

School Charter

STRATEGIC AND ANNUAL PLAN



Keep **M**e safe

Re**S**pectful

Re**S**ponsible

On the right track

Mansell Senior School

2015 - 2017

Our Existing Vision – On the right track



Our Core Values

Honesty

Respect

Diversity

For our students this means a need to:

- treat each other honestly and fairly
- be truthful
- understand and accept the differences and similarities in others
- be supportive to everybody's needs

For our staff this means developing an environment that:

- encourages excellence
- respects students as individuals
- respects and acknowledges all cultures
- promotes tolerance, fairness and impartiality

For our community that means a school that:

- promotes stated values by example
- challenges students to do the very best they can
- promotes fair dealings between individuals
- encourages students to be socially responsible
- encourages students to be themselves

Cultural Diversity at Mansell Senior School

We strive to ensure every learner knows that what they bring to the learning table is valuable – their identity, language and culture counts. We understand and celebrate cultural diversity in the classroom (we use our prior knowledge, we consider multiple viewpoints...), in professional learning spaces (we use the Tātaiko to evaluate our practice, we use the Pasifika values compass to make connections...), in the school (we all learn te reo Maori me ona tikanga, we join Kapa haka, Pasifika group, Indian group...) and in our wider school community (we wānanga with parents, collaborate with our local marae...). We acknowledge Maori as tangata whenua and Tainui as mana whenua in all that we do.

2015 Review Our school name, vision and values are the focus of our students' Term 1 school-wide inquiry. There will be in-depth consultation with our students, staff, whanau & wider community to review each of these.

Our School Context

Student Presence

Percentage of student presence at school

	2012	2013	2014
Term 1	84.60	87.42	87.81
Term 2	84.47	83.12	86.66
Term 3	77.60	85.19	85.77
Term 4	75.14	78.95	78.61
Average	80.45	83.67	84.71

Student Engagement

Percentage of student engagement in curriculum

	2012	2013	2014
All Students	60.0	67.5	65.0

Student Achievement

Percentage of students achieving 'At' or 'Above' the National Standard

Reading	2012	2013	2014	Writing	2012	2013	2014
All Students	31.4	36.2	31.8	All Students	50.5	43.5	40.3
Maori	30.5	44.4	33.4	Maori	50.3	39.6	36.5
Pasifika	27.6	53.6	28.6	Pasifika	48.6	46.5	40.0
Male	21.3	52.0	23.7	Male	35.8	30.6	30.5
Female	40.4	36.1	38.5	Female	64.0	56.2	48.5
Mathematics	2012	2013	2014				
All Students	35.3	32.5	22.5				
Maori	37.7	35.2	22.6				
Pasifika	42.8	25.0	25.0				
Male	33.0	22.2	13.6				
Female	37.4	42.4	30.0				

Given our current situation, we aim to ensure each learner is: present, engaging, achieving and succeeding as themselves. There is evidence to show this is a strong framework for Maori students (through the Ka Hikitia national strategy), Pasifika students (through the Pasifika Education Plan) and students with special education needs (through the Success for All strategy).

Historical Context

Mansell Senior School was opened in 1962 as Papakura Normal Intermediate School and was attached to Ardmore Teachers' Training College.

In 2000, the school re-branded as Mansell Senior School in an effort to change the public perception of the school and create a positive impact within the community.

A Ministry of Education funded Early Childhood Centre catering for 50 children, was opened in 2010 on the school site and is currently being operated by the YMCA.

The school borders Papakura High School and the Mansell field bordering the school. The property consists of playing fields, 2 sealed playgrounds, 2 permanent teaching blocks (with 4 classrooms), 3 technology blocks (with 2 classrooms), an admin block with library/ICT/hall and other buildings utilised in different ways.

The school community is 75.5% Maori, 18.3% Pasifika with a small number of other ethnicities. Many of our students are from sole parent families, and a significant number of parents are beneficiaries. Historically we have approximately 30% transience which affects roll numbers throughout the year.

