



**School Charter
Strategic and Annual Plan
Maraetai Beach School 2017 - 19**

BOT CHAIRPERSON

PRINCIPAL

Mission Statement	A learning community that provides an exciting, challenging programme designed to extend student’s horizons in a secure, safe environment.
Vision	<p style="text-align: center;">People, Potential, Planet</p> <p style="text-align: center;">We value People and accept uniqueness We value Potential by developing resilient lifelong learners We value the Planet by contributing to Earth’s well being</p>
Values	Respect / Whakaute, Integrity / Ngakau Tapatahi Resilience/Manawaroa, Excellence / Rawe
Principles	Student Achievement, Quality Relationships, Professional Excellence
Māori dimensions and Cultural Diversity	<p style="text-align: center;"><i>A culture of respect and celebration of achievement underpins our philosophy as we work in partnership with all members of our community. Maratai Beach School true to its M ori name, meaning the “Safe Waters” and/or “Meeting place by the Sea” therefore we will be inclusive of all cultures, as appropriate to its community, we have developed policies, plans and practices that reflect New Zealand’s cultural diversity and unique position of M ori .</i></p> <p>In recognising the unique position of Māori, We will take all reasonable steps to provide instruction in Tikanga Māori (Māori Culture) and Te Reo Māori (Māori Language).</p> <p>We are developing links to Umupuia Marae and are in the process of setting up regular Marae visits. We are building relationships with Ngai Tai.</p> <p>Maratai Beach School is committed to including and developing all students in our community; including Māori, Pasifika and Asian students and students with special education needs and this is reflected in both the Strategic and Annual Plan.</p> <p>New Zealand’s cultural diversity At our school we celebrate cultural diversity and practise inclusivity by:-</p> <ul style="list-style-type: none"> ● Ensuring that each individual student’s cultural background is valued and celebrated within class and school programmes ● Ensuring that appropriate Professional Development is provided to staff so that they can best meet the cultural needs of all students ● Recognising that our own demeanour and heritage will impact on interactions with children of all cultures. <p>The unique position of the Māori/Pasifika cultures At our school we:-</p> <ul style="list-style-type: none"> ● Will be guided by the principles of the Treaty of Waitangi

- Use Ka Hikitia and the Pasifika Education Plan
- Make use of the relevant strengths of all staff, and our Māori and Pasifika community
- Implement basic Te Reo Māori within our class and school programmes
- Value input and feedback from our Māori and Pasifika community

We acknowledge Māori is unique to New Zealand and all reasonable steps are taken to provide and encourage the use of te reo me ona tikanga Māori throughout the school.

Reference Documents

- Ka Hikitia Accelerating Success 2013 – 2017
- The Pasifika Education Plan 2013-2017
- Success for All – Every School, Every Child

Review of Charter and Consultation


The 2016 Annual Plan was reviewed by the BOT and end of year. The Board of Trustees carried out and reported back a comprehensive community survey. The Senior Leadership Team has consulted with the staff and the Board of Trustees on the strategic direction for 2017. Policy review timetable and framework has been updated and implemented. A Calendar has been developed for Board of Trustees work programme. The BOT will ensure this document is reviewed and updated by all stakeholders annually.



Strategic Section

<p><i>We want all our learners to be</i></p> <ul style="list-style-type: none"> ● High Achievers ● Have a sense of ownership and belonging ● Leaders in areas they have a passion for ● Recognised for their Individual talents ● Enthusiastic and engaged ● Proud of their learning ● Confident and resilient 	<p>People</p> <p>We value People and accept uniqueness</p>	<p>Potential</p> <p>We value Potential by developing resilient lifelong learners</p>	<p>Planet</p> <p>We value the Planet by contributing to Earth's well being</p>
<p>We will achieve this through:</p>	<ol style="list-style-type: none"> 1. <i>Our School Vision and Values</i> 2. <i>Leadership</i> 3. <i>Pedagogy and Collaboration</i> 4. <i>Student Ownership</i> 	<ol style="list-style-type: none"> 1. <i>High Achievement</i> 2. <i>A high quality, balanced and inclusive curriculum</i> 3. <i>High Engagement</i> 4. <i>Teaching as Inquiry</i> 	<ol style="list-style-type: none"> 1. <i>Supportive Partnerships</i> 2. <i>Digitally fluent learners</i> 3. <i>Environmentally responsible students</i> 4. <i>Supportive transitions</i>

Our strategic direction is delivered through our 3Ps - People, Potential and Planet. Therefore our strategic direction is in 3 parts and each has four key goals that enable us to achieve what our Board and Community want for our learners. Each key goal has a statement that is then further developed in our Annual Plan.

