

Manurewa Central School



Charter Strategic and Annual Plan 2022-2024

Principal: Michelle Dibben

Board of Trustees PM: Aaron Scorringe



STRATEGIC INTENTIONS

- ***Mission Statement –Vision and Values***
- ***Guiding Principles***
- ***Maori Dimensions and Cultural Diversity***
- ***School Organisation and Structures***

MAORI DIMENSIONS and CULTURAL DIVERSITY

Manurewa Central School reflects Cultural Diversity by:

- *Ensuring that the experiences, cultural traditions, histories and languages of our diverse community are respected and valued*
- *Ensuring our curriculum acknowledges the unique position of Maori, the place of Pacific Nation communities and other cultural groups in NZ*
- *Providing learning support for our students with non-English speaking backgrounds*
- *Acknowledging and utilising our local community in the learning experiences for our children*

Manurewa Central School recognises and values the unique position of Maori by:

- *Ensuring the Treaty of Waitangi guides our practice*
- *Acknowledging that New Zealand is foremost a bicultural nation*
- *Ensuring that all learners have the opportunity to learn Te Reo and an understanding of everyday conversational language*
- *Acknowledge and respect the values, traditions and history of Maori, observe cultural sensitivity to Tikanga Maori (Maori protocol) and show respect for local Maori identity involved in the school and community*

Manurewa Central School incorporates Tikanga Maori into the school curriculum by:

- *Integrating Te Reo across the school day and promoting Tikanga Maori within programmes*
- *Encouraging the correct pronunciation of Te Reo Maori*
- *Making efforts to provide kapa haka opportunities for our students*
- *Promoting and participating in Maori Language Week and celebrating Matariki*

Manurewa Central School consults with our local Maori community by:

- *Communicating policies, plans and targets to support the achievement of Maori students*
- *Seeking Maori voice in matters relating to the wellbeing and learning of their children*

When a parent of a student requests that their child/ren be provided with instruction in Te Reo Maori beyond the resources of the school, the Principal will:

- *Discuss with the parent/s the ways Manurewa Central School currently includes Te Ao Maori-Te Reo and Tikanga Maori in our programmes*
- *Assist parents to gain information on schools in the district that have capacity for more intensive instruction*

GUIDING PRINCIPLES

CURRICULUM

The Board of Trustees accepts that every child in this school will have access to the best learning opportunities.

The curriculum will be based around the learner. This involves the provision of a balanced and broad curriculum which enables all learners to; learn without limits, refine existing knowledge and skills, develop student agency, engage in learning to learn and participate in inquiry based learning.

The curriculum will provide opportunities for students to pursue their strengths and passions in a range of programmes including sports, cultural, social and the Arts.

EQUITY and EXCELLENCE

The Board of Trustees promotes equity and excellence.

The Board of Trustees will ensure that all staff have high expectations of themselves and students.

The Board of Trustees will ensure that the school's policies and practices seek to achieve equitable outcomes for all students irrespective of their religious, ethnic, cultural, social, family and class backgrounds, and their abilities.

EQUAL EDUCATIONAL OPPORTUNITY

The Board of Trustees will ensure equal opportunity for all students to participate and succeed in all aspects of school life.

The Board of Trustees will adopt policies and practices that identify and cater for the individual needs of each student in the school. These will affect the school's curriculum and the way the school distributes resources.

They will include programmes that address the current and future needs of students, particularly our priority learners:

- *Māori*
- *Pacific*
- *Students with other special learning needs*
- *Students from low socio-economic backgrounds*

SCHOOL ORGANISATION and STRUCTURES

The following documentation supports us in fostering learning in the New Zealand curriculum:

- *Curriculum Delivery Guidelines*
- *Annual curriculum review*
- *Annual curriculum reports*
- *Assessment For Learning Principles*
- *Learning Support Register*
- *Attendance*
- *Student Management System-ETAP*
- *Staff Induction Booklet*
- *GaT Register*

The following documentation supports us in fostering excellence in teaching:

- *Professional Development plan*
- *Performance Management plan through the Professional Growth Cycle*

The following documentation supports us in fostering excellence in school organisation:

