

Maraetai Beach School Strategic Plan 2019 - 2021



Our Purpose: People • Potential • Planet
Growing a community of successful lifelong learners

He waka eke noa

Strategic Goals

A school community who live our purpose and values.

Initiatives

- Inspire the community to live the school vision and values
- Grow strong and supportive transitions
- Provide relevant Professional Development
- Strengthen teacher inquiry into practice through coaching and PLCs

A school community who strive to achieve their personal best.

Initiatives

- Accelerate learning for all
- Provide a high quality, inclusive and engaging curriculum
- Ensure success for our Māori learners

A school community who are engaged, environmentally responsible and future focused.

Initiatives

- Empower parents/whānau to actively support learning
- Prepare our students to be environmentally aware and responsible citizens
- Become digitally fluent and creative users of technology

Tō Tātou Ara
Our Way



Maraetai Beach School
is proud to be a
PB4L School, Gold
Travelwise School and
Silver Enviro School.

Maraetai Beach School Strategic Plan 2019 - 2021



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Māori dimensions and Cultural Diversity

A culture of respect and celebration of achievement underpins our philosophy as we work in partnership with all members of our community. Maraetai Beach School true to its Māori 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 New Zealand’s cultural diversity and unique position of Māori. 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). We have strong links to the local Umupuia Marae. We continue to grow our relationship with Ngāi Tai. Maraetai Beach School is committed to growing a community of successful lifelong learners; including Māori, Pasifika and Asian students and students with special education needs.



The Howick Coast Kāhui Ako is geographically spread out through Howick and the Pohutukawa Coast. It is situated in the very heartland of the Ngāti Tai iwi who have held mana whenua, and mana moana here continuously since their ancestors arrived on the ‘Tainui’ waka and married into their people that were already residing and maintaining āhi kā roa in this and surrounding districts.

Howick Coast Kāhui Ako comprises of eight schools - two primary schools, four full primary schools, one intermediate and one secondary school. Four schools are considered urban, three semi-rural and one a rural country school service a wide area of local farming community. The pathways for students through the community are strengthening annually and will continue to do so as the community develops. The community has a proud history of adapting and changing to meet the needs of its growing community to ensure the ongoing educational success of all our learners. Maraetai Beach School became a member of the Howick Coast Kāhui Ako in 2017.

Tō Tātou Ara Our Way



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Strategic Goal **1** 2019 - 2021

A school community who live our purpose and values.



Initiatives

Inspire the community to live the school vision and values

Grow strong and supportive transitions

Provide relevant Professional Development

Strengthen teacher inquiry into practice through coaching and PLCs.

Outcomes - to Purpose

2019

Students and teachers can articulate our purpose and values

Effectively managed transitions in, out and within the school

PLD is differentiated for staff to meet their needs

Teachers are developing their skills and understanding of the GROWTH model. There will be 10 trained coaches

2020

The school community can articulate our purpose and values

Grow the knowledge of key staff in transitions

PLD is personalised and differentiated for all staff to meet their needs and improve outcomes for students

There is a culture of peer coaching amongst the teachers. All staff are trained as coaches

2021

Our school curriculum reflects our purpose and values

To have strong, supportive transitions that are embedded across the school

PLD is personalised and differentiated with a wide range of opportunities that are staff led

An MBS coaching model and culture is embedded school-wide

Strategic Goal **2** 2019 - 2021

A school community who strive to achieve their personal best.



Initiatives

Accelerate learning for all

Provide a high quality, inclusive and engaging curriculum

Ensure success for our Māori learners

Outcomes - to Purpose

2019

Teachers support learners to identify and articulate their learning progress and pathway to success

Teachers are supporting learners to have agency over their learning and classroom systems serve the needs and interests of the learner. Student voice emerging

All teachers/staff understand and are using the MBS culturally responsive framework

2020

All learners can articulate their learning progress and pathway to success

Learners are taking ownership of their learning and are developing self-regulating skills. Student voice is used to inform learning

Staff have built a collective knowledge regarding the MBS culturally responsive framework

2021

All learners can confidently communicate their learning progress and pathway to success to their whānau

Students link learning to their prior knowledge, passions and interests. Students are reflective and self monitor. Learners make authentic contributions to the school

A relevant, purposeful, useful self review tool has been crafted to strengthen the MBS culturally responsive practice

Strategic Goal **3** 2019 - 2021



A school community who is engaged, environmentally responsible and future focused.