2015 - 2017 Strategic Aims



Overview of current & aspirational strategies to achieve aims

	Students	Staff & School	Whanau	
Successful <i>as self</i> <i>Am I into it?</i>	Students are part of a strong school culture		Whanau are partners in learning	
	<ul style="list-style-type: none"> Students are caring, confident and connected High expectations and key competencies * Uniform is reviewed so students wear them with pride 	<ul style="list-style-type: none"> Positive (PB4L) & restorative practices Shared vision & values Reimage, rename & reclassify 	Child, parent and whanau representation <ul style="list-style-type: none"> on Board of Trustees (with training) in policy in newsletter, on website, facebook and in local media Wider community representation <ul style="list-style-type: none"> local marae, organisations & events local schools - Rangatahi Festival 	
	All students are supported to succeed			
Present <i>Am I here?</i> <i>Right place...</i>	SENCO support SWIS support RTLB support In class teacher aide Study support	MATES mentoring Leader responsibilities Extra-curricular activities External leadership programmes True tuakana-teina approach	Responsive and inclusive practices <ul style="list-style-type: none"> Each child - differentiated teaching Maori – Ka Hikitia & Tataiako comps Pasifika - PEP compass values Learners with needs – Success for All 	
	ManaKidz Dental Clinic Breakfast Club Fruit in Schools KidsCan Kai	Healthy & safe culture Enrolment strategy Transition strategy Attendance strategy - Rock On Mates of Mansell sponsorship	<ul style="list-style-type: none"> Collaborative visioning Knowledge of paddling power Ownership of student achievement Celebration of success 	<ul style="list-style-type: none"> Ongoing check-ins Assemblies each week Inquiry showcases each term
Engaged <i>Am I doing it?</i> <i>Use learning minutes</i>	Teaching and learning is innovative and inquiry-based			
	<ul style="list-style-type: none"> Literacy and numeracy Inquiry learning * Adolescent education Te Reo Maori (bi-lingual) Integrated e-learning 	Specialist areas <ul style="list-style-type: none"> Technology learning Leadership academy Arts academy Sports academy 	<ul style="list-style-type: none"> Shared understanding of best practice Consistent best practice across school Shared timetable across school Co-operative planning & evaluation Leading learning in specialist areas 	<ul style="list-style-type: none"> On-going drop-ins Meet the whanau in Term 1 3 way conferences in Terms 2 and 4 Consultation Policy feedback
	<ul style="list-style-type: none"> Devices & camera sets Vibrant furniture 	<ul style="list-style-type: none"> Playground & shade sails Sport & cultural uniforms 	<ul style="list-style-type: none"> Interactive whiteboards and 3D printer Modern learning environments (10YPP) 	<ul style="list-style-type: none"> Whanau fono space Computer hub with internet access
Achieving <i>Am I getting it?</i>	Our professional learning community accelerates learning			
	<ul style="list-style-type: none"> Accelerate learning to meet reading Standards Accelerate learning to meet writing Standards Accelerate learning to meet maths Standards Progress in NZC learning pathways 	<ul style="list-style-type: none"> Robust assessment practices Teacher inquiry into own practice Professional learning community Effective teacher appraisal system 	<ul style="list-style-type: none"> Computers in Homes programme Whanau Ara Mua programme 	
Leadership Academy ~ Great leaders ~ have vision ~ bring the best out in others ~ plan ~ are charitable ~ speak up ~ persuade ~ promote greatness ~ care for the environment Arts Academy ~ dance ~ design ~ wearable arts ~ edible art ~ Pasifika dance ~ music ~ carving ~ Indian dance ~ drama ~ Sports Academy ~ soccer ~ rugby ~ netball ~ basketball ~ cross-country ~ touch ~ athletics ~ softball ~ orienteering ~ volleyball ~ Leader Responsibilities ~ School Leaders ~ School Ambassadors ~ School Mediators ~ Sports Coaches ~ Tech Angels ~ Health Champs ~ Class cadets ~ Office monitors ~ ~ School librarians ~ Music School Scholars ~ Extra-Curricular Activities ~ Indian group ~ Pasifika group ~ Kapa haka group ~				

