



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

T. Bennett

BOT CHAIRPERSON

23.2.17

PRINCIPAL

23.2.17

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” will be inclusive and responsive of all cultures, as appropriate to its community, we have developed policies, plans and practices that reflect Neā 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 local Marae. 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 ● Empowered learners ● Leaders ● Celebrated ● Enthusiastic and engaged ● Proud ● 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. School Vision and Values 2. Leadership for Excellence 3. Pedagogy and Collaboration 4. Student Agency 	<ol style="list-style-type: none"> 1. High Achievement 2. A high quality, inclusive curriculum 3. High Engagement 4. Inquiry and knowledge building for improvement 	<ol style="list-style-type: none"> 1. Educationally powerful connections and relationships 2. Digitally fluent learners 3. Environmentally responsible students 4. Supportive transitions

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> A Strong school vision and set of values that are embedded throughout the the school</p>	<p><u>Vision and Values</u> A Strong school vision and set of values that are embedded throughout the the school</p>	<p><u>Vision and Values</u> A Strong school vision and set of values that are embedded throughout the the school</p>			
	<p><u>Leadership</u> Continually develop strong leadership at all levels Provide leadership opportunities for our learners across the school</p>	<p><u>Leadership</u> Continually develop strong leadership at all levels Provide leadership opportunities for our learners across the school</p>	<p><u>Leadership</u> Continually develop strong leadership at all levels Provide leadership opportunities for our learners across the school</p>			
	<p><u>Pedagogy and Collaboration</u> Strong pedagogical content knowledge and collaboration across all levels of the school</p>	<p><u>Pedagogy and Collaboration</u> Strong pedagogical content knowledge and collaboration across all levels of the school</p>	<p><u>Pedagogy and Collaboration</u> Strong pedagogical content knowledge and collaboration across all levels of the school</p>			
	<p><u>Student Agency</u> Have informed, empowered and enabled learners</p>	<p><u>Student Agency</u> Have informed, empowered and enabled learners</p>	<p><u>Student Agency</u> Have informed, empowered and enabled learners</p>			



<h1>Potential</h1> <p>We value Potential by developing resilient lifelong learners</p>	<p><u>High Achievement</u></p> <p>To have high levels of achievement across the curriculum. Especially in the cornerstone areas of Literacy and Numeracy</p>	<p><u>High Achievement</u></p> <p>To have high levels of achievement across the curriculum. Especially in the cornerstone areas of Literacy and Numeracy</p>	<p><u>High Achievement</u></p> <p>To have high levels of achievement across the curriculum. Especially in the cornerstone areas of Literacy and Numeracy</p>
	<p><u>Quality Curriculum</u></p> <p>A high quality and engaging curriculum that all learners can access.</p> <p>Have the use of Te Reo and tikanga integrated through classroom programmes.</p> <p>Maori students are engaged in their learning and achieving educational success with pride in their unique identity, language and culture as Maori.</p>	<p><u>Quality Curriculum</u></p> <p>A high quality and engaging curriculum that all learners can access.</p> <p>Have the use of Te Reo and tikanga integrated through classroom programmes.</p> <p>Maori students are engaged in their learning and achieving educational success with pride in their unique identity, language and culture as Maori.</p>	<p><u>Quality Curriculum</u></p> <p>A high quality and engaging curriculum that all learners can access.</p> <p>Have the use of Te Reo and tikanga integrated through classroom programmes.</p> <p>Maori students are engaged in their learning and achieving educational success with pride in their unique identity, language and culture as Maori.</p>
	<p><u>Engagement</u></p> <p>Deliver a range of programmes to ensure we meet the needs of our learners</p>	<p><u>Engagement</u></p> <p>Deliver a range of programmes to ensure we meet the needs of our learners.</p>	<p><u>Engagement</u></p> <p>Deliver a range of programmes to ensure we meet the needs of our learners</p>
	<p><u>Inquiry and knowledge building for improvement</u></p> <p>Coherent organisational conditions to promote evaluation, collaboration, inquiry and knowledge building for improvement</p>	<p><u>Inquiry and knowledge building for improvement</u></p> <p>Coherent organisational conditions to promote evaluation, collaboration, inquiry and knowledge building for improvement</p>	<p><u>Inquiry and knowledge building for improvement</u></p> <p>Coherent organisational conditions to promote evaluation, collaboration, inquiry and knowledge building for improvement</p>



