

VISION: World Class Education in The Mount.

Purpose: To maximise opportunities for Mounties to achieve their full potential.

Strategic Plan 2022-2025



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Strategic Goals:		
Learning/Akoranga	People/Tāngata	Partnerships/Whakahoahoa
Implement a localised curriculum to allow authentic learning for all.	Build a community people want to be part of	Grow high levels of community engagement
Utilise student centered learning focussed on Mountieisms and hauora and contextualised by a broad, integrated curriculum.	Exceptional and diverse kaimahi collaborate with each other, students, parents and our community to enact our vision of World Class Education in The Mount.	Further strengthen community involvement in our school to support World Class Education in The Mount.
Initiatives:		
Curriculum review and development Progress and achievement Evidencing Learning Advance Learning Design Te Ao Māori	Build Leadership Capacity School Culture	School Property Build Partnerships
<i>Our Mountieisms: Auaha, Connected, Aware, Aumangea, Critical thinker, Curious, Mahi Tahī</i>		

Strategic Plan: Learning Akoranga

Implement localised curriculum to allow authentic learning for all.

Our Initiatives	Baseline	2022 Outcome	2023 Outcome	2024 Outcome	Measures
Curriculum review and development	No doc exists currently.	Create Curric Doc “ Learning The Mountie Way” Review Doc Develop Staff understanding	Continue to develop staff understanding of Learning the Mountie Way	Learning The Mountie way is obvious throughout our school.	Curriculum exists and staff use it to guide learning at our school.
Progress and Achievement <ul style="list-style-type: none"> - Structured Literacy - Accelerating Supported Learners 		Launch S/Literacy 40% acceleration	Embed S/Literacy 40% acceleration	Embed & refine S/Literacy 40% acceleration	
Evidencing Learning	Evidence of learning is only in Reading, Writing and Math.		Broad evidence of learning is part of school self review.	Review what we gather as evidence and its usefulness in our school	Linked to Mid and end of year progress and achievement data.
Advance Learning Design and Teacher Practice.		Agile Inquiry basis for learning design. “Mountie teacher” developed, shared with staff, staff engage	Embed agile inquiry as basis for learning design.	Refine agile inquiry.	100% of teachers show agile inquiry in their learning design.
Te Ao Maori		Te Ao Maori well resourced in our school.	Te Ao Maori a strong feature of learning and living at our school.	Te Ao Maori a strong feature of learning and living at our school.	Improvement in Teacher capability Student voice

Strategic Plan: People/Tangata

Build a community that people want to be part of.

Our Initiatives	Baseline	2022 Outcome	2023 Outcome	2024 Outcome	Measures
Build Positive Staff Culture	Treaty has not existed in the past.	Staff Treaty guides staff behaviour Hauora Survey continues to show high levels of wellness. Collaboration a feature for the betterment of our kids.	Greater horizontal accountability exists. OTL conversations are common place. Collaboration a feature for the betterment of our kids.	Review staff culture	Staff voice survey indicates 90% positivity
Build Leadership Capability	No pathways formally exist.	Create pathway formally Coaching in place for Team Leaders Emerging Leaders are supported through leading a change project.	Team Leaders are Leaders of Learning in their teams. Emerging Leaders continue to build capability.		An increase of teachers who leave school for promotion. - one teacher every two years?)
Re-develop our appraisal system to support and develop great people.	Current appraisal system does not acknowledge enough positives.	System redeveloped with staff to support and build great people.	System acknowledges the positive while pushing for progress.		Staff voice survey at 95%. Evidence of shift in appraisal of teacher skills.
Develop and track staff Hauora.	Hauora Survey	90% of staff have good (or better) Hauora.	95% of staff have good (or better) Hauora.		Termly Hauora Survey achieving 95%.

Strategic Plan: Partnerships/Whakahoahoa

Grow high levels of community engagement.