Strategic Aims and Annual Goals

Aims	2015	2016	2017
Students are part of a strong school culture	<ol style="list-style-type: none"> 1. Establish a consistently positive and restorative school culture 2. Develop an environment that reflects our school's culture 3. Initiate the process of changing our school's direction 	<p>Consolidate practices & systems</p> <p>New school uniform introduced</p> <p>Phase in reclassification of school</p>	Sustain practices & systems
All students are supported to succeed	<ol style="list-style-type: none"> 1. Establish a healthy and safe culture so students are present 2. Strengthen systems for supporting learners with special needs 3. Provide opportunities for students to realise their potential 4. Develop responsive and inclusive practices across school 	<p>Consolidate strategies & strengthen HPS</p> <p>Consolidate systems</p> <p>Introduce other planned strategies</p> <p>Develop responsive practices for Pasifika</p>	<p>Strengthen Health Promoting Schools</p> <p>Sustain systems</p> <p>Involve wider community & schools</p> <p>Develop inclusive practices for all</p>
Teaching and learning is innovative and inquiry-based	<ol style="list-style-type: none"> 1. Establish consistent and effective planning, coordinating and evaluating of teaching and the curriculum 2. Establish inquiry-based learning which integrates adolescent education focuses 3. Develop Te Reo Māori me ngā tikanga Māori across the school 4. Establish consistent ICT usage across the school 5. Provide specialist curriculum areas through technology 6. Provide specialist curriculum areas through academy learning 7. Plan for the development of safe and modern learning environments and resources 	<p>Refine and consolidate approach</p> <p>Strengthen inquiry learning to effectively integrate all curriculum areas</p> <p>Establish a Māori bi-lingual class</p> <p>Develop effective e-learning practices</p> <p>Introduce new technology areas</p> <p>Review & broaden academy learning</p> <p>Implement 5 Year Property Plan</p>	<p>Review and sustain approach</p> <p>Sustain inquiry learning – go bigger and better with outcomes!</p> <p>Establish Māori Angels for true ako</p> <p>Further develop e-learning practice</p> <p>Consolidate new technology areas</p> <p>Consolidate academy learning</p> <p>Implement 5 Year Property Plan</p>
Professional learning community accelerates learning	<p>Student achievement targets</p> <ol style="list-style-type: none"> 1. Accelerate the progress of 36 students who are currently 'below' so they are 'at' or 'above' the standard (45.5% in 2015) 2. Accelerate the progress of 36 students who are currently 'below' so they are 'at' or 'above' the standard (50.0% in 2015) 	<p>Accelerate progress of 6 students in every class in all 3 areas – reading, writing and maths (progressively raise average target)</p>	<p>Accelerate progress of 6 students in every class in all 3 areas – reading, writing and maths (progressively raise average target)</p>
	<ol style="list-style-type: none"> 1. Effectively inquire into the teaching-learning relationship 	<p>Consolidate process & start ALLs/ALIM</p>	<p>Evaluate & sustain teaching as inquiry</p>
Whanau are partners in learning	<ol style="list-style-type: none"> 1. Strengthen how we communicate with parents 2. Provide opportunities for whanau to engage with our school 3. Engage parents in own learning programmes 	<p>Increase parent presence in school</p> <p>Strengthen quality of 3-way conferences & consult whanau in ethnic groups</p> <p>Review & strengthen use of whanau fono space (introduce Pasifika fono)</p>	<p>Maximise parent and school presence in wider community</p> <p>Establish home school partnership programme</p>

2015 Annual Plan

Strategic Aim 1 - Students are part of a strong school culture

We will develop a strong school culture which is positive, restorative, responsive and inclusive.
Our students will have a strong sense of self and belonging.

Goal 1	Establish a consistently positive and restorative school culture				
Context	An informal review in 2014 looked at the causal links between the rapidly declining school roll (from 318 students in 2004 to 130 students in 2014) and school practices. The most evidenced cause was student behaviour in and outside of the school. Feedback sought from students, parents and contributing schools confirmed this negative perception. Recorded behaviour incidences averaged 214 each term in 2014. Teachers have completed PB4L training as well as Margaret Thorsborne's restorative practice training.				
	Actions	Outcomes	Timeframe	Responsibility	Resourcing
	Review PB4L practices with an external PB4L leader	Positive School Culture Plan co-constructed and reviewed	Once a term	Leadership team	Donated time
	Leadership team to act as PB4L core group and meet every second Friday to review strategies	Timely referral of students needing in-depth support	Ongoing	Leadership team	
	Key competencies developed and shared school-wide through assembly & daily notices & reinforced with Right Track cards	Daily emphasis on key competency development	Weekly	Leadership team	
	Co-construct a common approach to discipline, e.g., school-wide behaviour matrix and rewards system	Evidence of students meeting behaviour expectations (e-tap)	Term 1 Week 5	Principal	\$300 – rewards
	Develop restorative prompts that are used consistently across the school	Restorative chats are the most common method of resolution	Term 1 Week 5	Principal	
	Access Cool Schools mediation training for all staff Ensure training is implemented school-wide	Shared approach to teaching mediation skills	Term 2 onwards	Principal PB4L leader	\$200 – TOD & apply for MOE \$
	Train school mediators to support students in the playground and in class	Mediators feel confident to help students solve problems	Ongoing	PB4L leader	\$100 – vests & resource books
Monitoring					