<h1>Planet</h1> <p>We value the Planet by contributing to Earth's well being</p>	<p><u>Educationally powerful connections and relationships</u> Connect with the community in meaningful ways to create strong home-school partnerships.</p> <p>A member of the Howick Coast Community of Learning</p> <p>Access relevant expertise to build capability</p>	<p><u>Educationally powerful connections and relationships</u> Connect with the community in meaningful ways to create strong home-school partnerships.</p> <p>A member of the Howick Coast Community of Learning</p> <p>Access relevant expertise to build capability</p>	<p><u>Educationally powerful connections and relationships</u> Connect with the community in meaningful ways to create strong home-school partnerships.</p> <p>A member of the Howick Coast Community of Learning</p> <p>Access relevant expertise to build the capability of staff.</p>
	<p><u>Digitally fluent learners</u> Our learners will be digitally fluent and creative users of technology</p>	<p><u>Digitally fluent learners</u> Our learners will be digitally fluent and creative users of technology</p>	<p><u>Digitally fluent learners</u> Our learners will be digitally fluent and creative users of technology</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> Ensure strong and supportive transitions into and out of MBS.</p>	<p><u>Supportive Transitions</u> Ensure strong and supportive transitions into and out of MBS.</p>	<p><u>Supportive Transitions</u> Ensure strong and supportive transitions into and out of MBS.</p>

2017 Key Improvement Strategies (Property, Finance, Health and Safety, Policy, Personnel and Community Engagement)	
<p style="text-align: center;">Property</p> <ul style="list-style-type: none"> ● Engage with the Ministry on our 10 Year property plan ● Improve the garden areas throughout the school ● Water Tightness and Hall Remediation project ● Upgrade playgrounds ● Improve School Signage to reflect our Vision and Values ● Upgrade eLearning resources across the school ● Upgrade classroom furniture ● Upgrade water fountains ● New playground line markings ● School House Management 	<p style="text-align: center;">Finance</p> <ul style="list-style-type: none"> ● Annual budget to prioritise spending in line with focus areas and Charter goals ● Digital Learning Strategy and Purchase Plan ● Continue to build sponsorship of funding pathways ● Investigate grant opportunities ● International Students at MBS in 2017 ● Strong PTA partnership ● New Wrap It Up site for all payments
<p style="text-align: center;">Health and Safety</p> <ul style="list-style-type: none"> ● Strong Health and Safety procedures and practices in line with 2015 Health and Safety Act ● School Travelwise programme 	<p style="text-align: center;">Policy</p> <ul style="list-style-type: none"> ● Annual Review Programme ● On-going review of School Procedures ● Investigate the use of School Docs

Personnel	Community Engagement
<ul style="list-style-type: none"> ● Robust appointment procedures ● Strong Staff Induction ● An appraisal process that is targeted and focused on priority learners. ● Member of the Howick Coast COL 	<ul style="list-style-type: none"> ● Engage meaningfully with the community ● BOT newsletter ● Annual Community Survey ● School website

Maraetai Beach School Annual Plan 2017			
PEOPLE			
KEY GOAL	ACTIONS	WHO/WHEN	Indicators of Progress
A Strong school vision and set of values that are embedded throughout the the school	<ul style="list-style-type: none"> ● MBS will be part of a PB4L contract building a consistent and positive school-wide climate to support learning based around shared values and behaviour expectations ● Ready, Steady, Go! Term 1 focus on school values ● School values programme with a weekly focus on a value ● Increased signage around the school ● Vision & Values will be part of school newsletter and on school website 	MK/RN All staff WG MK	All school stakeholders will be able to identify and articulate our school vision and values. Increase in visual representation around the school.
Continually develop strong leadership at all levels	<ul style="list-style-type: none"> ● Develop PLC leaders to lead our school PLCs to enhance collaboration across school and share best practice in the digital fluencies ● School leaders to take part in coaching workshop - Term 1 	MK Leadership Team	Strong working PLCs throughout the school. Digital Fluencies staff survey start/mid/end of year Peer coaching as part of Team PLD so that



