

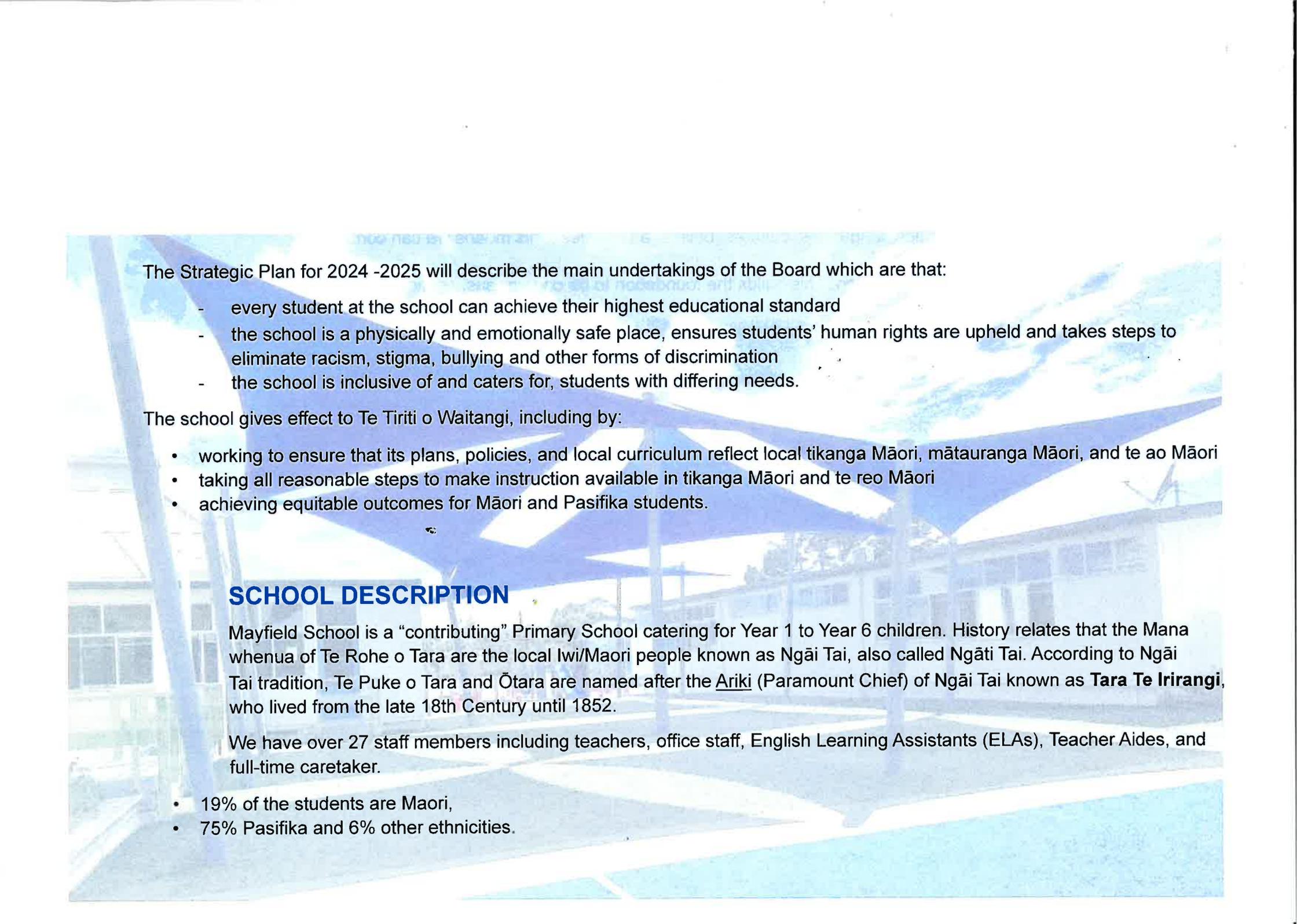


**Mayfield**  
PRIMARY SCHOOL

## **STRATEGIC Plan 2024-2026**



<b>Principal's Endorsement</b>		
<b>Board of Trustees' Endorsement</b>		
<b>Submission date to Ministry of Education</b>		<b>1 March 2026</b>



The Strategic Plan for 2024 -2025 will describe the main undertakings of the Board which are that:

- every student at the school can achieve their highest educational standard
- the school is a physically and emotionally safe place, ensures students' human rights are upheld and takes steps to eliminate racism, stigma, bullying and other forms of discrimination
- the school is inclusive of and caters for, students with differing needs.