Goal 2	Develop an environment that reflects our school's culture				
Context	The current school vision and values (keep me on the right track, keep me safe, respectful and responsible) exemplifies a reactionary school culture with low expectations of students' ability to keep themselves on the right track. The school name is synonymous with student misbehaviour for a number of community members. Positive associations are often made when recalling the school as 'Papakura Intermediate'. The name change to Mansell is viewed by local educators as the downwards turning point for the school. The school uniform and property does not depict a modern, mature feel that caters for young adolescents.				
Actions		Outcomes	Timeframe	Responsibility	Resourcing
Review school name, vision and values with school community, ensuring Māori are represented		Revised name, vision and values Profile of a Year 8 graduate	Terms 1 and 2	Leadership team	\$200 - Meet the Whanau hui
Involve stakeholders in designing a new school uniform that reflects school vision and values		New school uniform that is practical and students can be proud of	Term 3	Principal & Student leaders	Cost of design
Involve all students in developing the school garden through the Guardianship academy		Food for technology classes and whanau	Ongoing	Guardianship inquiry teacher	
Student inquiry into ways we can 'make our mark' in our school environment		Sculpture trail and other changes to school environment	Term 3	Tech teachers & Inquiry leader	\$400 - materials
Paint exterior of buildings to reflect reimagining		Reimagined school buildings	2015-2016	Property team	Cost of contract
Monitoring					

Goal 3	Initiate the process of changing our school's direction				
Context	Refer to application and supporting documents.				
Actions		Outcomes	Timeframe	Responsibility	Resourcing
Liaise with school's Senior Advisor through-out decision making process		Awareness of indicators impacting change	Ongoing	Principal	
Gather evidence to show school's educational and financial viability		Application proves viability	Term 1	Principal	
Consult school community on options for change and implications for our students		Decision made	Term 1	Board of Trustees	
Consult staff about the proposal and what it would mean for them		Employees informed	Term 1	Board of Trustees	
Inform local schools where the roll might be affected by the change and invite comment		Application considers input of all stakeholders	Term 1	Board of Trustees	
Submit application to Ministry of Education		Application submitted	1 April 2015	Board of Trustees	
Monitoring					

Strategic Aim 2 – All students are supported to succeed

We will strengthen the support we give individual students. Our students will be present, ready to learn, supported and extended.

Goal 1	Establish a healthy and safe culture so students are present			
Context	We have a Health Promoting School (HPS) coordinator and Students with Educational Needs Coordinator (SENCO) who have worked towards creating a healthy and safe culture. There is a need to ensure these systems are reviewed, strengthened and streamlined.			
Actions	Outcomes	Timeframe	Responsibility	Resourcing
Review health and safety policies and procedures	School environment is safe for everyone	Ongoing	BOT & Principal	
Strategies for healthy bodies <ul style="list-style-type: none"> • Support ManaKids with administration • Continue Mobile Dental Clinic scheme • Create annual overview for tests and vaccines 	Students have timely health checks Students have timely dental checks Students are tested and vaccinated	Ongoing Term 3 Ongoing	SENCO & Receptionist SENCO	
Strategies for healthy eating <ul style="list-style-type: none"> • Align Breakfast Club with study support • Continue with Fruit in Schools • Introduce KidsCan kai system for students who need food to sustain them through day 	Students are fed and ready to learn	Ongoing	SENCO & Receptionist Teacher aide & Health Champs Receptionist	Donated goods
Strategies for resourcing students <ul style="list-style-type: none"> • Set-up part payment system for parents • Establish 'Mates of Mansell' programme where community can sponsor individual students' stationery, technology fees and camp fees 	Every student has what they need to help them learn	Ongoing	Office manager Principal	Free advertising in newsletter \$50 admin cost
Strategies for increasing attendance <ul style="list-style-type: none"> • Review strategy for quicker response to truancy • Contribute to Rock On initiative 	Students are present at school		Principal & Attendance officer	
Strategies for transitioning students <ul style="list-style-type: none"> • Invite Year 6 students and families to participate in events and open days once a term (survey) • Plan data and information sharing discussions with contributing (survey) and high schools 	Survey students and families for smoothness of transition	End of each term Term 3	Leadership team & Technology team	\$200 technology open day
Strategies for promoting active lifestyles <ul style="list-style-type: none"> • Student inquiry into 'getting active' • Source funding and plan school camp • Establish lunchtime sports led by Sports Coaches • Start student-led initiatives led by Health Champs 	Healthy food policy reviewed 100% participation in school camp Increased participation (tracking) Student feedback	Term 2	HPS coordinator & Sports leader AP Sport leader HPS coordinator	\$400 - materials
Monitoring				

