

At



we are

LEARNING TO NAVIGATE  OUR CHANGING WORLD

*Kia ako ki te whakaterere i to tātou ao Hurihuri*

with

Respect , Responsibility and Resilience  
whakaute, aumengea noho haepapa

so that we become more



Caring  
Manaaki



Confident  
Māia



Connected  
Tūhono



Communicative  
Kōrero



Creative  
Auaha



# 2023 -2025 Strategic Goals

## **We care, connect and communicate**

respectfully with each other, our community, our environment and our world (by knowing ourselves).

NELP: 1, 2, 3, 4, 5, 6

## **We are confident learners**

who take risks, are responsible resilient and strive for personal best.

NELP: 1, 2, 3, 4, 5, 6

## **We think and learn creatively**

with curiosity and innovation

NELP: 1, 2, 3, 4, 5, 6

LEARNING TO NAVIGATE



OUR CHANGING WORLD

By the end of 2025 we have strong partnerships that enhance learning, within our school, our community and strengthen our sense of belonging and identity

By the end of 2025 learning is future focused, relevant and prepares our students for their future. Students to thrive in a transformational world.

By the end of 2025 our students are collaborative learners with a strong sense of student agency developed through a relevant curriculum, that is personalised. Assessment, evaluation and reporting is informative and effective.

**“Agentic Learners are confident in their own [needs], strengths and interests, knowing what they are learning and where they are heading to next. Learners are supported and empowered to take ownership, choice, and action to navigate their learning.”**







# 2024 Annual Initiatives

## **We connect and communicate**

with each other, our community, our environment and our world (by knowing ourselves).

### **Key Initiatives**

Review assessment so that they are relevant and effective.

### **Key Initiatives**

Grow cultural capacity and responsive practice.

### **Key Initiatives**

Develop a community consultation pathway and tools for reviewing our local curriculum

## **We are confident learners**

who take risks, are responsible resilient and strive for personal best.

### **Key Initiatives**

Broaden our understanding and use of TAI

### **Key Initiatives**

Grow and monitor effectiveness of **literacy practices**

### **Key Initiatives**

Strengthen **Assessment for Learning**

## **We think and learn creatively**

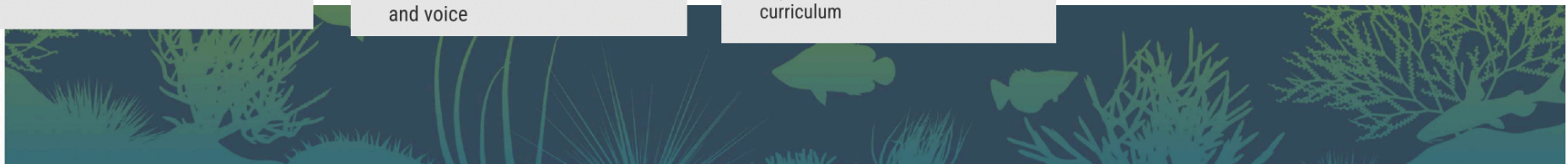
with curiosity and innovation

### **Key Initiatives**

Review and align our learning dispositions with our school vision and values cultural voice and voice

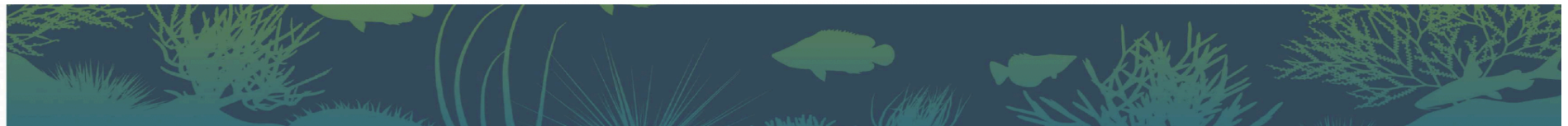
### **Key Initiatives**

Create systems and processes in the implementation fo our implementation of our local curriculum



## 2024-2025 Annual Plan

Goals		2024				2025			
		T1	T2	T3	T4	T1	T2	T3	T4
1. We care, connect and communicate	respectfully with each other, our community, our environment and our world (by knowing ourselves).	Consultation with st/holders							
		Our cultural capacity is evident by being a NE school							
2. We are confident learners	who take risks, are responsible resilient and strive for personal best.	Assessment for Learning is embedded							
						Assessment for learning is sustainable			
						Our local curriculum represents who we are			
		Our writing target is reached for our Kāhui Ako and our ELL are recognised.							
3. We think and learn creatively	with curiosity and innovation	Our learner profile shared language is living & evident							
		Our inquiry model reflects needs, strengths and interests of our students							