- *Self-review programme*
- *Annual Budget*
- *Financial Management procedures*
- *10 year Cyclical Maintenance Plan*
- *5 year Property Plan*
- *All policies and procedures*
- *Board of Trustee Organisational Booklet-NZSTA*

The following practices support us in fostering positive community partnerships:

- *Twice termly newsletters*
- *MCS website*
- *Class Dojo, class blogs, web pages*
- *MCS Facebook*
- *Regular parent contact*
- *Community consultation meetings*
- *Parent workshops*
- *CoL participation*

Manurewa Central School

MCS Vision

*Our vision is for
our tamariki who:*

- **Believe in themselves**
- **Dream big**
- **Shape the future**
- **Learn without limits**



EFFORT BRINGS REWARD
MA TE KAHA KA PUTA TE HUA

“Every child will learn”
“Ka ako te tamaiti katoa”

MCS Values

Passion

- Pursuing interests and developing talents

Respect

- care for self, others, and the environment

Integrity

- making the right choices

Diversity

- accepting and celebrating the similarities and differences of themselves and others

Excellence

- *being the ‘best you can be’*

Manurewa Central School

Turangawaewae

A place of belonging, connection and empowerment.

A place where “all children will learn”

NEEDS are the guiding principles that underpin every decision we make as educators in our school.

Nurturing uniqueness

He taonga matapopore

Ensuring equity of opportunity

He mana tō te ōritetanga

Enhancing cultural capital

Whakareia te tōpūnga ahurea

Displaying high expectations

Titohua ngā tumanakohanga nui

Strengthening learner agency

Whakaūria te pokapū o te ākonga

Strategic Plan 2022 – 2024

STRATEGIC GOALS	STRATEGIC INITIATIVES	Core Strategies for Achieving Goals 2022-2024
<ul style="list-style-type: none"> ● Student Learning and Engagement - Ako 		
<ul style="list-style-type: none"> ● Create student agency through self-efficacy and growth mindset ● Provide a coherent learning pathway through the school's interpretation of the local curriculum 	<ul style="list-style-type: none"> ● Develop student agency ● Delivery of local curriculum ● Improve collaborative inquiry practice to maximise impact on learning 	<ul style="list-style-type: none"> ● Develop effective assessment for learning practice ● Implementation of He Manu Rere - MCS Learner Profile ● Further develop our student inquiry cycle ● Use MoE Local Curriculum guidelines to support the process of review ● Use of Charteris and Smardon (September 2019) prompts for including student voice and participation in the ongoing work of the school ● Incorporation of NZ History curriculum ● Embedding new Digital Technologies Curriculum ● Improve levels of achievement in writing across the school ● Development of an Information Centre ● PLD to support a rich and authentic local curriculum ● Implementation of Professional Growth Cycle ● Continue to develop our High Impact Assessment Model (HIAM) ● Use of a shared language through, school-wide progression frameworks (in reading, writing and maths), to inform planning, student goal setting and parent partnerships ● Implement robust moderation practice across the school in reading, writing and maths

STRATEGIC GOALS	STRATEGIC INITIATIVES	Core Strategies for Achieving Goals 2022-2024
<ul style="list-style-type: none"> Educationally Powerful Connections - Whanaungatanga 		
<ul style="list-style-type: none"> Strengthen collaborative partnerships with parents/whanau and the community for improved student outcomes 	<ul style="list-style-type: none"> Engagement with families - systems to support participation Engagement with families - knowing our community Engagement with families - home/school partnerships 	<ul style="list-style-type: none"> Marketing strategies to raise profile of work of school Facilitate focus groups/open mornings to support greater involvement in learning and curriculum decision making Provide multi-lingual communications Broaden our connections with local Marae, iwi, manu whenua, temple, community organisations and businesses, connections with our local area/history etc. Ensure voice (informal and formal) is captured in the learning contexts for children Involvement of Board in this initiative Review of digital platforms to support effective partnerships Offer curriculum evenings Support families with low attendance
<ul style="list-style-type: none"> Cultural Capability - Manaakitanga 		
<ul style="list-style-type: none"> Enhance students' sense of identity, language and culture through curriculum design and implementation 	<ul style="list-style-type: none"> Develop students' social and emotional competencies Further develop culturally responsive pedagogy Review provision for priority learner 	<ul style="list-style-type: none"> Use findings from well-being survey to support teachers to develop teaching practices that build students' capacity to relate well to each other Use data from Me and My School Survey to design learning that is culturally located Raise the profile of our House System and Student Leadership Programmes Use of research/documentation to support treaty centric practice PLD to support confidence in Te Reo Māori Building our arts profile through a cultural lens Board training Update of ETAP system to provide effective collation of data Embed effective transition processes

