathematics



Thinker
Māharahara

Hoea tō waka
Own Your
Actions



Mākoha
Have a Heart

Stand Proud
Whakahī