Goal 2	Strengthen systems for supporting learners with special needs				
Context	Students with Educational Needs Coordinator (SENCO) replaced previous SENCO in 2014 without handover and support. There is a high need in our community. In 2014, 92 out of 130 students engaged in 209 interventions (59.35%) - this was an average of 2.27 interventions per student.				
Actions	Outcomes	Timeframe	Responsibility	Resourcing	
Review student support procedures	Student support procedures are in place	Term 1	SENCO	0.1 FTE	
Compile a list of services and supports available	Staff aware of support available	Term 1	SENCO		
Develop accessible student support register	Information is easily accessible	Ongoing	SENCO		
Prepare documentation & people for student support meetings & facilitate these effectively	Timely referrals and response for students / whanau / teachers	Fortnightly-2015	SENCO		
Allocate teacher aide to students with needs	Students are supported with learning	Every 5 weeks	SENCO		
Liaise effectively with Social Worker in Schools and other external agencies to get the best service for students	Timely referrals and response for students / whanau / teachers	Ongoing	SENCO & Principal		
Monitoring					

Goal 3	Provide opportunities for students to realise their potential				
Context	There is a need for a more systematic, school-wide approach to building student leadership, participation and contribution.				
Actions	Outcomes	Timeframe	Responsibility	Resourcing	
Increase participation in Study support centre and ensure sessions are conducive to learning	As per Study Support annual plan	Ongoing	Principal	As per contract	
Continue MATES mentoring programme with the University of Auckland & include university visit	As per MATES annual plan	Ongoing	Māori leader		
Introduce leadership responsibilities - students apply for positions and undertake training	Student responsibility increases	Ongoing	Leadership team		
Liaise with Music School to strengthen partnership	Four students are allocated scholarships	Ongoing	Music leader		
Increase opportunity for students to participate in extra-curricular activities – kapa haka, Pasifika & Indian groups	Student participation increases	Ongoing	Group leaders		
Source funding for leadership development programme	School leaders work as a team	Term 2	SENCO	\$2,000	
Monitoring					

Goal 4	Develop responsive and inclusive practices across school				
Context	Given that over 70% of our students are Māori, the school is situated within a strong urban Māori community and staff awareness of Te ao Māori is varying, there is a real need for teachers to develop culturally responsive and inclusive practices.				
Actions	Outcomes	Timeframe	Responsibility	Resourcing	
Apply for external support to develop consistent responsive and inclusive practices in classrooms	Shared understanding of culturally responsive strategies for Māori learners	Term 1	Principal		
Observe in classrooms & give feedback that is relevant	Māori being taught as Māori	Terms 2-3	Principal & contractor		
Co-construct an essence statement for responsive teaching	Shared pedagogical content knowledge	Terms 2-3			
Monitoring					

Strategic Aim 3 – Teaching and learning is innovative and inquiry-based

We will provide an innovative, inquiry based curriculum. Our students will engage in a broad curriculum while being able to specialise in areas.