Our Initiatives	Baseline	2022 Outcome	2023 Outcome	2024 Outcome	Measures
Regular Whanau connections with school		90% attendance or more at LPMs. 60% of Maori whanau attend whanau roopu hui.	100% attendance or more at LPMs. 75% of maori whanau attend whanau roopu hui.		LPM booking data. Data from whanau hui.
Regular connections with Ngai Te Rangi			Establish visits as an expectation.	Regular visits to marae and school.	School calendar.
Build connections with our alumni.		Database of alumni exists.	Alumni are connected to our school.		Database Alumni support
Ensure school property developments acknowledge and honour mana whenua and our place.		Waharoa is in place	Discuss other possible property developments. Create a 5-10 Year plan	Start on the plan	Completion of projects from plan.
International Education.		Our place in Int/Ed is maintained.			
Learning Partnership Review.		Review carried out.	Learning partnerships processes developed to support community connection.		
Community Partnerships		Partnerships developed	Sponsorship in action Alumni in regular comms.		
Transitions		Lil Mounties programme developed.			

2022 Annual Action Plan: Learning Akoranga

Implement localised curriculum to allow authentic learning for all.

Utilise student-centred learning focussed on Mountieisms and hauora (wellbeing), and contextualised by a broad, integrated curriculum.

Initiatives/Key Tasks 2022

Progress and Achievement				
Actions	Who	Timeframe	Resources/Costs	Outcome / Measure
Initiative: Structured Literacy				
Actions <ul style="list-style-type: none"> • Offer Staff PLD • Run parent information sessions • Observe and support in classrooms. • Conduct full school assessment to establish baseline and map progress in 2022. 	Janine and Wendy (SL Leaders)	Throughout 2022	\$5000 allocated for facilitator time and resources to support S/Literacy.	All students show progress through S/L stages.
Initiative: Cause Acceleration				
Actions <ul style="list-style-type: none"> • Supported Learners/Target Learners identified from end of 2021 data. • Develop staff knowledge and capacity for Agile Inquiry. • Track student progress regularly and discuss those not moving in Team Meetings. • Whanau meetings held to build and support learning partnerships. 	BT/ Team Leaders All Staff	Term 2 onwards		Acceleration of more than 40% of our supported/target learners

Initiative: Raise Student Achievement				
Action <ul style="list-style-type: none"> • Learning design support for teachers. • Continued monitoring of student progress • Use Agile Inquiry model to tailor learning to student needs. 	Senior Team DB/Barbara	Throughout the year		Y6 EoY goal: Reading: 91% at/above. Writing: 77% at/above. Maths: 79% at/above
Advance Learning Design				
Initiative: Advance Learning Design and Practice				
Actions <ul style="list-style-type: none"> • Introduce expanded Agile Inquiry process to teams • Use Agile inquiry to personalise learning approach for student need. 	Barbara	Ongoing during CRT and Team Hui.		Learning Design shows a greater range of pedagogical approaches Learning Design will show a broad range of learning opportunities including instructional teaching, practise, application and revision
Te Ao Maori				
Initiative: Embed Te Ao Maori within Mount Primary.				
Actions <ul style="list-style-type: none"> • Lead and support staff PLD Treaty of Waitangi • Offer Staff PLD - Te Reo/Te Ao Maori • Develop a survey of staff voice to support measuring a shift in this area. • Lead Schoolwide events (eg: Matariki, Hangi, Kapahaka, School Waiata) • Support the regular inclusion of a Te Ao Maori Perspective in our learning • Connect with whanau roopu (termly) • Support waharoa project • Extension Te Reo lessons 	DB Kyla and Stacey - Supported by DB Whaea Sue	Ongoing By the end of Term 1 Ongoing Termly Termly Weekly	Kai for hui	Staff survey shows increase in capability/confidence and a knowledge of Te tiriti. Schoolwide events happen. 25% of whanau whose children identify as Maori attend our termly whanau hui.

Curriculum review and development.

