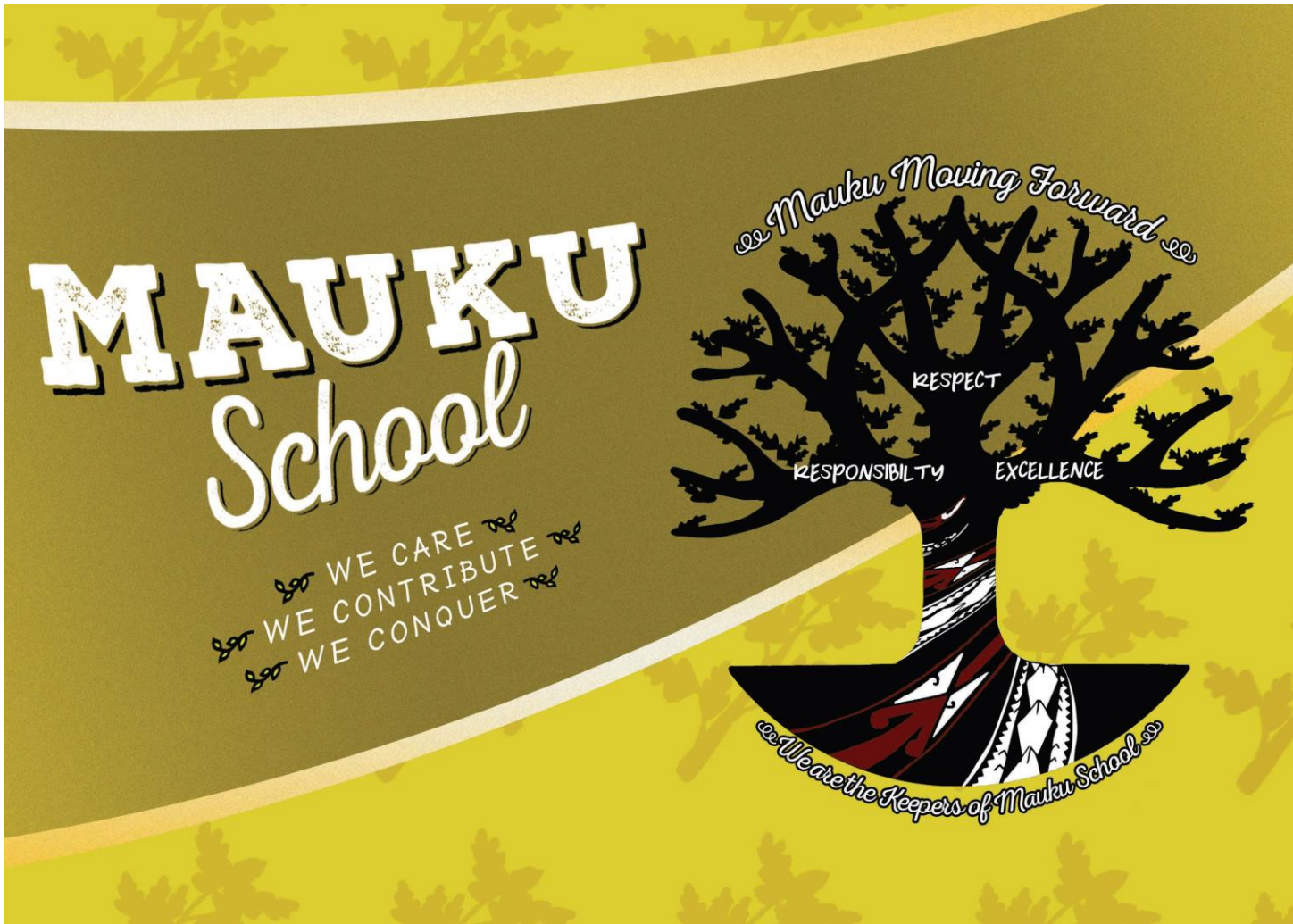


MAUKU SCHOOL Moving Forward



The Charter 2017



<i>Vision</i>	<i>Values / Nga Uara</i>	<i>Goals</i>
<p>We care contribute conquer</p> <p>“tiaki tatou i whai wāhi tatou i te wikiporia ia tatou”</p>	<p>Show respect / Manaaki of ourselves, each other, and the school environment</p> <p>Show consideration / Whai whakaaro a thoughtful, mindful consideration of ourselves and others.</p> <p>Take responsibility / Mahi a personal as well as a shared responsibility for our learning and behaviour.</p> <p>Strive for excellence / Hiranga a personal and shared commitment to work towards achieving highly in all we do.</p>	<ul style="list-style-type: none"> □ To become a sustainable learning community by 2018 <ul style="list-style-type: none"> • Reaching green/gold status as an enviro school • Introducing a standard operating set of procedures of Mauku practices • Extending student agency and home/school partnerships by having a meaningful goal setting process □ To grow teacher capability by <ul style="list-style-type: none"> • Embedding PB4L strategies • Strengthening curriculum pedagogy • Embedding the teacher inquiry model □ To embrace inclusiveness and diversity by <ul style="list-style-type: none"> • Representing our cultures visibly in the physical environment • Having inclusive support programmes • Strengthening home/school partnerships

Consultation process:

The wider parent community was consulted at various stages throughout the year including a Health Promoting Schools survey (88% of families responded), at interviews and face to face interactions. The BOT, staff and students had several opportunities to share their views for Mauku Moving Forward in different forums.