	<ul style="list-style-type: none"> • School leaders to be part of HPA PLD with David Anderson • Learning Team Leaders to lead learning Teams in English, Mathematics and eLearning • Responsibilities spread throughout the staff (2017 STAFF HANDBOOK) • Through AfL strengthen team leaders understanding of how to observe and give feedback. Develop capability to lead learning conversations based on evidence to improve teacher practice and student outcomes, especially for our priority learners. Partner with Educational consultant Dr Wendy Moore from Evaluation Associates 	<p>LTL</p> <p>MK</p> <p>MK/WG/WM</p>	<p>leaders feel confident leading learning conversations</p> <p>Learning Team Action Plans</p> <p>AfL self assessment matrix</p>
Expand opportunities for our students to lead both in school and in the wider community	<p>Provide a wide range of leadership opportunities across the school:</p> <ul style="list-style-type: none"> • House Captains • Sport Captains • School Council (Y3-8) • Peer Mediators • Road Patrollers • Librarians • Travelwise Team • Enviro Group • Wet Day Monitors 	MK/WG/TC	Students will be involved in a wide range of leadership groups
Strong pedagogical content knowledge and collaboration across all levels of the school	<ul style="list-style-type: none"> • AfL contract with Dr Wendy Moore from Evaluation Associates • Cross School Professional Learning Communities • Cross school pollination - staff PLD fortnightly 	Leadership Team/WM	<p>Teacher Inquiries</p> <p>Appraisal Journals/G+ sites</p> <p>AfL matrix teacher self review</p> <p>Digital Fluencies staff survey start/mid/end of year</p>



	across school sharing of AfL practices		Student achievement data -mid/end of year review
Have informed, empowered and enabled learners	<ul style="list-style-type: none"> ● Focus on digital fluencies so that our learners are creative users of technology ● Strengthen AfL practices across the school ● Use of kid speak goals across the school ● Student Led Conferences (Review 2017) ● Through PB4L approach begin to develop learning dispositions for an MBS learners and links to Key Competencies 	All staff RN	<p>Teachers will have a wide variety of pedagogical approaches to promote student agency</p> <p>Teacher Inquiries</p> <p>Teachers will develop their understanding of an MBS learner and begin to develop a graduate profile</p> <p>Students articulating what they are learning and why</p> <p>Classroom environments reflect a focus on empowering learners</p>
POTENTIAL			
KEY GOAL	ACTIONS	WHO/WHEN	Indicators of Progress
To have high levels of achievement across the curriculum. Especially in the cornerstone areas of Literacy and Numeracy	<p>2017 Targets</p> <p>Targeted Priority Groups:</p> <ul style="list-style-type: none"> ● After 1 Year in reading ● Boys achieving below in writing ● Year 8 students moving from at to above in all National Standard areas ● Maori and Pasifika students achieving below in all National Standard areas 	MK/WG	<p>Mid/End of year review success against the targets</p> <p>Improved achievement from priority groups</p>



<p>A high quality and engaging curriculum that all learners can access.</p>	<ul style="list-style-type: none"> ● Curriculum Delivery Plan ● Learning Teams review of learning areas ● Embed the new MBS Spelling and Language programme ● EOTC experiences at all levels and school camps for year 4 learners and above 	<p>Learning Team Leaders DB Team Leaders/WG</p>	<p>Termly Feedback from teacher/Student progress in Spelling Term 1 Camps</p>
<p>Have the use of Te Reo and tikanga integrated through classroom programmes.</p> <p>Maori students are engaged in their learning and achieving educational success with pride in their unique identity, language and culture as Maori.</p>	<ul style="list-style-type: none"> ● Develop a Maori and Pasifika achievement plan to focus on culturally responsive practice throughout the school ● Staff PLD with Dr Wendy Moore on Tataiako and PTCs ● Specific targets in 2017 for Maori students success 	<p>LW Leadership team</p>	<p>Term 2/4 - progress towards achieving plan Community Hui Improved achievement of our Maori learners in Reading, Writing and Mathematics</p>
KEY GOAL	ACTIONS	WHO	Indicators of Progress
<p>Deliver a range of programmes to ensure we meet the needs of our learners</p>	<ul style="list-style-type: none"> ● Implement the use of the Quick 60 reading programme ● Delivery of Boost, Stretch interventions ● Introduction of new Boost Programme focused on student resilience and well-being 	<p>RN WG/RN</p>	<p>Termly update of student progress and achievement Termly update of student progress and achievement Term 1 review - teacher and student feedback</p>
<p>Inquiry and knowledge building for improvement</p>	<ul style="list-style-type: none"> ● All staff engaged in inquiry cycles focused on improving outcomes for priority learners ● AfL contract with Dr Wendy Moore from 	<p>All staff</p>	<p>Teacher Inquiries - Term 4 presentation Appraisal Journals/G+ sites</p>