Initiative: Develop Curriculum

<p>Actions</p> <ul style="list-style-type: none"> • Complete Mountie teacher: Share, Refine and Launch • Review our Curriculum (what are the lived experiences of our teacher and kids as a result of our curriculum in action?) • Design “Learning the Mountie way”. • Review of how we share learning. <ul style="list-style-type: none"> → Frequency → Structure (eg: Formal Learning stories vs Anecdotal stories) → Complete Mountie teacher: share, refine and launch • Support Team Leaders with Learning Design meetings (technical expertise) 		<p>Amanda Supported by DB and Barbara</p> <p>Amanda</p> <p>Amanda</p> <p>Barbara & Damian</p>		<p>Mountie Teacher exists and is on display</p> <p>Team leaders lead CRT meetings. Growing evidence that Learning Design reflects best practice (including HITS, engaging, differentiated and authentic hands on experiences)</p>
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World Class Education in The Mount (From a Te Ao Maori perspective)

At the end of their time with us our Mouties can say...

"I am an Author"

"I am a Reader"

"I am a Mathematician"

"I am a good person"

"I am a good learner"

"I am happy and well"

What can we add to this to ensure that we are acknowledging our Maori heritage and are doing our part in honoring Te Tiriti o Waitangi?

"I know who I am and where I come from"

"I know the stories of this place I call home"

Property

Include Te Ao Maori to ensure our school looks like a school in Aotearoa in the rohe of Ngai Te Rangī: Waharoa, Whare as part of play area, Rongoa Garden, harakeke garden (Matariki weaving) in classes, map of Aotearoa showing iwi rohe (Office?), signs around our school, Maori name for our school on school signs, te mara hupara area (Maori natural play), whakairo, Pou, Tukutuku to share our stories, manu aute.

People

PLD for staff: Te Tiriti o Waitangi, Declaration of Independence, Te Reo, Tikanga - Hangi, Pohiri/whakataū, Karakia, Waiata, Pakiwaitara, Wahi whakahirahira, tangata rongonui, events: Matariki, Te wiki o te reo Maori, PLD for our community: Te Reo, wahi whakahirahira, pakiwaitara o Ngai Te Rangī
Whanau involvement: Whanau roopu, wahi Maori at our school, whanau teaching our kids.

Staff show an obvious commitment to living and learning in Te Ao Maori.
New appointments recognise our desire to build Te Ao Maori at Mount Primary.

Learning and Living Te Ao Maori

Our graduates know who they are and where they're from, know the history of The Mount and connects to this place.
Develop School kawa (with Ngai Te Rangī).
Wahi whakahirahira are the destination for local trips and place-based learning including local marae.
Guidelines support our mahi building consistency of practice across our kura.
Quality integration.

2022 Annual Action Plan: People / Tangata

Build a community that people want to be part of.

Exceptional and diverse kaimahi collaborate with each other, students, parents and the community to enact our vision of world-class education in The Mount.

Initiatives/Key Tasks 2022

Build Leadership Capacity.				
Actions	Who	Timeframe	Resources	Outcome / Measure
Initiative: Build Middle Leadership Capacity:				
Actions: <ul style="list-style-type: none"> Set goals based on needs of the Team/Leader to focus support on. Goals must have a clear measure for year end. Coaching/Support Hui Use Regular Learning Design Hui as the context for development (unless another context is better). 	Barbara with Team Leaders	End of Term 1 Ongoing		Survey of Team Leaders to identify value added through this process. <ul style="list-style-type: none"> How did Barbara support you to grow as a leader? How could her support have been better for you? Team Leaders run Learning Design Hui and support our Agile Inquiry Process. Measure: Team is responsive in Learning Design, based on anecdotal notes and student needs. 100% all the time (pick 2 weeks each in Term 3)
Support Aspiring/Emerging Leaders.	DB/DH to support	By end of Term 1	Time	All Leaders have a clear Change Project mapped out.