The school gives effect to Te Tiriti o Waitangi, including by:

- working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for Māori and Pasifika students.

## SCHOOL DESCRIPTION

Mayfield School is a “contributing” Primary School catering for Year 1 to Year 6 children. History relates that the Mana whenua of Te Rohe o Tara are the local Iwi/Maori people known as Ngāi Tai, also called Ngāti Tai. According to Ngāi Tai tradition, Te Puke o Tara and Ōtara are named after the Ariki (Paramount Chief) of Ngāi Tai known as **Tara Te Irirangi**, who lived from the late 18th Century until 1852.

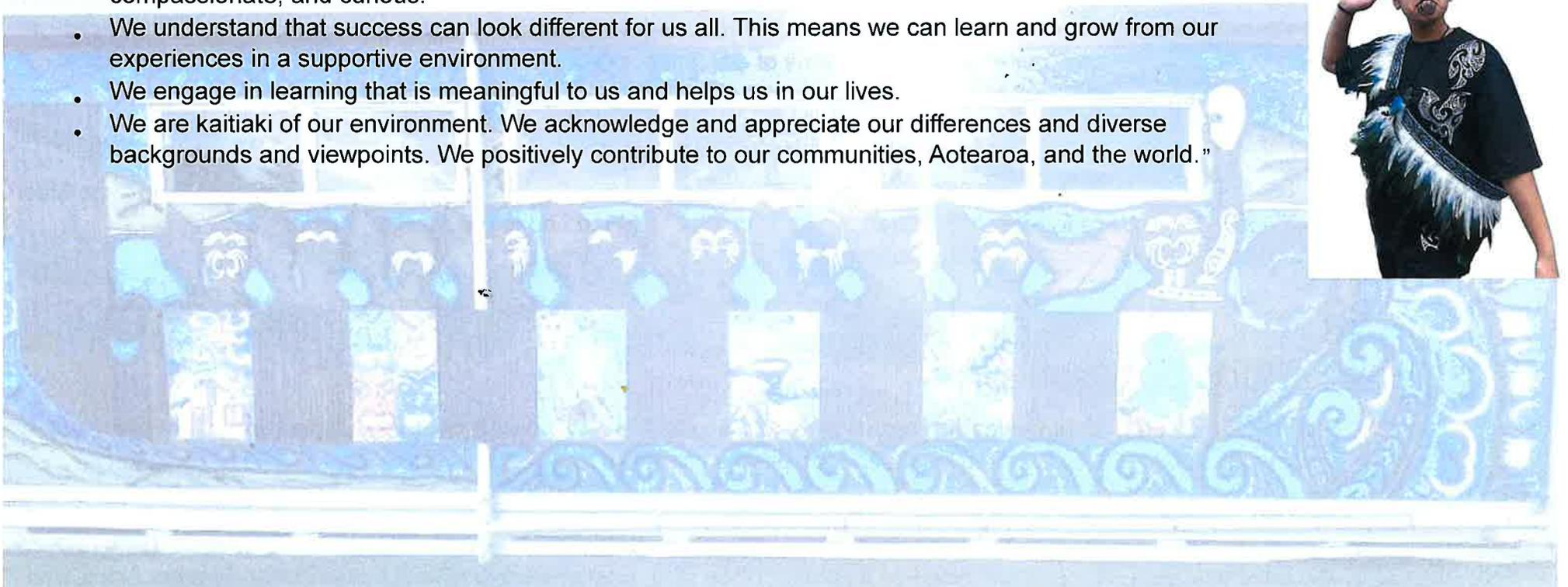
We have over 27 staff members including teachers, office staff, English Learning Assistants (ELAs), Teacher Aides, and full-time caretaker.

- 19% of the students are Maori,
- 75% Pasifika and 6% other ethnicities.

The range of socio-economic and ethnic groups in the community is wide. In the previous system, Mayfield School was categorised as decile 1A. The new Equity Index system places Mayfield School at 520 EI.