Initiatives

Empower parents/whānau to actively support learning

Prepare our students to be environmentally aware and responsible citizens

Become digitally fluent and creative users of technology

Outcomes - to Purpose

2019

Parents feel informed and influence student learning

Enviro practices are taught and used consistently across the school to gain Silver Enviro Schools Award

The Digital Fluencies Overview is reflected in teacher planning and embedded in practice

2020

Strong learning focused partnerships between home and school

Enviro team to grow and encompass the wider community through whole school learning

Teachers and students are becoming increasingly fluent in knowledge and practice of DF4 - Design it!

2021

Our community is empowered, well informed and are a key influence in student learning

Gain our Green Gold School Enviro-Schools Award through whole school knowledge and participation

Teachers and students are fluent in knowledge and practice of DF4 - Design it!

Annual Plan 2021

Strategic Goal 1: A school community who live our purpose and values



Initiative	Actions	Owner	Timing & Costs	Measures of Success
Inspire the community to live the school vision and values (PB4L - To Tatou Ara)	School Purpose and values to be well communicated through different school formats and embedded throughout the school.	All staff	All year	Community Survey - 90% parents have knowledge of our values.
	PB4L - Data collection on eTap to identify trends and patterns using the PB4L form.	PB4L Team	All year/\$1,500	PB4L data form set up in eTap and filled in.
	Termly data collection of playground behaviour to identify any trends and patterns.	PB4L	Termly	Termly data presented to leadership team and staff.
Grow strong and supportive transitions in and out of MBS	Work with the Kahui Ako on transition with a focus on the transition into school and out at Year 8.	Steve/Korrin/WSL	All year	Attendance of Kahui Ako transition workshops at local High School.
	Learning Support Coordinator to work closely with the Learning Support Cluster to ensure smooth transitions in and out of school (refer achievement plan).	Robyn	Term 2 - 4	See Achievement Plan
	House and Sport captains are visible through the school and Houses are prominent.	Steve/Peter	All year	We have a variety of house activities throughout the year.
Provide relevant Professional Development	Leadership Team to work with the Education Group to grow leadership capabilities.	Leadership Team	All year/\$6,000	Self evaluation
	Offer staff personalised and differentiated PLD through a scholarship fund linked to Strategic Plan and school wide targets.	Mark	All year/\$5,000	PLD record of staff applications
	New Build - all staff involved in professional development for Innovative Learning Environments and Pedagogies.	ILE Team	Term 1-3/\$9,000	Evaluation at end of PLD
	Staff & Student Wellbeing - Staff trained to deliver the mindfulness programme Pause, Breathe, Smile.	Mark/Robyn	Term 4	Evaluation at end of PLD
Strengthen teacher inquiry into practice through coaching and PLCs	Further development of Growth coaching understanding and application for all teaching staff.	Mark/WSL	Term 1	Coaching Matrix
	Use the Growth coaching model to inquire into teaching practice to improve teaching and learning (Appraisal).	Kate/Steve	Term 1 - 3	EOY Appraisal conversation towards goal achievement.
	New Kahui Ako Leaders and selected teachers to attend the 2 day Introduction to Growth Coaching Course.	Mark	Term 1/\$2,000	More trained coaches