	<p>Evaluation Associates</p> <ul style="list-style-type: none"> • Cross School Professional Learning Communities focused on digital fluencies • Cross school pollination - across school sharing of AfL practices • Target students identified and have effective and equitable opportunities to learn • Junior Team to investigate the use of ILE space and pedagogy in Junior block 	KD	<p>AfL matrix - baseline data and end of year self review</p> <p>Digital Fluencies staff survey start/mid/end of year</p> <p>Student achievement data -mid/end of year review</p> <p>Team minutes and planning</p>
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PLANET

KEY GOAL	ACTIONS	WHO	Indicators of Progress
Connect with the community in meaningful ways to create strong home-school partnerships.	<ul style="list-style-type: none"> • 2017 review our student led conferences • Continually update new website and e-newsletter 	MK/WG TG	Review using ERO indicators
A member of the Howick Coast Community of Learning	<ul style="list-style-type: none"> • Develop partnerships and achievement plan 	MK/BOT	COL Achievement Plan
Access relevant expertise to build capability	<ul style="list-style-type: none"> • Dr Wendy Moore from Evaluation Associates • Roween Higgie from Education Group - Principal Appraisal • Leadership Team working with HPA with David Anderson • HPA 	MK MK Leadership Team	<p>Built strong relationships through the HPA cluster and Howick COL.</p> <p>Leaders feel confident leading learning conversations</p>

	<ul style="list-style-type: none"> ● HPPA ● Howick COL 		
Our learners will be digitally fluent and creative users of technology	<ul style="list-style-type: none"> ● Digital Fluency plan ● eLearning strategy 2017 ● Device allocation overview ● Introduction of digital fluencies class as part of Intermediate School Technology ● Techsperts lunchtime classes 	LW KL/LW LW/SW	Digital Fluencies staff survey start/mid/end of year Teacher Planning - integration of digital fluencies plan
Ensure MBS students are environmentally aware and responsible citizens and sustainable studies are part of the MBS Curriculum	<ul style="list-style-type: none"> ● Achieve our Silver Enviro Award ● Achieve our Gold Travelwise Award 	EM/AT NB	Meeting the requirements of a Silver school Meeting the requirements of a Gold school
Develop strong and supportive transitions into and out of MBS.	<ul style="list-style-type: none"> ● Visit Local ECE centres ● Jumpstart programme ● School Visits ● Enrolment section on website ● Termly starting school meetings ● Strong partnerships with local college through the COL ● Investigate visit to high school for year 8 students in term 4 ● Term 1 Leavers survey ● Term 1 School entry data between college and MBS shared 	KD KD/MK WG/TC WG WG	Students are well prepared for school entry New parents are well informed Leavers survey analysis

GROUND DEVELOPMENT PLAN 2017 SUMMARY

Mission Statement

A learning community that provides an exciting, challenging programme designed to extend student's horizons in a secure, safe environment.

Focii	Strategies	Responsibility	Time Frame	Budget	Notes/Reviews
School Gardens, Field and Grounds maintenance	<ul style="list-style-type: none"> • Maintenance & replanting of selected areas. • Maintenance of School Orchard and Class Gardens • Upgrade back entrance area beside Rm 7 and garden area behind Rm 10 • Fertilising, mowing, drilling etc. Field upgrade and respiring of pot holes 	Caretaker Enviro group	2017	\$10 000	
New 10 Year Property Plan	<ul style="list-style-type: none"> • Engage Property Manager for new 10 Year Property Plan 	Principal/BOT	2017		Current 5YA finishes end of 2016



Pool Fencing	<ul style="list-style-type: none"> • Upgrade 	Caretaker	2017		Back fence needs upgrading
Air conditioning	<ul style="list-style-type: none"> • Continue to place in school 	Principal	2017	\$6000	
New water fountains	<ul style="list-style-type: none"> • Replace old fountains 	Principal	2017	\$5000	
Focii	Strategies	Responsibility	Time Frame	Budget	Notes/Reviews
Re-Build/Up-grade of Junior Adventure Playground	<ul style="list-style-type: none"> • Continued upgrade of playground equipment to replace existing 	BOT/PTA	2017	\$20,000 est	PTA fundraising foci
On –Going-School Environment	<ul style="list-style-type: none"> • Repairs to existing play apparatus • Re-paint possible trip hazard areas and carpark areas. Senior playground lines 	Caretaker Caretaker	Annual Annual	As needed	
Focii	Strategies	Responsibility	Time Frame	Budget	Notes/Reviews
Increased school signage	To reflect school vision and values	Principal	2017	\$3000 per year	2017 PB4L contract
Cricket Nets	Repair cricket net	Caretaker	2017	TBC	
Enviro Areas	Continue to upgrade and strengthen enviro practices throughout the school		2017		