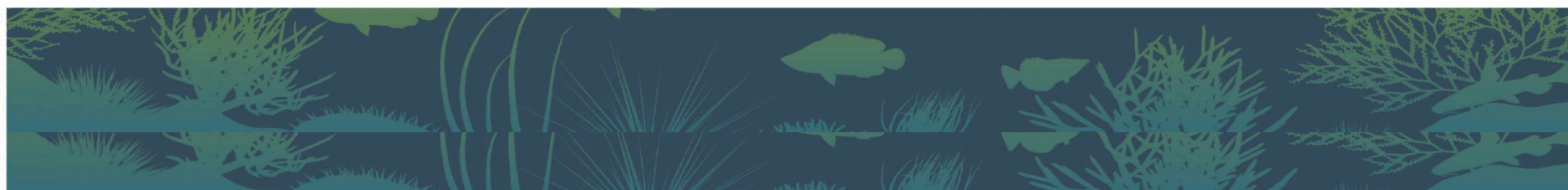


## Strategic Goal 1:

*We care, connect and communicate - respectfully with each other, our community, our environment, and our world (by knowing ourselves).*

*Accountable: Whitney*

Initiative	Action	Responsible	Progress/ Measures
1.1 Consultation with all stakeholders	<p>PLD providers plans implemented in conjunction with consultation plans</p> <p>Work with Māori Whānau to establish equitable relationships that are culturally sustaining</p>	<p>WSL/ SLT</p> <p>SLT</p>	<p><input type="checkbox"/> A kete of tools to determine stakeholder engagement.</p> <p><input type="checkbox"/> An overview and graph of valued community themes</p> <p><input type="checkbox"/> 70% of identified stakeholders groups are consulted</p>
1.2 Our cultural capacity is evident by being a North East school [ <i>Russell Bishop research and book 'Teaching to the North East'</i> ]	<p>Teams to read Tching to NE and drive Foundational practices - f/back</p> <p>Leaders to read Leading to NE and model and gain feedback from staff</p> <p>Te Tiriti is honoured in aspects of the school</p>	<p>TL</p> <p>LT</p> <p>Ingrid</p>	<p><input type="checkbox"/> A workable list of foundational practices identified that are essential to a NE school</p> <p><input type="checkbox"/> Leaders can notice, recognise, and respond to NE practices &amp; feed this back to teams</p> <p><input type="checkbox"/> Students can run the Day Board with agency</p>
1.3 Hauora is strengthened through systems and processes.	<p>Mitey/PB4L/Learner profile integrated for wellbeing</p> <p>Create a kete of relevant, accessible lessons and ideas for teachers</p> <p>PLD on systems &amp; processes to identify, respond &amp; report wellbeing &amp; learning concerns</p> <p>PLD for PB4L Tier Two</p>	<p>Gemma/ Terina Lara</p>	<p><input type="checkbox"/> 80% of Staff can recognise, respond and teach using Mitey &amp; PB4L resources</p> <p><input type="checkbox"/> 90% of learners/teachers know at least two systems and processes to improve wellbeing</p> <p><input type="checkbox"/> Leaders have an awareness of Tier Two practices &amp; share this with staff</p>



Strategic Goal 2:

*We are confident learners - who take risks, are responsible resilient and strive for personal best.*

Accountable: Lara

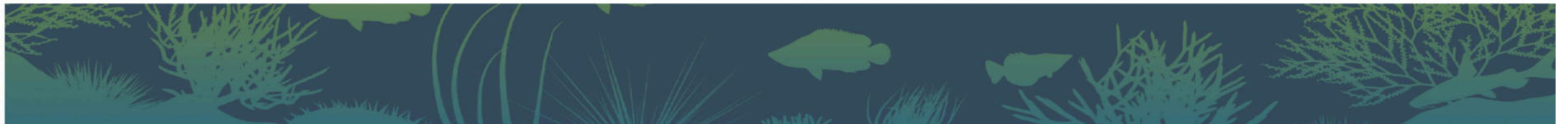
Initiative	Action	Responsible	Progress/ Measures
2.1 Assessment for Learning is embedded and sustainable	<ul style="list-style-type: none"> <li>• Build responsive approaches to support Assessment for Learning practices</li> <li>• Peer observations through video &amp; professional conversations (PLGs)</li> </ul>	TL	<input type="checkbox"/> 80% teachers have moved up on the AfL rubric to at least the next level <input type="checkbox"/> MBS Essential Practices are evident in 80% of teaching and learning areas <input type="checkbox"/> 60% of teachers demonstrate agentic practice with peer observation video and learning conversations
2.2 Our local curriculum represents who we are	<ul style="list-style-type: none"> <li>• Identify how curriculum/learning environments represents our community</li> <li>• Capture and share our essential practices for teaching and learning through consultation</li> <li>• Create essence statements that provide clarity for each of our valued tools [pedagogy]</li> <li>• Establish a curriculum change plan</li> <li>• Inquire and review our assessment practices</li> </ul>		<input type="checkbox"/> A list of tools for sustainable identification of what is important to our community <input type="checkbox"/> Our environment contains visual representations of our Learner Profile <input type="checkbox"/> A coherent why, what and how we Assess at MBS <input type="checkbox"/> A graphical representation of our key pedagogy is shared with staff <input type="checkbox"/> Essence statements for our valued tools [pedagogy] are published <input type="checkbox"/> An action plan guides our on-going local curriculum development.
2.3 Writing is raising achievement levels for students; including our ELL See writing target plan	<p>Shift at least 15% of those below to at the expected curriculum level</p> <ul style="list-style-type: none"> <li>• Develop specific deeper features in writing</li> <li>• Interrogation of data in PLGs, team meetings,SLT level for end of term 1, mid-year &amp; end of term 3</li> <li>• Strengthen consistency of SLP throughout the school - scope and sequence</li> </ul>	WSL SLT  TL Hayley	<input type="checkbox"/> 15% of those 'below' curriculum level expectation are achieving at the expected level <input type="checkbox"/> A review of our ELL learners and identified actions for future initiatives <input type="checkbox"/> Kāhui Ako goals are personalised and have clarity and relevance for the MBS Learner