Annual Action Plan 2022

Strategic Goal 1: Student Learning and Engagement - Ako

Baseline data: Staff & Student consultation throughout 2020/21 (including Me & My School Survey, AFL feedback) / School Assessment data 2021

Strategic Initiative	Actions	Lead	Commencing
Develop student agency	<ul style="list-style-type: none"> Strengthen self and peer assessment practices through targetted PLD and adoption of school-wide shared practice Continue to embed the language of He Manu Rere through student/teacher involvement in drama and story telling. Celebration of student achievement of dispositions in assemblies etc. Formalise expectations related to school-wide student goal setting practice and the role of students and whānau Raise the profile of our student inquiry model through visual representation and communication with our school community 	SLT Debra M SLT SLT	Term 1 Ongoing Term 2 Term 3
Key Evaluative questions	To what extent: <ul style="list-style-type: none"> do we provide opportunities for learners to engage in 'learning to learn' principles? is He Manu Rere used to support student learning and engagement? do we have a shared language of learning? 	Indicators of progress: <ul style="list-style-type: none"> Students are able to articulate what they are learning, how they know they are successful and what they need to do next. Promotion of student agency and He Manu Rere is evident in teacher practice (as evidenced in our Quality Practice Statements) 	
Strategic Initiative	Actions	Lead	Commencing
Delivery of Local Curriculum	<ul style="list-style-type: none"> Promote student voice through the ongoing development of the local curriculum (use of Charteris and Smardon - NZ Principal Sept 2019) Strengthen local curriculum design through the NZ Curriculum Principles and our Turangawaeawae - multiple perspectives Incorporation of local history curriculum - link to work of Kāhui Ako through Ngā Manu Taiko Create a learning context for our NZ shared histories through development of the bush area Embed new digital technologies curriculum through development of unit planning and sharing of expertise Leadership inquiry into progress and achievement in writing: focus on professional learning, moderation and classroom programmes Universal Design for Learning PLD Development of the Information Centre 	MD MD WiS SLT JE DPs and Leaders of L CORE Education SG/JE	Term 1 Term 1-4 Ongoing Term 1 Term 2 Term 1 Term 1
Key Evaluative questions	To what extent: <ul style="list-style-type: none"> does our local curriculum promote te ao Maori? 	Indicators of progress: <ul style="list-style-type: none"> Local histories are incorporated into 	

	<ul style="list-style-type: none"> do teachers make links between the progress outcomes in the new digital technologies curriculum and its application in other curriculum areas? are students involved in curriculum planning and assessment? do we enable curriculum design to be influenced by multiple perspectives? 	<ul style="list-style-type: none"> planning for 2022 Teachers are confident in the use of the Dig Tech progress outcomes By the end of 2022 strategies have been established to regularly seek student voice Our local curriculum is informed by multiple perspectives 	
Strategic Initiative	Actions	Lead	Commencing
Improve collaborative inquiry practice to maximise impact on learning in an ILE context	<ul style="list-style-type: none"> Strengthen links between collaborative inquiry and our Professional Growth Cycle (PGC) Build assessment literacy through the unpacking of our HIAM (High Impact Assessment Model) AFL in ILE PLD - Diane Wilkes/Megan Petersen Integrate moderation processes in reading, writing and mathematics into staff/team/pod meetings as a regular occurrence Monitor, review and evaluate pedagogical approaches, systems and processes, people and resources as we transition from single cell to ILE 	SLT MD Evaluation Associates Teachers SLT	Term 1 Term 2 June 2021 Ongoing Ongoing
Key Evaluative questions	To what extent: <ul style="list-style-type: none"> are our professional conversations impacting on learning? are our Quality Practice Statements guiding our teaching and learning practice? can teachers articulate the key principles of Assessment for Learning (AFL) and Assessment as Learning (AAS) are AFL practices embedded to support the learners in an ILE context? do our moderation processes allow for robust conversations about levels and next steps? are we providing an inclusive learning environment, where the needs of all students are met, in the ILE context? 	Indicators of progress: <ul style="list-style-type: none"> Teaching as inquiry processes and collaborative inquiry are embedded in practice, facilitating high quality discussions, reflection and systematic processes through a robust PGC Teachers planning and programmes incorporate understanding of curriculum progressions in core subjects Teachers have a shared understanding of the expectations of effective assessment practices at MCS Our ILEs provide an inclusive education that meets the needs of all students 	