The Mauku School key stakeholders needs are...

<p>Our special Mauku culture...</p> <ul style="list-style-type: none"> ● A warm, caring environment where children believe in themselves and are given opportunities to grow. ● The school is a shared asset that embraces and welcomes the community ● All key stake-holders are passionate about learning and recognise we nurture our children in a partnership 	<p>The Unique Position of Maori culture...</p> <p>By celebrating being a bi-cultural nation.</p> <ul style="list-style-type: none"> ● Using Te Reo regularly as part of classroom programmes. ● Staff development including Te Reo Maori, Tikanga Maori and cultural awareness ● Providing opportunities for students who wish to learn the Maori language ● Including Maori student achievement in reports to the Board of Trustees. ● Starting assembly with the National Anthem in English and Te Reo. ● Being an integral part of the Te Huarahi pathway to raise Maori achievement in Franklin ● Starting the day with a school karakia together
<p>The principles valued by our community...</p> <ul style="list-style-type: none"> ● A small rural school ● Supportive environment ● Commitment / follow-up / home school partnership emphasis ● Access to trips / camps / shows ● Positive culture and high behavioural expectations. ● Supportive community –PTA / BOT ● Wider community relationships ● Commitment to student development through responsibilities e.g. whanau leaders, sports leaders, enviro team members 	<p>New Zealand's Cultural Diversity...</p> <p>By</p> <ul style="list-style-type: none"> ● Respecting and recognising diverse cultural backgrounds ● Encouraging students to share their cultures and celebrations and identify different cultures within classes ● Developing class programmes to encourage open-minded exploration of cultures ● Consulting with our various parent communities in any decisions affecting their students ● Representing our local ethnic groups in our physical environment

Mauku School Strategic Direction 2016-2018

Vision-Expectations	Strategic Goals	Measureable Outcomes	2017	2018
<p>We care...</p> <ul style="list-style-type: none"> For our physical environment For ourselves and others <p>We contribute...</p> <ul style="list-style-type: none"> To our school To our community To our world <p>We conquer...</p> <ul style="list-style-type: none"> We are successful We take risks We have a go 	1.To become a sustainable learning community	Reaching green/gold status as an enviro school	Achieving gold/green	Maintaining green/gold status
		Establishing a comprehensive set of Mauku School practices and procedures for all staff	Mauku curriculum folder will include link to policies and procedures and be available on the server	Embedded curriculum and policy document fundamental to planning and policy
		Extending student agency by having consistent goal setting processes	Goal setting with whanau established across the school	Consistent goal setting across CoL
	2. To grow teacher capability	Embedding Positive Behaviour 4 Learning strategies	Tier 1-Year 2 of PB4L –fundamentals articulated and practiced across rooms	Tier 1-Year 3 PB4L foundations embedded and induction for new staff and students established
		Develop a spiral of inquiry model	Target groups and reflections are based on an inquiry model focused around key questions and specific changes to teacher practice.	Teachers focus specifically on their practice and develop inquiry cycles of improvement independently
		Developing eportfolios	Consider the concept of evidence and link to TCs	Align eportfolios to appraisal and mentoring
	3. To embrace inclusiveness and diversity.	Represent our cultures visibly in the learning environment	At least one visual physical representation of each group	Greetings and protocols of each group used across the school
		Having inclusive support programmes	Teacher aide ESOL modules	Evaluate current programs
		Strengthening home/school partnerships	Include family and whanau in establishing learning goals	Establish Kaimatua support



Mauku Moving Forward 2017

Strategic Goal 1 - To become a sustainable learning community

Initiative	12 month milestone Where do we need to be at the end of 2017?	Key activities in 2017 How will we get there?
<p>Reaching green/gold status as an enviro school by developing an awareness of and responsibility for the school/national/global environment</p> <p>Engage in positive action that will sustain the school/national/global environment</p> <p>Transfer of learning from and between each learning context</p>	<p>-digital archives of enviro practices to show progress</p> <p>-philosophy revisited and embraced by all stakeholders</p> <p>-on track to achieve green/gold status in 2017</p> <p>-children have transferred the enviro learning at school into their home environment</p>	<ul style="list-style-type: none"> ✓ Enviro focus in each class working effectively to maintain present systems ✓ Support for enviro lead teacher by employing a teacher aide to help ✓ Each class have a term student lead inquiry with an enviro focus ✓ google classroom evidence of recycling at home/ package reduction ✓ butterfly garden and scented sensory garden established by TNB
<p>Establishing a comprehensive set of Mauku School practices and procedures for all staff</p>	<p>-up to date digital document available</p> <p>-one revised hardcopy accessible to staff</p> <p>-regular review and modify cycle in place</p>	<ul style="list-style-type: none"> ✓ compile an up to date set of Mauku curriculum documents on the server in a separate folder ✓ revise the NAG policy and procedures guidelines in digital form(as per the BOT timeline) which can be accessed by the staff and BOT
<p>Extending student agency by having consistent goal setting processes with parent input</p>	<p>-developing an understanding of learning and career pathways</p> <p>- each class builds up a pictorial representation of learning</p>	<ul style="list-style-type: none"> ✓ teachers to agree on way to build a pictorial representation of their students learning- eg individual kete, flower with growing petals, tool belt