Goal 1	Establish consistent and effective planning, coordinating and evaluating of teaching and the curriculum			
Context	Teachers and leaders engaged in in-depth Leadership and Assessment PLD in 2014 with Selena Hincho which introduced teaching as inquiry. There is a need to gain consistency throughout the school so there is a shared understanding of best practice.			
Actions	Outcomes	Timeframe	Responsibility	Resourcing
Choose curriculum leaders to lead learning & co-op planning	Distributed leadership	Term 1	Principal	Salary units
Introduce a shared timetable across the school	Shared timetable	Term 1	Principal	
Provide needs-based Professional Learning Sessions (PaLs) for staff on effective pedagogy in accordance to PLD plan	Shared pedagogical content knowledge	Every Mon 3-6pm	Principal	PLD allocation
Co-construct an essence statement on effective pedagogy	Shared pedagogical content knowledge	Terms 1-3	Leadership team	
Gather student input into what makes an effective teacher	Profile of a champion teacher	Term 2	Leadership team	
Collate and align all curriculum essence statements	Shared pedagogical content knowledge	Term 3	Leadership team	
Lead and coordinate Planning Meetings for staff	Consistent approach to planning	Every Weds 3-5pm	AP	
Formulate & use planning templates that reflect best practice	Standardised weekly planning	Term 1	AP	
Collect, evaluate & give feedback to class teachers on planning	Consistent approach to planning.	Every Mon	AP	Release
Observe in classrooms & give feedback that is relevant to teachers' development goals and the Professional Standards	Teacher growth and development Evidence based appraisal discussions	Ongoing	Leadership team	0.1 FTE
Monitoring				

Goal 2	Establish inquiry-based learning which integrates adolescent education focuses			
Context	Inquiry learning is not currently in place though one teacher is using this approach and teachers have completed a Bec Galloway course.			
Actions	Outcomes	Timeframe	Responsibility	Resourcing
Provide needs-based Professional Learning Sessions for staff	Shared pedagogical content knowledge	Ongoing	AP & Inquiry leader	PLD allocation
Co-construct an essence statement with staff	Shared pedagogical content knowledge	Terms 1-3	Tech leader	
Co-construct a school-wide inquiry model	Students lead own learning using model	Terms 1-3	Inquiry leader	
Plan and review inquiries related to - Mansell on the Move <ul style="list-style-type: none"> Reviewing the past & keeping ourselves safe Getting active & school camp Making your mark & puberty education Looking forward & career education 	Key competencies are developed. Whole-school key outcomes involve sharing students' learning, champions, whanau, local schools, local media and a fundraising aspect (if appropriate).	Teacher only days Term 1 Term 2 Term 3 Term 3	Inquiry leader & ...AP ...Sport leader ...Tech team ...Māori leader	\$600 – outcomes + PLD allocation
Lead co-operative planning of inquiry learning	Consistent approach to planning	Every Weds 3-5pm	AP & Inquiry leader	
Monitoring				

Goal 3	Develop Te Reo Māori me ngā tikanga Māori across the school				
Context	In 2014 a Maori achievement plan was established but it lost momentum for a number of reasons, namely, changes in leadership.				
Actions	Outcomes	Timeframe	Responsibility	Resourcing	
Provide needs-based Professional Learning Sessions for staff	Shared pedagogical content knowledge	Ongoing	Māori ldr & Principal	PLD allocation	
Co-construct an essence statement with staff	Shared pedagogical content knowledge	Terms 1-3	Māori leader		
Lead co-operative planning of Te reo Māori and tikanga Māori	Consistent approach to planning. Teachers feel competent & confident.	Every Weds 3-5pm	Māori leader		
Access and organise teaching and learning resources	Relevant resources are used	Ongoing	Māori leader		
Monitoring					

Goal 4	Establish consistent ICT usage across the school				
Context	Infrastructure in the school is well-established. The school has been SNUPPed. Each classroom has projectors and every child has either an iPad, notebook or apple computer to support their learning. See 2014 Analysis of Variance for detail of limited use of ICTs in classrooms.				
Actions	Outcomes	Timeframe	Responsibility	Resourcing	
Provide and coordinate needs-based Professional Learning Sessions for staff on using mimios and googleapps	Mimios and googleapps used effectively as a teaching tool on a daily basis	Terms 1-2 - mimio Ongoing - google	e-learning leader	\$10,000 - mimios	
Co-construct an essence statement with staff	Shared pedagogical content knowledge	Terms 1-3	e-learning leader		
Coordinate AV gear, devices & support for teachers	ICTs working. Tech Angels trained.	Ongoing	e-lrng & tech ldrs	Entity fee & AV \$	
Access and organise resources that support teaching	Relevant resources used in classrooms	Ongoing	e-learning leader		
Monitoring					