Initiative	Actions	Owner	Timing & Costs	Measures of Success
Accelerate learning for all	85% of students achieve at curriculum expectation in Reading, Writing and Mathematics.	All staff	Term 2 & 4	85% achievement at/above curriculum expectation.
	Training of Student Peer Coaches (using GROWTH) and students coaching other students to achieve goals.	Steve	TBC	Trained student coaches in Year 7 and 8. Student Coaching Matrix / Feedback from students.
	Development of a school wide learner capabilities profile to support learner agency skills within our school. 2021 Year of the Arts - Risk taking, Resilience & Collaboration.	Kate/Steve	Term 1 - 4	The school has a set of indicators which represent the capabilities criteria. These are visible and are utilised by our learners.
	Strengthening the model and the work of the LSC in and across schools in our cluster (refer Achievement Plan).	Robyn	Term 1 - 4	(see Achievement Plan)
Provide a high quality, inclusive (student well being) and engaging curriculum	Create and implement an integrated MBS discovery time approach to the Year 0-2: <ul style="list-style-type: none"> To upskill teachers in play based learning and work on how it will fit into Maraetai Beach School 	Steph	Term 1 - 4/\$1,700	Teacher Survey, Teacher observation, Observation, Planning checks, Student Voice and Observation
	Continue a STEM-based learning programme in Yr 3-6 in order to equip students with the skills and knowledge needed to thrive in the 21st century.	WSL	Term 1 - 4/\$1,600	Teacher and student feedback
	Curriculum Review in: <ul style="list-style-type: none"> Mathematics Spelling Learning goals 	Kate/Steve	Term 2 - 3	Reviews completed
	Employment of a PE specialist to deliver PE to all Year 1-6 classes.	Phil	Term 1/\$9,000	Delivery of PE/Sport curriculum by PE Specialist.
	Implementation of the Access It for library and school wide.	Rachel	Term 1/\$5,000	Resources and Library books are catalogued.
Delivery of Nga taonga o Maraetai - Beach School to provide an alternative style of learning for a selected group of students to increase participation, engagement and well-being affected by COVID 19 Lockdown.	Rebecca	Term 1-4/\$4,000	Google form data (student & parent) gathering for termly review and reporting.	
Appointment of a school counsellor 1 day per week.	Tracey	All year/\$12,000	Report to Board of Trustees.	
Ensure success for our Maori learners	All students participate in Te Reo language lessons	All staff	Term 1-4	100% participation in language lessons
	Embed the use of Te Reo goal sheets and curriculum progressions school wide. Have these visible and shared with the school community.	Alasha	Term 2	Goal sheet are used school wide and shared with parents.
	Tracking school wide of our Maori and Pasifika students in Reading, Writing and Mathematics.	Kate	Term 2 & 4	All Maori/Pasifika students are making progress and achieving at/above expectation.

Annual Plan 2021



Strategic Goal 3: A school community who is engaged, environmentally responsible and future focused.

Initiative	Actions	Owner	Timing & Costs	Measures of Success
Empower parents/ whanau to actively support learning	Embed the use of seesaw through all junior classes as a reporting/showcase tool for parents.	Steph	Term 1 - 4/\$1,078	Teachers and students connected to class accounts and understood seesaw sharing expectations (min 1 post per week). Parents invited and connected to Seesaw through the family app.
	To investigate the use of seesaw as a reporting tool for junior school parents.	Steph	Term 1 - 3	Use the functions of Seesaw for schools to trial reporting with at least one class.
Prepare our students to be environmentally aware and responsible citizens	Participate in a wide range of community based environmentally sustainable activities.	Peter Jane	Term 1 - 4/\$3,000	Engagement and student awarded their science badge. Participation in, Metre Squared Project, Planting at Omana and Trees for survival.
	Work towards being a waste free school by the end of 2021.	Jane	Term 1 - 4	- litter free lunch boxes - a compost system up and running - additional worm bins
Become digitally fluent and creative users of technology	Consolidate the delivery of the new Digital Technology strands as part of the Technology Curriculum and integrated through planning periods.	Liz/Korrin	Term 1 - 4	Teacher Planning to include new DT strands.
				Delivery of Intermediate Technology coding and robotics programme.

Ground Development Plan 2021



Our Purpose: People • Potential • Planet *Growing a community of successful lifelong learners*

Focii	Strategies	Responsibility	Time Frame	Budget	Notes / Reviews
School gardens	<ul style="list-style-type: none"> Maintenance & replanting of selected areas Maintenance of School Orchard and Class Gardens 	Assistant Caretaker	Ongoing	\$5,000	Grounds Maintenance
Field and Grounds Maintenance	<ul style="list-style-type: none"> Fertilising, mowing, drilling etc 	Caretaker	Annual	\$890 per month	Grounds Maintenance
Upgrade garden area beside Room 18	<ul style="list-style-type: none"> Beautification of the area 	Assistant Caretaker	TBC	\$3,000	Grounds Maintenance
Replant planter box outside new resource room			Term 1		
Pool Complex	<ul style="list-style-type: none"> Fix broken concrete at end of pool 	Caretaker	TBC	TBC	Grounds Maintenance
PTA	<ul style="list-style-type: none"> Fundraising for new build 	PTA	All year		
School House	<ul style="list-style-type: none"> Redirect water supply for school house from Rooms 5-7 supply line to Caretakers Shed supply line. 	Maria	TBC	\$990	School House
Asphalt area outside resource room	<ul style="list-style-type: none"> Health and Safety 	Caretaker	Term 1	TBC	Grounds Maintenance
Room 12-14	<ul style="list-style-type: none"> Installation of A/C units 	Mark	Term 1	\$16,000	Capital
New Build	<ul style="list-style-type: none"> Beginning of new build 	Mark	All year	N/A	MOE