Review Schedule for BOT - Strategic Goal One

Term One:	Review of PAT/e-asTTle data	How well did our learners achieve? What is the data telling us that we need to strategise for?
Term Two:	Mid-year data review	Are we on track to meet our targets? If not, what further strategies do we need to consider?
	How is the BOT progressing against the charter aims and strategic plan?	What information does the BOT require to enable focussed strategic discussion?
Term Three:	Review of data	How well did our target groups achieve? Are we on track?
Term Four:	End of year data review	Have we achieved our targets? What is the data telling us that we need to prioritise for 2022?
	Has the BOT met the strategic aims of the charter and strategic plan?	Setting priorities for 2023

Strategic Goal 2: Educationally Powerful Connections - Whanaungatanga

Baseline data: Self Reviews - Change and Momentum - Beginning to Reflect (2)/Creating Educationally Powerful Connections Self Review Nov 2020

Strategic Initiative	Actions	Lead	Commencing
Engagement with families - systems to support participation	<ul style="list-style-type: none"> ● Enhance school profile through targetted marketing to ensure roll retention ● Calendar purposeful open "mornings" to celebrate children's learning and gather informal voice in future curriculum delivery and ways parents can contribute ● Facilitation of parent focus groups to invite response and voice to our forward planning ● Review our communication systems to promote multilingual communications 	SLT Teamleaders SLT JE	Term 2 Ongoing 2 foci per year Term 1
Key Evaluative questions	To what extent: <ul style="list-style-type: none"> ● are parents actively involved in curriculum design and assessment/reporting processes? ● are parents and whanau participating in, and making decisions about, the education of their children? ● do we enable participation of parents and whanau whose first language is not English? 	Indicators of progress:	<ul style="list-style-type: none"> ● Roll numbers increase to pre-dip level ● Formal and informal voice is evidenced in next-step planning ● Parents report greater participation in the work of the school ● Communication systems support multi-lingual access
Strategic Initiative	Actions	Lead	Commencing
Engagement with families - knowing our community	<ul style="list-style-type: none"> ● Plan relatable student led inquiries with newly acquired knowledge from our whānau ● Forge stronger relationships with manu whenua through the development of our NZ History Curriculum ● Find ways to reconnect with our local temple (now under new management) ● Review Board's role in supporting this strategic initiative ● Investigate the possibility of involvement in local initiatives detailed in the Manurewa Local Board Plan 2020 	Pods WiS SLT Board SLT	Ongoing Align with Kahui Ako Ongoing Term 1 Term 1
Key Evaluative questions	To what extent: <ul style="list-style-type: none"> ● do we provide opportunities for our local school community to add voice to the strategic direction of our school? 	Indicators of progress:	<ul style="list-style-type: none"> ● Board play an active role in engaging community with school initiatives ● Local community involvement/initiatives are present in unit planning ● Connections with manu whenua is extended to enhance provision

Strategic Initiative	Actions	Lead	Commencing
Engagement with families - home/school partnerships	<ul style="list-style-type: none"> Maximise digital platforms to support feedback on children's learning and achievements Instruct a web designer to upgrade our website Re-instate information evenings to support understanding of curriculum delivery and how parents can help at home e.g. Reading Together, Making Maths Count. Improve regular attendance rates (particularly for our priority learners). Investigate the reasons prompting an E code and offer support to families 	SLT SLT SLT SLT	Term 2 Term 1 Ongoing Term 1
Key Evaluative questions	To what extent: <ul style="list-style-type: none"> do our attendance strategies promote parental engagement? are our home/school partnerships, a reciprocal process? 	Indicators of progress: <ul style="list-style-type: none"> Parents report increased opportunities to engage in their child's learning and support achievement of learning goals Regular attendance rates improve for our priority learners 	