Mauku Moving Forward 2017

□ Strategic Goal 2 - To grow teacher capability

Initiative What will support us to get there?	12 month milestone Where do we need to be at the end of 2016?	Key activities How will we get there?
Embedding Positive Behaviour 4 Learning strategies	Reinforce core values for the school agreed by all stakeholders	<ul style="list-style-type: none"> ✓ Timetable regular staff and PB4L team meetings to upskill staff in PB4L principles ✓ Revisit core values for Mauku School with student, staff and community input by having timetabled specific learning times. ✓ Keep teaching specific expectations for moving, traveling , assembling and playing as per the lessons developed. Focus on outdoor play expectations and zones. Analyse data from PB4L tracking each term.
Teaching as inquiry appraisal focus	Every teacher will take ownership of , and have in place a professional development plan to become more effective linked to specific evidence	<ul style="list-style-type: none"> ✓ Every teacher will maintain a record of professional development digitally. This will include evidence, regular updates and anecdotal records. ✓ Shared planning on google and critique with colleagues
To develop capability through support from professional agencies associated with the Pukekohe Community of Learners and related initiatives	Develop confidence with the eAsTTle rubric for marking and moderating across and between schools in our cluster. Have more extensive knowledge of the maths progressions and National Standards models.	<ul style="list-style-type: none"> ✓ Marking and moderating writing samples across the school each term and between schools through CoL ✓ bunched marking in Term 1, moderate with buddy in term 2, school wide moderation Term 3, Principal/DP moderation Term 4 ✓ Shared PD from within the CoL and FLAG ✓ Maths - use external facilitator to imbed learning from intensive in 2016 and help with deeper understanding of the maths progressions and NS

Mauku Moving Forward 2017

Strategic Goal 3 - To embrace inclusiveness and diversity

Initiative What will support us to get there?	12 month milestone Where do we need to be at the end of 2017?	Key activities How will we get there?
Represent our cultures visibly in the physical environment	Display artwork and cultural elements in our physical environment.	<ul style="list-style-type: none"> ✓ Plan an inquiry around representing ourselves in Term 1 which pictorially represents who we are. ✓ Design and build new whanau gardens that represent each main ethnic group in the new area
Having inclusive support programmes	Special support programmes for children with identified needs will be provided in class and evaluated for impact.	<ul style="list-style-type: none"> ✓ Provide teacher aide support in classes with regular opportunities for growth ✓ Measure effectiveness through PB4L forms on eTap. ✓ Access support from external agencies to help with strategies for inclusive practice and ESOL support ✓ Encourage home/school partnerships by welcoming parents into classrooms, sharing achievements by Google Docs, Facebook and face to face or phone interactions and postcard home. ✓ Develop programmes for gifted and talented group including Mathex problem solving and external exams
Strengthening home/school partnerships	All parents will be conversant about their children's learning and teachers will have established a personal rapport with families.	<ul style="list-style-type: none"> ✓ Participate in local events and initiatives including the Puni Cultural Festival, Te Huarahi and CoL ✓ Encourage referral to the local agencies ✓ Teachers keep a record of interactions with home included in appraisal document. ✓ keep updating our website- assign role to IT lead

Mauku National Priority ACHIEVEMENT TARGET FOR 2017

To raise the rate of progress for all students including Maori and Pasifika just at risk of not achieving the National Standards.

2016 end of year Overall Teacher Judgements and initial assessments for new enrolments have identified a group of Maori students across the school below the NS in at least one measured area.

Actions;

- ✪ To target all of these students collaboratively with the goal to accelerate their progress to enable them to meet their National Standard in all 3 areas
- ✪ As part of the Te Huarahi, the Pukekohe Community of Learners- Te Huarahi Ako kia ora tonu, and maths intensive support to share strategies to support Maori achievement and whanau engagement with colleagues in the area and use these to raise achievement.
- ✪ Peer appraisal with local teachers with strengths in writing and maths identified through the Local literacy group (FLAG) and CoL
- ✪ Regular professional learning meetings and reflections related to targeted students.
- ✪ Teacher's appraisal development goals and spiral of inquiry to focus on identified students.

Links to Strategic Planning:

Aligned to Strategic Goals 2 and 3.

Reporting and Review

- Determine target children in February
- Advise BOT regarding target in March
- Report progress against targets to BOT July and November.
- Report against the national standards to parents in plain language through term reflection letters, google classroom, parent interviews, korero with Maori families individually each term, Reading Together Programme and end of year written reports.
- School review of progress of identified students at least each term

Parent Involvement

Plain language reporting, face to face korero, Facebook and Google classroom interaction.