Maraetai Beach School Integrated Inquiry 2021 The Year of the Arts



COLLABORATION

RESILIENCE

RISK TAKING

Week 1 - 6: Term 1	America's Cup Week 7 - 8: Term 1	Planning Period 1 A walk in the park Develop observation, imagination and creativity Week 9-10: Term 1 Week 1-7: Term 2	Parent Teacher Conference Sculpture Walk Week 8: Term 2	Planning Period 2 Maraetai Lorax Week 9-10: Term 2 Week 1-6: Term 3	SHOWTIME Rehearsal Week Week 7: Term 3 Show Week Week 8: Term 3	Book Week Week 9: Term 3	SLC Week 10: Term 3	Planning Period 3 'Feel the Beat' Percussion Week 1-8: Term 4	Week 9-10: Term 4
Tō Tātou Ara (Our Way) Routines		<p>CURRICULUM FOCUS: Technological Practise/ Visual Art</p> <p>CATCH PHRASE: A walk in the park</p> <p>BIG IDEA: Let's explore the outdoors through art</p> <p>FUTURE FOCUS: Sustainability</p> <p>KEY CONCEPTS:</p> <ul style="list-style-type: none"> Use the technology integrated inquiry cycle to create a permanent weatherproof sculpture of high quality for our school Plan, design, develop, trial, and evaluate a design for a sculpture Where possible use recycled goods to create sculpture Working as a team and collaborate as a class to produce a high quality sculpture to beautify our school <p>NOTE: Each class must submit a design proposal including budget to be approved before sculpture work can take place.</p>		<p>CURRICULUM FOCUS: Performing Arts-dance/drama</p> <p>CATCH PHRASE: Maraetai Lorax</p> <p>BIG IDEA: If we take on challenges and work as a team we can create a masterpiece/show piece/performance for an audience</p> <p>FUTURE FOCUS: Citizenship</p> <p>KEY CONCEPTS:</p> <ul style="list-style-type: none"> Participating in a Production requires teamwork-effort, resilience and collaboration Ideas can be communicated and shared through dance and drama When we work together: share and listen to ideas we can create a masterpiece 				<p>CURRICULUM FOCUS: Sound Art (Music)</p> <p>CATCH PHRASE: Feel the beat</p> <p>BIG IDEA: We can hear and play a simple rhythm</p> <p>FUTURE FOCUS: Citizenship</p> <p>KEY CONCEPTS:</p> <ul style="list-style-type: none"> Move, sing, and play with a feeling for beat. Use music to tell a story Improvise 4 beat rhythm patterns. Identify rhythmic patterns and use time names ta, titi, sa. Read, write, and create rhythms using symbols for the above time names. 	
		<p>Technology</p> <p>LEVEL 1</p> <ul style="list-style-type: none"> Planning for practice Outline a general plan to support the development of an outcome, identifying appropriate steps and resources. Brief development Describe the outcome they are developing and identify the attributes it should have, taking account of the need or opportunity and the resources available. Outcome development and evaluation Investigate a context to communicate potential outcomes. Evaluate these against attributes; select and develop an outcome in keeping with the identified attributes. 		<p>Dance AO's</p> <p>LEVEL 1</p> <ul style="list-style-type: none"> Improvise and explore movement ideas in response to a variety of stimuli. Share dance movement through informal presentation and share their thoughts and feelings in response to their own and others' dances. 				<p>LEVEL 1</p> <p>Developing practical knowledge</p> <ul style="list-style-type: none"> Explore how sound is made, as they listen and respond to the elements of music: beat, rhythm, pitch, tempo, dynamics, and tone colour. <p>Developing ideas</p> <ul style="list-style-type: none"> Explore ways to represent sound and musical ideas. 	
		<p>LEVEL 2</p> <ul style="list-style-type: none"> Planning for practice Develop a plan that identifies the key stages and the resources required to complete an outcome. Brief development Explain the outcome they are developing and describe the attributes it should have, taking account of the need or opportunity and the resources available. Outcome development and evaluation Investigate a context to develop ideas for potential outcomes. Evaluate these against the identified attributes; select and develop an outcome. Evaluate the outcome in terms of the need or opportunity. <p><i>continued next page -></i></p>		<p>LEVEL 2</p> <ul style="list-style-type: none"> Use the elements of dance in purposeful ways to respond to a variety of stimuli. Share dance movement through informal presentation and identify the use of the elements of dance. 				<p>LEVEL 2</p> <p>Developing practical knowledge</p> <ul style="list-style-type: none"> Explore and identify how sound is made and changed, as they listen and respond to the elements of music and structural devices. <p>Developing ideas</p> <ul style="list-style-type: none"> Improvise, explore, and express musical ideas, drawing on personal experience, listening, and imagination. Explore ways to represent sound and musical ideas. 	
				<p>LEVEL 3</p> <ul style="list-style-type: none"> Use the dance elements to develop and share their personal movement vocabulary. Select and combine dance elements in response to a variety of stimuli. Prepare and share dance movements individually and in pairs or groups. 				<p>LEVEL 3</p> <p>Developing ideas</p> <ul style="list-style-type: none"> Represent sound and musical ideas in a variety of ways. <p>Developing practical knowledge</p> <ul style="list-style-type: none"> Explore and identify how sound is made and changed, as they listen and respond to music and apply knowledge of the elements of music, structural devices, and technologies. <p><i>continued next page -></i></p>	