Review Schedule for BOT - Strategic Goal Two

Term One: Review Board's role in supporting this goal

Term Two: Review of Community Consultation and Reporting to Parent Policies

Term Three: Evaluate the effectiveness of actions to date

Term Four: Has the BOT met the strategic aims of the charter and strategic plan? Setting priorities for 2023

Strategic Goal 3: Cultural Capability - Manaakitanga

Baseline data: Self Reviews - Treaty Centric Practice Review 2021/Me & My School Survey 2020/Student/teacher consultation 2021

Strategic Initiative	Actions	Lead	Commencing
Developing students' social and emotional competencies	<ul style="list-style-type: none"> Complete Student Well-being Survey to inform action plan Provide PLD for, and adoption of, the Mitey Resilience Programme (5 aspects of mana endorsed by the Mental Health Foundation) Continue to raise the profile of our House System and Student Leadership programme 	SG SG JE	Term 2 Term 2 Ongoing
Key Evaluative questions	To what extent: <ul style="list-style-type: none"> do we provide opportunities for risk taking and developing resilience in our students? do our programmes build capacity for students to relate well to each other? do we promote the profile of our student leaders? is our House System embedded in practice across the school? 		Indicators of progress: <ul style="list-style-type: none"> Programmes are in place to support social and emotional aspects of learning Data shows greater engagement of boys and girls in highlighted areas of concern Opportunities for student leadership increase House system retains a high profile
Strategic Initiative	Actions	Lead	Commencing
Further developing culturally responsive pedagogy to strengthen practice	<ul style="list-style-type: none"> Continue review of Treaty Centric Practice (using Ann Milne's work and stakeholder voice to provide direction) Use of MoE SAF (Student Achievement Function) rubric - cultural and linguistic responsiveness and inclusiveness capability to accelerate student achievement - focus on systems and processes (mana whenua identity and the identities, languages and cultures of learners are reflected in policies and procedures) Resource delivery of Te Reo Māori through PLD with Wananga o Aotearoa (TBC) Work in partnership with our facilitator from the Māori Achievement Collaborative to meet the goals of this initiative Build our arts profile through a cultural lens, including participation in community events Board training - Hautu 	MD MD/BOT JE Board	Termly focus Termly Focus TBC Ongoing Ongoing TBC
Key Evaluative questions	To what extent: <ul style="list-style-type: none"> do we create an environment where learners are confident in their identities, languages, cultures and abilities? do we provide opportunities for staff/Board to understand and acknowledge the histories, heritages, languages and cultures of the partners of Te Tiriti o Waitangi? do our policies and procedures reflect manu whenua identity and the identities, languages and cultures of learners? 		Indicators of progress: <ul style="list-style-type: none"> Learners and whanau tell us that their identity, language and culture is valued and they have a strong sense of belonging in our school Priority learners are achieving excellent and equitable educational outcomes Staff feel confident in their cultural capabilities

Strategic Initiative	Actions	Lead	Commencing
Reviewing provision for priority learners	<ul style="list-style-type: none"> Align ETAP system with school needs to support provision for children on the learning support register Embed effective transition processes Use of Framework for Self Review (ERO:Accelerating the Progress of Priority Learners in Primary Schools, May 2013) to review provision for priority learners 	SG TS/SG MD	Term 1 Ongoing T2
Key Evaluative questions	To what extent: <ul style="list-style-type: none"> are our priority learners supported through within school and across school transitions? are we improving/accelerating outcomes for priority learners? 	Indicators of progress: <ul style="list-style-type: none"> ETAP provides a system that collates the necessary information to facilitate smooth and seamless transitions Evaluation identifies the impact of decisions and strategies on accelerating the progress of learners to provide next steps 	

Review Schedule for BOT - Strategic Goal Three

Term One:	Review of PAT data	How well did our priority learners achieve? What is the data telling us that we need to strategise for?
Term Two:	Review of Student Well-being Survey/Me & My School Survey	
Term Three:	Review of data	How well did our target groups achieve? Are we on track?
Term Four:	End of year review	Have we achieved our targets? What is our monitoring/evaluation telling us that we need to prioritise for 2022?