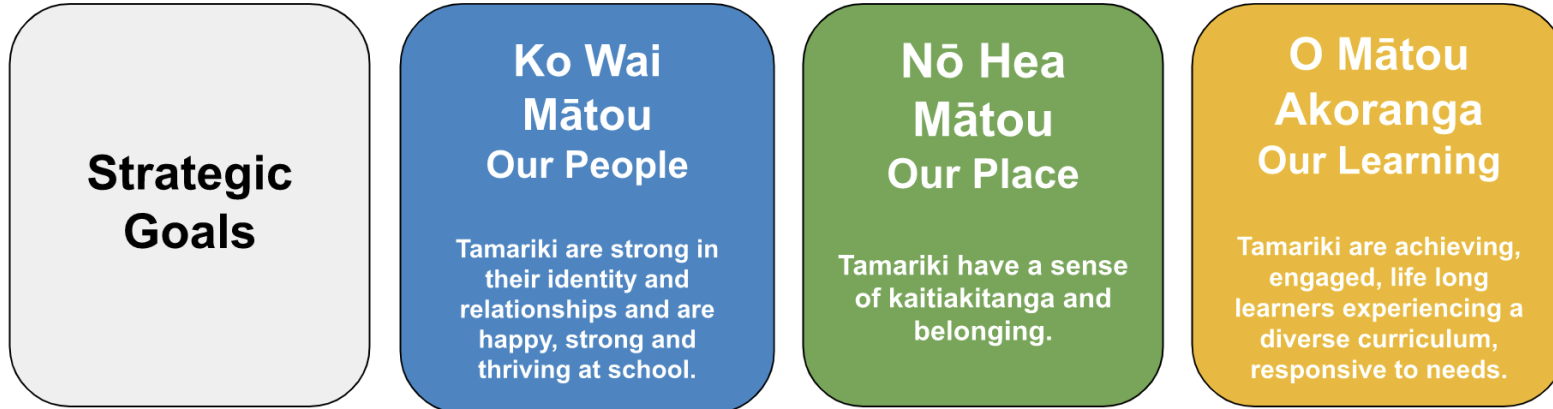


Miramar North School Annual Plan 2023



Ko Wai Mātou - Our People

Tamariki are strong in their identity and relationships and are happy, strong and thriving at school.

<u>Initiatives</u>	<u>Actions Year 1</u>	<u>Who</u>	<u>Date Achieved By</u>	<u>Evaluation/Next Steps</u>
1. Grow mātauranga Māori practices.	<p>Consistent use of karakia across the school - beginning the day, kai, team meetings, staff meetings.</p> <p>Celebrate key Māori events e.g. Parihaka, Matariki, Māori Language week, Mihi Whakatau, Māori-a-thon even/odd years.</p> <p>Māori whānau regular check-in via phone.</p> <p>Reach out to local iwi to build & strengthen relationships.</p> <p>Build staff capability and confidence in te reo & tikanga - all students and staff can say mihi.</p>	<p><i>(Team Leaders)</i></p> <p><i>(CoLs Leader)</i></p> <p><i>(CoLs Leader)</i></p>		

<p>2. Develop and grow wellbeing through the Whare Tapa Whā model and wider.</p>	<p>Building self-regulation and resilience in partnership with Skylight.</p> <p>Embedding well being into our planning.</p> <p>Strengthen staff & whānau understanding of the holistic nature of well being with the whare tapa whā model as one component; Strengthen MNS Circle of Care</p>	<p>(Principal)</p> <p>(TL)</p> <p>(Senior Leadership Team)</p>		
<p>3. Build collaborative staff relationships and strengthen home-school partnerships.</p>	<p>Develop cross-curriculum teams, move away from just syndicate-based activities.</p> <p>Shift syndicate meetings to be a more collaborative learning model.</p> <p>Develop syndicate leader role based action plans.</p> <p>Develop a Professional Growth Cycle model.</p> <p>Refresh teacher-parent connections: visibility, consistency approach for responses.</p> <p>Home & School Team continue to grow role and visibility.</p>	<p>(TL)</p> <p>(TL)</p> <p>(TL)</p> <p>(JA)</p> <p>(SLT)</p> <p>(Principal)</p>		
<p>4. Develop and embed our PB4L practices based on our TIKA values.</p>	<p><u>Developing</u> All school staff model the TIKA values.</p> <p>Implement a consistent praise/acknowledgement system across all classes.</p> <p>Start to record & track behaviour data.</p>	<p>(PB4L team)</p> <p>(PB4L team)</p> <p>(All teachers)</p>		