Goal 5	Provide specialist curriculum areas through technology				
Context	Client schools have withdrawn from the technology programme in the past with our largest client school withdrawing in 2014. A formal survey of 286 Year 6 students found that they did not prefer multi-materials or art. New technology areas students were mostly interested in: electronics, robotics, hard materials and fashion. Students were highly interested in music (third most popular option) through schools weren't.				
Actions	Outcomes	Timeframe	Responsibility	Resourcing	
Provide 1-1 Professional Learning Sessions in hard materials	Hard materials integrated into multi-m	Ongoing	Tech leader	As detailed in budget for each technology area	
Co-construct an essence statement with technology team which outlines effective practice in technology	Shared pedagogical content knowledge	Terms 1-3	Tech leader		
Formulate & use planning templates that reflect best practice	Standardised approach to planning	Term 1	Tech leader		
Support teachers to plan programmes within budget	Budgets	Term 1	Tech leader		
Collect, evaluate & give feedback to tech teachers on planning	Consistent approach to planning.	Every Weds 3-5pm	Tech leader		
Explore options for alternative technology programmes	Proposal for 2016	By Term 3	Tech leader		
Monitoring					

Goal 6	Provide specialist curriculum areas through academy learning				
Context	Students and teachers formally reviewed the 2014 Performing Arts programme using PMIs and found there was a need for better provision.				
Actions		Outcomes	Timeframe	Responsibility	Resourcing
Establish leadership, sports and arts academies		Curriculum structure in place	Term 1	Principal Sport leader Music leader	
Provide and coordinate needs-based Professional Learning Sessions for staff in academy curriculum areas		Shared pedagogical content knowledge	Ongoing		
Co-construct essence statements with staff		Shared pedagogical content knowledge	Terms 1-3		
Formulate & use planning templates that reflect best practice		Standardised approach to planning	Term 1		
Collect, evaluate and give feedback to staff on planning and teaching in academies		Consistent approach to planning and teaching	Ongoing		Release
Access and organise teaching and learning resources		Use of relevant resources	Ongoing		
Monitoring					

Goal 7	Plan for the development of safe and modern learning environments and resources				
Context	In 2014 staff & Board of Trustees identified resources & property priorities that will enhance learning. The last 5 year property has almost ended.				
Actions		Outcomes	Timeframe	Responsibility	Resourcing
Develop 10 Year Property Plan		Property plan in place and signed off	1 June 2015	Property Committee	Cost of contract
Purchase mimio teaching tools and classroom furniture		Tools support teaching and learning Furniture conducive to student learning	Term 1	Principal	
Establish 'Mates of Mansell' where businesses can donate towards – chrome books, cameras, 3D printer & shade sails		Tools support teaching and learning. Students have shade areas outside.	Ongoing	Principal & Volunteer	
Apply to funding organisations for a school playground		Fitness, sports & playtime is enhanced	Terms 1-2		
Apply to funding organisations for sports & cultural uniforms		Sports and cultural uniforms that are practical and students can be proud of	Ongoing		
Support staff and students who want to apply for funding which supports academy or inquiry learning		Resources support teaching and learning	Ongoing	Leadership team	
Monitoring					

Strategic Aim 4 – Our professional learning community accelerates learning

We will strive for excellence in literacy and numeracy teaching and learning. Our students will make accelerated progress and achieve in their learning.