Maraetai Beach School Integrated Inquiry 2021 The Year of the Arts

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Tō Tātou Ara (Our Way) Routines		LEVEL 3 <ul style="list-style-type: none"> Planning for practice Undertake planning to identify the key stages and resources required to develop an outcome. Revisit planning to include reviews of progress and identify implications for subsequent decision making. Brief development Describe the nature of an intended outcome, explaining how it addresses the need or opportunity. Describe the key attributes that enable development and evaluation of an outcome. Outcome development and evaluation Investigate a context to develop ideas for potential outcomes. Trial and evaluate these against key attributes to select and develop an outcome to address the need or opportunity. Evaluate this outcome against the key attributes and how it addresses the need or opportunity. 		Drama AO's				LEVEL 4 Developing ideas <ul style="list-style-type: none"> Express, develop, and refine musical ideas, using the elements of music, instruments, and technologies in response to sources of motivation. Represent sound and musical ideas in a variety of ways. Developing practical knowledge <ul style="list-style-type: none"> Apply knowledge of the elements of music, structural devices, and technologies through integrating aural, practical, and theoretical skills. 	
		LEVEL 4 <ul style="list-style-type: none"> Planning for practice Undertake planning that includes reviewing the effectiveness of past actions and resourcing, exploring implications for future actions and accessing of resources, and consideration of stakeholder feedback, to enable the development of an outcome. Brief development Justify the nature of an intended outcome in relation to the need or opportunity. Describe the key attributes identified in stakeholder feedback, which will inform the development of an outcome and its evaluation. Outcome development and evaluation Investigate a context to develop ideas for feasible outcomes. Undertake functional modelling that takes account of stakeholder feedback in order to select and develop the outcome that best addresses the key attributes. Incorporating stakeholder feedback, evaluate the outcome's fitness for purpose in terms of how well it addresses the need or opportunity. 		LEVEL 1: <ul style="list-style-type: none"> Demonstrate an awareness that drama serves a variety of purposes in their lives and in their communities. Contribute and develop ideas in drama, using personal experience and imagination. Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work. 				LEVEL 2: <ul style="list-style-type: none"> Identify and describe how drama serves a variety of purposes in their lives and in their communities. Develop and sustain ideas in drama, based on personal experience and imagination. Share drama through informal presentation and respond to elements of drama in their own and others' work. 	
				LEVEL 3: <ul style="list-style-type: none"> Use techniques and relevant technologies to explore drama elements and conventions. Initiate and develop ideas with others to create drama. Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and others' work. 				CELEBRATION OF LEARNING: Create a class piece for sharing to a chosen audience	
				LEVEL 4: <ul style="list-style-type: none"> Select and use techniques and relevant technologies to develop drama practice. Use conventions to structure drama. Initiate and refine ideas with others to plan and develop drama. Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies create meaning in their own and others' work. 					
				IGNITE: Playhouse theatre in school performance					
		CLASS TRIP: Juniors		CELEBRATION OF LEARNING: Production					
		CELEBRATION OF LEARNING: Sculpture Trail							
		Each class to produce a piece of art that has solve a problem within our school							