	Begin to analyse data & respond to target areas/students.	<i>(PB4L team)</i>		
	Implement TIKA lessons across all classes.	<i>(PB4L team)</i>		
	Start newsletter updates e.g.value of the week; behaviour tips.	<i>(PB4L team)</i>		
	Ensure there are staff meetings led by the PB4L team to communicate our PB4L journey and ensure consistency.	<i>(SLT)</i>		
	Develop a behaviour flowchart showing a continuum of procedures as a whole staff - agreeing on processes.	<i>(PB4L team)</i>		
	PB4L team attend Ministry PD for Tier 1 systems.	<i>(PB4L team)</i>		

Nō Hea Mātou - Our Place

Tamariki have a sense of kaitiakitanga and belonging

<u>Initiatives</u>	<u>Actions Year 1</u>	<u>Who</u>	<u>Date Achieved By</u>	<u>Review/Next Steps</u>
1. Develop our Local MNS Curriculum.	<p>Create a shared understanding of the elements, the customs and traditions that build our Local Curriculum.</p> <p>Create a holistic document: The story of MNS in words/ picture/graphic to represent our Local Curriculum.</p> <p>Social and information platforms reflect the MNS Local Curriculum - on Facebook, Website,</p>	<p><i>(Curriculum Leaders)</i></p> <p><i>(Principal)</i></p>		

	Seesaw.	(CL)		
2. Celebrate and strengthen students' culture	<p>Cultural celebrations are included in class planning:</p> <p>Celebrating and recognising cultural events that are reflective of the MNS community. -Whole school participation in cultural events</p> <p>Ensure students are recognised as leaders in their culture - develop student agency - students share their culture - become teachers.</p> <p>Continue Matariki community events with our Hāngi.</p> <p>Ensure a Home and school - committee partnership.</p>	<p>(TL)</p> <p>(TL)</p> <p>(SM)</p> <p>(SM)</p>		
3. Create innovative learning environments to enhance collaborative and sustainable practices.	<p>Create interactive outdoor learning spaces e.g. games, benches, walks, values, gardens.</p> <p>Develop sustainable practices across the school e.g. driveway gardens, composting.</p> <p>Inquiry plans have a future-focused element; environment, sustainability.</p>	<p>(Principal)</p> <p>(Principal)</p> <p>(TL)</p>		

O Mātou Akoranga - Our Learning

Tamariki are achieving, engaged, life long learners experiencing a diverse curriculum, responsive to needs.

<u>Initiatives</u>	<u>Actions Year 1</u>	<u>Who</u>	<u>Date Achieved By</u>	<u>Review/Next Steps</u>
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<p>1. Build confidence, capabilities and consistency in staff within maths.</p>	<p>Ensure a consistent practice of teaching maths across the school.</p> <p>Outside PD continues from Cognition Education.</p> <p>Develop self and peer feedback practices.</p> <p>Develop collaborative planning models in syndicates for maths.</p> <p>Continue to explore formative assessment in maths.</p> <p>Develop the role of the maths team in leading PD, coaching and learning within teams.</p>	<p>(Maths Leader)</p> <p>(ML)</p> <p>(Maths team)</p> <p>(TL)</p> <p>(TL)</p> <p>(ML)</p>		
<p>2. Build confidence, capabilities and consistency in staff within the curriculum refresh.</p>	<p>NZ histories curriculum - implement.</p>	<p>(CL)</p>		
<p>3. Build confidence, capabilities and consistency in staff within te reo Māori.</p>	<p>Develop a workable te reo progressions framework.</p> <p>Build classroom vocab capabilities, consistency.</p> <p>Link in te reo - units/inquiry, integrated into curriculum.</p>	<p>(SM)</p> <p>(SM, TL)</p> <p>(TL)</p>		

4. Build confidence, capabilities and consistency in staff within NZ histories Curriculum.	<p>Staff to learn more about Motu Kairangi history - local iwi, Pa, Kainga.</p> <p>Explore local stories - place based.</p> <p>Develop progressions of stories through school.</p>	<p><i>(TL)</i></p> <p><i>(CL)</i></p> <p><i>(CL)</i></p>		
5. Develop effective assessment and reporting to grow shared understandings of progress and achievement.	<p>Trial real time reporting either through Etap or Seesaw.</p> <p>Grow student agency on self and peer assessment tools.</p> <p>Refine OTJ level increments.</p> <p>Explore and investigate other assessment tools/platforms.</p>	<p><i>(CL)</i></p> <p><i>(TL)</i></p> <p><i>(SLT)</i></p> <p><i>(SLT)</i></p>		
6. Provide interventions that will support the inclusion and equity of tamariki with diverse needs e.g., learning needs, gender identity, behaviour.	<p>Ensure all classes/whole school celebrate Pride Week.</p> <p>Continue mixed gender sport in junior school or outside EZ.</p> <p>Resources purchased reflect equitable outcomes.</p>	<p><i>(TL)</i></p> <p><i>(Sports Leaders)</i></p> <p><i>(TL, SENCO)</i></p>		