Mayfield Board identifies with the educational vision for young people as outlined in Te Mataitipu (Te Mataiaho)

- “We understand our roles in giving effect to Te Tiriti o Waitangi and its principles.
- We are strong in our identities, languages, cultures, beliefs, and values. This means we can confidently carry who we are wherever we go.
- We have a strong sense of belonging. This builds the foundation to be courageous, confident, compassionate, and curious.
- We understand that success can look different for us all. This means we can learn and grow from our experiences in a supportive environment.
- We engage in learning that is meaningful to us and helps us in our lives.
- We are kaitiaki of our environment. We acknowledge and appreciate our differences and diverse backgrounds and viewpoints. We positively contribute to our communities, Aotearoa, and the world.”



The school enjoys an increasing degree of positive relationship with the local community and the school actively encourages a strong home/school partnership.

We have te Piringa Kohanga Reo next door and several ECE centres nearby. Most of our graduates transition to Sir Edmund Hillary Collegiate (SEHC) middle and Ferguson Intermediate School. Secondary schooling is served by schools outside the immediate area, SEHC senior, Tangaroa College, Edgewater College and Ormiston College.

Mayfield School belongs to the **Ōtara ō te Rererangi Kāhui Ako** in collaboration with Sir Edmund Hillary Collegiate, MIT Senior High, Barnadoes, Mt Richmond School and ECE schools.

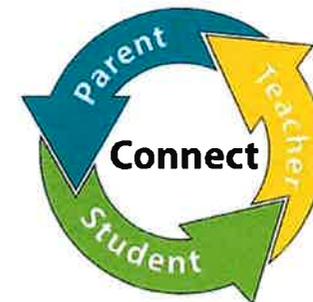


The aim of our hapori partnership is to enhance learning relationships between our school and our community. We acknowledge that the pandemic has been challenging but it is our intention to celebrate the pivotal role of family and aim to strengthen collaborative teaching and learning approaches between parents, children and teachers, whilst embracing cultural diversity.



We celebrate the pivotal role of the family / whanau and aim to strengthen learning approaches between parents, children and teachers, whilst embracing cultural diversity. Intervention programmes for students at risk are supported by strong home-school partnerships.

Students' reports are shared with parents twice a year on their learning, progress and achievement, sharing evidence of their learning from a range of sources. This provides opportunity for parents/caregivers to meet with teachers formally. Reporting also occurs in the school newsletters, through korero and online platforms such as Dojo, Seesaw, Skool Loop and School Links.



We acknowledge and are continually developing the five Cultural Capabilities needed to accelerate student achievement: Cultural Responsiveness and Inclusiveness: The Board of Trustees recognises the bi-cultural



nature of New Zealand's society, and the importance of the Treaty of Waitangi, and will ensure the delivery of Te Reo and Tikanga Maori at Mayfield School in the following manner:

- Tikanga Maori and Te Reo Maori integrated into all appropriate aspects of the School Curriculum.
  - Students are encouraged to participate in daily Karakia. incorporated into all areas of the curriculum
  - Active search out expertise in the community to enhance delivery of Te Reo and Tikanga. determine community aspirations for Maori student achievement.
  - Appointment of a staff member to develop Tikanga Maori and Te Reo programmes.
  - Students with diverse needs catered for
  - Community involvement to reflect reciprocal responsiveness
  - Knowledge and understanding of other cultures is enhanced through Social Science and other Curriculum programmes.
  - Involvement of wider community through Otara o te Rererangi Kahui Ako
  - Cultural diversity reflected in governance roles.
- Maori origin stories
  - Social Science: When focusing on New Zealand's
  - Annual consultation to



## Evaluative Capability:

We are focused on developing co-leadership and co-coaching in a variety of contexts. Curriculum Leaders, with their roopu will continue to develop a community of learning in their areas. Teachers use critical inquiry and problem-solving in professional practice and collaboratively inquire into the impacts of teaching practice on student learning and achievement.

It enables the teachers to be informed and responsive practitioner who **know, understand** and implement (**do**) effective teaching and learning. Students' progress is tracked and monitored on a regular basis in relation to curriculum progressions. The Board receives comprehensive student achievement data, allowing targets and budgeting to be directed to the identified areas of need.

## Organisational Capability:

Diversity and difference are acknowledged and celebrated in an inclusive school environment.

External support services (e.g. RTLB, RTLIT, MoE, health and dental nurses) are often sought. Identified students benefit from programmes that address their learning strengths and individual learning needs.

We recognise, value and cater for the diverse abilities and needs through our special needs, accelerate, cultural and ESOL programmes. Ministry funding is used to develop programmes for students with moderate special education needs. Students verified with high or very high needs receive Ongoing Resourcing (ORS). Some of our Learning Assistant (LA) components are also used for Literacy and Mathematics Support groups.