	Key Goals		
	2017	2018	2019
<p>People</p> <p>We value People and accept uniqueness</p>	<p><u>Vision and Values</u> All staff and students are able to articulate our values and vision and they are evident in classrooms and school grounds .</p>	<p><u>Vision and Values</u> All staff and students are able to articulate our values and vision and they are evident in classrooms and school grounds .</p>	<p><u>Vision and Values</u> All staff and students are able to articulate our values and vision and they are evident in classrooms and school grounds .</p>
	<p><u>Leadership</u> Continue to grow a strong leadership team & develop other leaders within the staff.</p> <p>Further enhance leadership opportunities continues across the school for children.</p>	<p><u>Leadership</u> Continue to grow a strong leadership team & develop other leaders within the staff.</p> <p>Further enhance leadership opportunities continues across the school for children.</p>	<p><u>Leadership</u> Continue to grow a strong leadership team & develop other leaders within the staff.</p> <p>Further enhance leadership opportunities continues across the school for children.</p>
	<p><u>Pedagogy and Collaboration</u> Further develop staff pedagogy through understanding of</p>	<p><u>Pedagogy and Collaboration</u> Embed use of of Teaching as Inquiry and Afol practices</p>	<p><u>Pedagogy and Collaboration</u> Embed use of of Teaching as Inquiry and Afol practices</p>



	Teaching as Inquiry and Afol practices		
<p>Potential</p> <p>We value Potential by developing resilient lifelong learners</p>	<p>Student Ownership Embed the use of kid-speak goals so students can articulate what they are learning and why. Articulate achievement against the National Standard.</p>	<p>Student Ownership Ensure the use of kid-speak goals so students can articulate what they are learning and why. Articulate achievement against the National Standards.</p>	<p>Student Ownership Ensure the use of kid-speak goals so students can articulate what they are learning and why. Articulate achievement against the National Standards.</p>
	<p>High Achievement To increase the number of students achieving at or above National Standard at MBS in the key areas of Literacy and Numeracy, especially in line with our 2017 Targets.</p> <p>Continuous improvement for tracking and reporting students achievement with reference to National Standards and NAG2A guidelines.</p>	<p>High Achievement To increase the number of students achieving at or above National Standard at MBS in the key areas of Literacy and Numeracy, especially in line with our 2018 Targets.</p> <p>Continuous improvement for tracking and reporting students achievement with reference to National Standards and NAG2A guidelines.</p>	<p>High Achievement To increase the number of students achieving at or above National Standard at MBS in the key areas of Literacy and Numeracy, especially in line with our 2019 Targets.</p> <p>Continuous improvement for tracking and reporting students achievement with reference to National Standards and NAG2A guidelines.</p>
	<p>Quality Curriculum Further embed the MBS curriculum delivery plan.</p> <p>Further develop the use of Te Reo and tikanga through classroom</p>	<p>Quality Curriculum Review the MBS curriculum delivery plan.</p> <p>Further develop the use of Te Reo and tikanga through classroom</p>	<p>Quality Curriculum Review the MBS curriculum delivery plan.</p> <p>Further develop the use of Te Reo and tikanga through classroom</p>



	<p>programmes. Maori students are engaged in their learning and achieving educational success with pride in their unique identity, language and culture as Maori. Whanau are engaged in supporting their children’s learning. Make further links with community facilities.</p>	<p>programmes. Maori students are engaged in their learning and achieving educational success with pride in their unique identity, language and culture as Maori. Whanau are engaged in supporting their children’s learning.. Make further links with community facilities.</p>	<p>programmes. Maori students are engaged in their learning and achieving educational success with pride in their unique identity, language and culture as Maori. Whanau are engaged in supporting their children’s learning.. Make further links with community facilities.</p>
	<p><u>Engagement</u> Students with learning needs (to include gifted and those operating below the National Standard) are identified and programmes implemented to support their learning.</p>	<p><u>Engagement</u> Students with learning needs (to include gifted and those operating below the National Standard) are identified and programmes implemented to support their learning.</p>	<p><u>Engagement</u> Students with learning needs (to include gifted and those operating below the National Standard) are identified and programmes implemented to support their learning.</p>
	<p><u>Teaching as Inquiry</u> Embed an appraisal system that develops staff understanding of process and responsibility.</p>	<p><u>Teaching as Inquiry</u> Embed an appraisal system that develops staff understanding of process and responsibility.</p>	<p><u>Teaching as Inquiry</u> Embed an appraisal system that develops staff understanding of process and responsibility.</p>
<p>Planet</p>	<p><u>Supportive Partnerships</u> Connect with the community and consult in a meaningful way to create strong home-school partnerships.</p>	<p><u>Supportive Partnerships</u> Connect with the community and consult in a meaningful way to create strong home-school partnerships.</p>	<p><u>Supportive Partnerships</u> Connect with the community and consult in a meaningful way to create strong home-school partnerships.</p>

We value the Planet by contributing to Earth's well being	<p><u>Digitally fluent learners</u> Implement a digital learning strategy to ensure all children are highly digital iterate.</p>	<p><u>Digitally fluent earners</u> Embed a digital learning strategy to ensure all children are highly digital iterate.</p>	<p><u>Digitally fluent learners</u> Embed a digital learning strategy to ensure all children are highly digital iterate.</p>
	<p><u>Environmentally responsible citizens</u> Ensure MBS students are environmentally aware and responsible citizens and sustainable studies are part of the MBS Curriculum.</p>	<p><u>Environmentally responsible citizens</u> Ensure MBS students are environmentally aware and responsible citizens and sustainable studies are part of the MBS Curriculum.</p>	<p><u>Environmentally responsible citizens</u> Ensure MBS students are environmentally aware and responsible citizens and sustainable studies are part of the MBS Curriculum.</p>
	<p><u>Supportive Transitions</u> Implement strong and supportive transitions into and out of MBS.</p>	<p><u>Supportive Transitions</u> Embed strong and supportive transitions into and out of MBS.</p>	<p><u>Supportive Transitions</u> Embed strong and supportive transitions into and out of MBS.</p>