Strategic Goal 3:

*We think and learn creatively - with curiosity and innovation*

*Accountable: Colleen and Hayley*

Initiative	Action	Responsible	Progress/ Measures
3.1 Our learner profile: shared language is living and evident	<ul style="list-style-type: none"><li>• Review and share current learner profile descriptors</li><li>• A cultural lens has been placed over our MBS learner profile.</li></ul>	Alecia	<ul style="list-style-type: none"><li><input type="checkbox"/> Refined learner profile descriptors have been co-constructed with teachers.</li><li><input type="checkbox"/> The profile descriptors are accessible to our stakeholders digitally.</li></ul>
3.2 Our inquiry model reflects needs, strengths and interests of our students	<ul style="list-style-type: none"><li>• Teachers will deliver authentic inquiry, utilise the student inquiry model and make relevant links to our learner dispositions. Explicitly teaching our inquiry and tools that support reflection anchor points.</li></ul>	Alana T Hayley Alecia	<ul style="list-style-type: none"><li><input type="checkbox"/> 80% of teachers can explain how our inquiry model connects to our vision [Rubrics]</li><li><input type="checkbox"/> 70% of students can talk about an inquiry they have done using the language of our inquiry model</li></ul>







# 2024 Annual Initiatives

Initiative	Measures	Term 1	Term 2	Term 3	Term 4
1.1 <b>Whitney</b> Consultation with all stakeholders	<input type="checkbox"/> A kete of tools to determine stakeholder engagement.				
	<input type="checkbox"/> 70% of identified stakeholders groups are consulted				
	<input type="checkbox"/> An overview and graph of valued community themes				
1.2 Our cultural capacity is evident by being a NE school	<input type="checkbox"/> A workable list of foundational practices identified that are essential to a NE school				
	<input type="checkbox"/> Leaders can notice, recognise, and respond/acknowledge to NE practices & feed this back to teams				
	<input type="checkbox"/> Te Tiriti is honoured in aspects of the school E.g teachers giving students opportunities to start the day using te reo Māori [karakia, waiata, pepeha]				
1.3 Hauroa is strengthened through systems and processes. (Lara)	<input type="checkbox"/> 80% of staff can recognise, respond and teach using Mitey & PB4L resources				
	<input type="checkbox"/> 90% of learners/teachers know systems and processes to improve wellbeing				



	<input type="checkbox"/> Leaders have an awareness of Tier Two practices & share this with staff				
2.1 Lara Assessment for Learning is embedded and sustainable	<input type="checkbox"/> 80% teachers have moved up on the AfL rubric to at least the next level		Survey T		
	<input type="checkbox"/> MBS Essential Practices are evident in 80% of teaching and learning areas		Ask TL		
	<input type="checkbox"/> 60% of teachers demonstrate agentic practice with peer observation video and learning conversations				
2.2 Our local curriculum represents who we are	<input type="checkbox"/> A list of tools for sustainable identification of what is important to our community				
	<input type="checkbox"/> Our environment contains visual representations of our Learner Profile				
	<input type="checkbox"/> A graphical representation of our key pedagogy is shared with staff		Team and Day booked		
	<input type="checkbox"/> An action plan guides our on-going local curriculum development	Funding ceased	New application submitted		
	<input type="checkbox"/> A coherent why, what and how we assess at MBS		To be fully implemented in 2025 along with MOE guidelines		
	<input type="checkbox"/> Essence statements for our pedagogy are published		Teachers written Edit next		