Goal 1	Effectively inquire into the teaching-learning relationship as a professional learning community				
Achievement Targets	1. Accelerate the progress of 36 students who are currently working 'below' the national standards in maths so they are 'at' or 'above' the standard (+14 Year 8's on track to meet standards = an overall increase from 22.5% in 2014 to 45.5% in 2015) 2. Accelerate the progress of 36 students who are currently working 'below' the national standards in reading so they are 'at' or 'above' the standard (+19 Year 8's on track to meet standards = an overall increase from 31.8% in 2014 to 50.0% in 2015)				
Context	See 2014 NAG 2A(b) form, NAG 2A(c) form and the Analysis of Variance document for detail of achievement problem.				
Actions	Outcomes	Timeframe	Responsibility	Resourcing	
Note - this goal links directly with Teaching & Learning Goal 1 & Student Support Goal 4					
Develop appraisal process that integrates cultural competencies (Tātaiako) and teaching as inquiry	Teachers' development goals target the needs of Māori learners	Term 1	Principal		
Establish robust Teaching as Inquiry process – teachers... <ul style="list-style-type: none"> • Use assessment information to select 6 target students in maths and reading • Develop teacher inquiries which focus on the strengths and needs of the target group • Unpack the 'teaching as inquiry' cycle and plan inquiry process with support from inquiry buddy • Engage in protocolled Professional Learning Groups focused on target group and teacher learning • Use professional readings to inquire 'deeply' • Use tools to observe / be observed and give / receive feedback relevant to the inquiry goal 	<ul style="list-style-type: none"> • Appropriate students chosen – 'below' & Māori • Appropriate inquiry chosen – strategy based • Inquiry is planned with clear outcomes from outset • Inquiry into teaching-learning relationship is evidence-based • Pedagogical content knowledge • Teacher supported to reflect, adapt and develop practice 	Start of each term Start of each term Start of each term Each term Weeks 3 and 7 Ongoing Each Thursday Ongoing	Leadership team Leadership team Leadership team Principal & AP Principal & AP Inquiry buddies Principal & AP		
Strengthen assessment, literacy and numeracy practices <ul style="list-style-type: none"> • Use AP's math inquiry & teaching to lead others • Provide regular Professional Learning Sessions on <ul style="list-style-type: none"> ○ analysing and using assessment tool data ○ effective formative assessment practices ○ making OTJs using robust sources of info ○ base literacy and numeracy practice • Develop handbook on assessment best practice • Start using e-tap to collate, share and use data • Create electronic report to go home twice a year • Develop essence statements for literacy & maths 	<ul style="list-style-type: none"> • Modelling of numeracy practice • Pedagogical content knowledge • Improved assessment practices and knowledge of the learner • Robust OTJs • Pedagogical content knowledge • Consistent practice • Streamlined data sharing & use • User-friendly, modern report • Pedagogical content knowledge 	Terms 1-2 Each term Weeks 4, 5, 8 & 9 Terms 1-3 Term 2 Term 2 Terms 1-3	AP Principal & AP AP AP Leadership team Principal & AP	As outlined in RTLB project Cost of assessments \$2,000	
Monitoring					

Strategic Aim 5 – Whanau are partners in learning

We will strengthen whanau partnership by ensuring whanau are represented, present, engaged and achieving. Our students will be supported in their learning.

Goal 1	Strengthen how we communicate with parents				
Context	The Board of Trustees and leadership team view it as important to communicate student learning and achievement more effectively.				
	Actions	Outcomes	Timeframe	Responsibility	Resourcing
	Review design of newsletter and align content with school's priorities and student learning	Revamped newsletter format Weekly updates for parents	Term 1	Principal	
	Regularly update school website with newsletters & info Develop class pages on the website	Revamped and updated website Class pages established	Weekly - 2015	AP & Receptionist E-learning leader	\$600
	Regularly update website with student contributions through 'Proud to promote' academy	Increased website visits	Every 4 weeks	'Proud to Promote' Academy teacher	
	Establish school facebook page	Wider range of whanau updated	Weekly - 2015	Principal	
	Invite media to cover initiatives and events in our school	Increased promotion	Ongoing	AP	
Monitoring					

Goal 2	Provide opportunities for whanau to engage with our school				
Context	Parent and whanau presence at school events and consultations has been historically low.				
	Actions	Outcomes	Timeframe	Responsibility	Resourcing
	Revamp assemblies so they are student-led	Parents attending assembly	Term 1	Music teacher	
	Consult parents on school name, vision and values	Meet the whanau evening	Term 1	Principal	\$200
	Report achievement data in 3-way conferences	Accurate reporting	Term 2	Staff	
	Utilise parents and locals to organise Rangatahi Festival	Successful Rangatahi festival & item	Term 3	AP & Maori leader	
	Invite parents and whanau to other inquiry outcomes	Shared inquiry outcome	Each term	Inquiry team	
	Continue to seek parent support for events, camp, etc.	Increased whanau partnership	Ongoing	Leadership team	
Monitoring					

Goal 3	Engage parents in own learning programmes				
Context	The Board of Trustees and principal identified the need for meaningful parent engagement programmes to support our whanau.				
	Actions	Outcomes	Timeframe	Responsibility	Resourcing
	Establish a whanau fono space	Shared space in school for whanau	Term 1 Week 5	CIH facilitator	
	Initiate Computers in Home programme for 20 families	Computers in home support learning	Terms 1 and 2	CIH facilitator	As per contract
	Initiate Whanau Ara Mua adult education course	Collaborative partnership	Ongoing	Principal	As per contract
Monitoring					