<p>All Leaders establish and develop a change project based on their role for 2022.</p> <ul style="list-style-type: none"> - Define Change Project - Unpack and connect to Kotters steps for change - Create action plan - Leaders to contribute to the plan throughout the year. 				<p>Year End: All leaders unpack the journey they have been on and answer the questions:</p> <ul style="list-style-type: none"> - How did DB/DH support you to grow as a leader? - How could that support have been better for you?
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School Culture

Initiative: Maintain Positive School Culture

<p>Actions:</p> <p>Hauora Survey Staff Events House Comps (Staff & Students) School Connects/Events</p> <p>Develop and oversee Student Leadership Opportunities</p> <p>Continue to build and strengthen collective responsibility.</p> <p>Build mindfulness into daily activities.</p>	<p>Liz Brooke Brooke Brooke</p> <p>Brooke</p> <p>All Staff</p> <p>Amanda</p>	<p>Termly</p> <p>Termly</p> <p>Ongoing</p> <p>Ongoing</p>		<p>Staff rate enjoyment of working at our school 3/4 or 4/4 90% +</p>
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2022 Annual Action Plan: Whakahoahoa/Partnerships

Grow High Levels of Community Engagement.

Further Strengthen community involvement in our school to support World Class Education in The Mount.

Initiatives/Key Tasks 2022

Actions	Who	Timeframe	Resources	Outcome / Measure
Initiative: Develop School Property to showcase Te Ao Maori				
Action: <ul style="list-style-type: none"> Connect with Ngai Te Rangi to design and build waharoa. 	Damien Damian Stacey Kyla	Develop Term 1/2 Create Term 2/3	BoT \$\$ of \$40,000	Waharoa is in place.
Build Partnerships				
Initiative: Maintenance and development of International Education				
Actions: <ul style="list-style-type: none"> Maintain marketing of school (social media, agents etc) Continue to connect with Coastal Cluster Maintain connection with Agents. Oversee ESoL programme Code Attestation Support Curriculum in context of globalisation. 	Liz	Ongoing As required 2x Weekly Annually Termly		Tasks are complete.
Initiative: Learning Partnership Review				

<p>Actions:</p> <ul style="list-style-type: none"> Review Current HERO model, gather staff, student and whanau voice as well as how other schools are sharing learning. Continue with LPMs x 2 Investigate offering open afternoons/student lead sharing opportunities to strengthen sharing. 	<p>Barbara</p> <p>All Staff Barbara</p>	<p>Term 2</p> <p>Term 1 & 3 Term 2</p>	<p>Kai for dinner.</p>	<p>Community are happy with sharing of learning</p> <ul style="list-style-type: none"> Balanced with workload of staff/students <p>90% attendance at LPMs</p> <p>Voices gathered for the purpose of weighing up options.</p>
<p>Initiative: Develop Community Partnerships</p>				
<p>Actions:</p> <ul style="list-style-type: none"> Develop sponsorship offering for our community Build community connections to enhance learning (eg: Cafe, Friday Cafe, Kapahaka etc) Alumni List created 	<p>Rachel</p>	<p>Term 1</p> <p>Term 2</p>	<p>Budget to support creation of materials and sign Board etc</p>	<p>5-10 Sponsors are signed up Community connections established.</p> <p>Comms plan in place to support connecting and sharing with alumni.</p> <p>Opportunities in place for alumni to support our school.</p>
<p>Initiative: Transitions (In, Out and Between)</p>				
<p>Actions:</p> <ul style="list-style-type: none"> Develop a survey to understand and show improvement in whanau transition in our school (esp N/Entrants) Develop an effective process to support smooth transitions within our school. Develop and trial aspects of a Lil-Mounties class and programme. Contribute to across school moderation as part of Kahui Ako for Maths. Use 2022 whanau and student surveys to quantify and improve transition to MMI. 	<p>Kim/DB</p> <p>DB</p> <p>Kim Barbara to support Senior Team.</p> <p>Barbara</p>	<p>Term 3</p> <p>Term 3-4</p> <p>Term 1 and ongoing Term 1 & 2</p> <p>Term 3</p>		<p>Transition to School process adjusted in response to whanau voice.</p> <p>Survey: How was your transition experience?</p> <ul style="list-style-type: none"> Lil Mounties Programme exists and is documented. Survey: How was your transition experience?