2.3 Writing targets are raising achievement levels for students; including our ELL.	<input type="checkbox"/> 15% of those 'below' curriculum level expectation are achieving at the expected level				
	<input type="checkbox"/> A review of our ELL learners and identified actions for future initiatives				
	<input type="checkbox"/> Kāhui Ako goals are personalised and have clarity and relevance for the MBS Learner				
3.1 <b>Hayley /Col</b> Our learner profile: shared language is living and evident	<input type="checkbox"/> Refined learner profile descriptors have been co-constructed with teachers				
	<input type="checkbox"/> The profile descriptors are accessible to our stakeholders digitally				
3.2 Our inquiry model reflects needs, strengths and interests of our students	<input type="checkbox"/> 80% of teachers can explain how our inquiry model connects to our vision and promotes agentic learning				
	<input type="checkbox"/> 70% of students can talk about an inquiry they have done using the language of our inquiry model				

Key

At Risk	Initial Scoping	On Track	Achieved
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## Developments:

### Strategic Goal 1:

*We care, connect and communicate - respectfully with each other, our community, our environment, and our world (by knowing ourselves).*

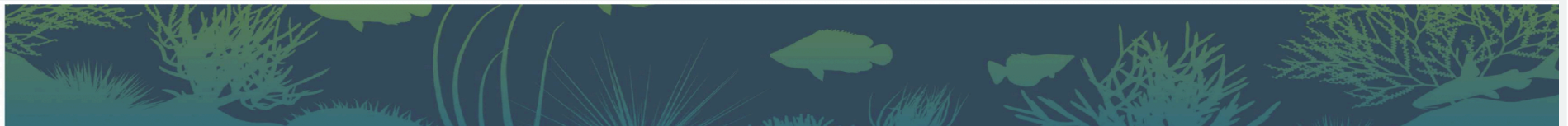
*Accountable: Whitney*

#### Term 1

- Successful hui held with Māori whānau (fish & chips afternoon).
- Worked with Selina Hinchco to synthesise community consultations and identify community themes to be used in our local curriculum plan.
- Staff have been attending Mitey workshops and we have had positive feedback from staff.
- We have been confirmed as Tier 2 for PB4L

#### Term 2

- Identified existing stakeholder voice, accessed new stakeholder voice; such as past students (currently yr 7 and yr 9), visitors, RTLB and Relievers and local shops.
- We have decided that 'Our Place' will hold a kete of our current and new tools - we asked what community valued
- Stakeholder themes have been shared with BOT and staff
- Teachers are reading the book in teams and discussing themes and implications for practice
- Teachers have attended Mitey PLD.
- PB4L has been rolled out in classrooms on a weekly basis. Terina sends out lessons that support the PB4L focus. The PB4L focus has been added to the new daily notices.
- We are still waiting on Tier Two training



## Strategic Goal 2:

*We are confident learners - who take risks, are responsible, resilient and strive for personal best.*

*Accountable: Lara*

### Term 1

- Team leaders have developed a plan of AfL delivery to their teams which support the strategic goal.
- Two more staff have benefited from leadership PLD.
- Through our work with PLD providers we have identified our value tools and pedagogy and are beginning to look at ways to represent this graphically.
- PLD funding for local curriculum has ceased.
- Our WSL's led an informative and practical staff hui around children's ability to plan and how it is linked to improved outcomes in writing.

### Term 2 week 7

- 2.1 Systems are in place through TL giving PLD and we will have a mid year check on rubric
- 2.1 Essential Practices staff meeting to keep this on top for teachers. On walk-throughs, 60% of students know what and why they are learning.
- 2.2 Planned hui with other kahui ako members to share mahi on individual school local curriculum
- 2.2 Work with Selina (facilitator from Core Ed)
- A review of our assessment practices at MBS to be actioned in 2025
- Tania and Hayley have had an initial conversation around what we are doing for our ELL students
- 2.3 Kahui Ako goals have been personalised through creating ways were for students to access their personalised writing goals. The teams have been consulted and refined syems for each team are being trialled



### Strategic Goal 3:

*We think and learn creatively - with curiosity and innovation*

*Accountable: Colleen and Hayley*

#### Term 1

- PLD provider Nicky Knight worked with staff to develop our learner profile descriptors. A rubric for our learner profile has been started.
- PLD providers Anne and Shona continue to support us with our new Mellons Bay School inquiry model. Their funded hours are about to finish. Inquiry two has begun and all team leaders feel confident in using the model and sharing the model with their students.

#### Term 2

- Inquiry unit holders are working with learner profile
- Questions to be formulated in regard to our Maori and Chinese community re what is important for descriptors.
- Inquiry unit holders have created a teacher survey to find out if teachers can explain how our inquiry model connects to our vision and promotes agentic learning.
- Inquiry unit holders are looking at questions to ask students to find out what they know about our MBS inquiry model and how they see it helping them learn.