# Strategic Goals

## Hauora - Wellbeing



### HAUORA – Wellbeing at MPS

Ensuring that we nurture our staff and students by building wellbeing and resilience at Mayfield School



ACTIVE



Our expectation	Our plan of action	Success criteria
<p>Students</p> <ul style="list-style-type: none"> <li>Wellbeing programme</li> <li>Behaviour management supported and IEP</li> <li>School values programme</li> </ul> <p>Staff</p> <ul style="list-style-type: none"> <li>Ongoing learning to design, plan and managed work</li> <li>Mayfield employee journey</li> <li>Psychological safety</li> </ul>	<p><b>Well-being conscious actions:</b></p> <ul style="list-style-type: none"> <li>Staff (valued &amp; cared)</li> <li>Student (valued &amp; cared))</li> <li>Student needs prioritised – wellresourced school for student Hauora.</li> <li>Staff needs prioritised – well resourced</li> <li>Understand workplace and what can be enhanced for the school employees.</li> <li>Continued investment in leadership • Valuing and encouraging staff/ student voice. • Induction programme based on “I belong”</li> <li>Community initiatives and support of the team.</li> </ul>	<p>2024</p> <ul style="list-style-type: none"> <li>Whare Tapa Wha strongly integrated into Weekly Plans.</li> <li>All engaged in ACTIVE programme.</li> <li>Garden to Table, Harold and ongoing commitment in 2025</li> <li>PB4L, IYT and IYP offered to staff and parents•</li> <li>Garden to Table with Tzu Chi Foundation</li> </ul> <p>2025</p> <ul style="list-style-type: none"> <li>Counties Manukau Sports – consolidate cluster and inschool learning.</li> <li>HAL – Healthy Active Learning Programme to continue</li> <li>Learn through South Seas Health Service</li> <li>Garden to Table with Tzu Chi Foundation</li> </ul>

--	--	--



**Curriculum**  
 Nurturing in our learning environment through future-focused teaching and learning

Our expectation	Our plan of action	Success criteria	Review
<p>Te Reo Māori is embedded in our everyday language across the school</p> <p>Community consultation and celebration will occur on a regular basis.</p>	<p>Consolidate the Te Reo and Tikanga Maori leadership</p> <p>Encourage across-school participation in Kapa Haka</p>	<p>There will be Te Reo Support for teachers and teams.</p> <p>Te reo Māori PLD for teachers working with in-school leader.</p>	

<p>Introduction of <b>60-minute</b> timetable for Reading, Writing and Maths developed through visiting exemplars.</p> <p>Teaching aligned to <b>Common Practice Model (CPM)</b>. Customised PD for staff – ANZH and Writing</p> <p>Responsive curriculum to changes introduced by MoE</p> <p>Continued PD on <b>Whare Tapa Wha</b> in conjunction with the Kahui Ako.</p> <p>Consolidate structure literacy PLD and teacher practice</p>	<p>Include One-Hour Timetable and content during Call Back Day (January 2025)</p> <p>PLC and feedback on the One-Hour Timetable and Common Practice Model.</p> <p>Introduce <b>'School Ready'</b> programme (funded by Ted Manson Foundation) to cater for students needing significant support at Year 1 level.</p>	<p>2024/ 2025</p> <ul style="list-style-type: none"> <li>• Te reo and tikanga Maori well integrated in classroom teaching and learning</li> <li>• Significant shifts in student progress and achievement</li> <li>• Consistency in Overall Teacher Judgement</li> <li>• Inclusivity and celebration of different cultures</li> <li>• Strongly embed Whare Tapa Wha across the school</li> <li>• Implement neurodiversity strategy</li> <li>• Structured literacy evident in planning and practice</li> <li>• Participating in a variety of Manukau Cluster sports that suit</li> <li>• Evidence of consistency in Common Practice Model (CPM)</li> </ul>	
<p>Cultural responsiveness -</p>		<ul style="list-style-type: none"> <li>• PRIME Maths resources upgraded/</li> </ul>	
<p>The NZ English and Mathematics Refreshed Curriculum will be implemented</p>	<p>MOE Curriculum Lead to be involved in advising and supporting the implementation.</p>	<ul style="list-style-type: none"> <li>• English and Maths phases will be unpacked and measured against the progressions</li> <li>• Reporting to parents will align with the NZ refreshed curriculum, school vision and values</li> </ul>	



## Community

Fostering our community bonds through cultural responsiveness and community voice.

Our expectation	Our plan of action	Success criteria	Review
<p>As part of the school's learning through Whare Tapa Wha, the Kahui Ako Achievement Challenge of cultural responsiveness, the Within-School leader</p> <p>Mayfield will be actively involved in the Otara o Te Rererangi Kahui Ako plans.</p> <p>Parent/whanau consultation and involvement will be</p>	<ul style="list-style-type: none"> <li>* Whanaugatanga Day for school and families/whanau *</li> <li>Meet the Teacher Evening</li> <li>* Parent/Teacher Conferences</li> <li>* Whanau participation in planning and implementing Kahui Ako *</li> <li>* Parents/whanau involvement in Language Weeks</li> <li>* Parents/whanau involved in Kaleidoscope of Cultures Day *</li> <li>* Kapa Haka involving parent helpers</li> <li>* Parent involvement in all EOTC activities</li> </ul>	<p>Wider and more frequent involvement with the community in:</p> <ul style="list-style-type: none"> <li>• Consultation</li> <li>• Input into school culture of teaching and learning especially during Pasifika Language Weeks.</li> </ul> <p>Across School (AS) and School Wide (SW) leaders will work closely to establish stronger pathway for the Kahui Ako schools/students.</p>	
<p>focused on student achievement.</p>			

# The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

OBJECTIVES	<b>1</b> <b>LEARNERS AT THE CENTRE</b> Learners with their whānau are at the centre of education	<b>2</b> <b>BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach for every learner	<b>3</b> <b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau	<b>4</b> <b>FUTURE OF LEARNING AND WORK</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives	<b>5</b> <b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b> New Zealand education is trusted and sustainable
------------	--	---	---	---	---

PRIORITIES	<b>1</b> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	<b>3</b> Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	<b>5</b> Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	<b>7</b> Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	<b>8</b> Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
	<b>2</b> Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	<b>4</b> Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy	<b>6</b> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		

\* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

## School Improvement Framework, the areas to focus on in 2024 and 2025

<p><b>Learning</b></p> <p>To give effect to Te Tiriti o Waitangi are clear and established to improve learner outcomes and the curriculum. This includes giving learners opportunities to learn through tikanga Māori, providing access to te reo Māori me ōna tikanga, mātauranga Māori and te ao Māori for all learners</p>	<p>Progressing Maori student achievement through:</p> <ul style="list-style-type: none"> <li>• effective and high-quality teaching practice in all classrooms using tikanga Māori, applying learning progressions in te reo Māori me ōna tikanga and broader mātauranga Māori and te ao Māori learning for all learners.</li> <li>• Improvement through teacher PLD in refreshed Kahikitia – Ka hapitia <a href="#">Ka Hikitia – Ka Hāpaitia – Education in New Zealand</a></li> <li>• Māori learners are engaged and achieving excellent education outcomes, and</li> </ul> <p>Māori whānau, hapū and iwi are active partners with our education services in defining and supporting excellent outcomes for Māori learners.</p>	<p>Further actions to give effect to Te Tiriti o Waitangi are evident in and impacting positively on learner outcomes and the curriculum.</p> <p>This includes using tikanga Māori, applying learning progressions in te reo Māori me ōna tikanga and broader mātauranga Māori and te ao Māori learning for all learners.</p>
<p>Learning is enriched and extended to accelerate success in student achievement for all</p>	<p>Progressing student achievement through:</p> <ul style="list-style-type: none"> <li>• effective and high-quality teaching practice in all classrooms</li> <li>• Robust evaluative capability lifts individual and collective capacity</li> <li>• Integrated Mayfield Primary School Curriculum through Learn to Learn.</li> <li>• Celebration of cultural diversity enhancing success</li> <li>• Engage in new PD initiatives ‘ <ul style="list-style-type: none"> <li>- Aotearoa NZ Histories</li> <li>- Digital Fluency</li> <li>- Inclusive Design</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Purposeful, relevant opportunities for teacher development to improve pedagogy and knowledge and skills enabling voice and agency triggering high levels of curiosity, divergent thinking, creativity, risk taking.</li> <li>• Responsive learning through deliberate, consistent and effective assessment practices, self review and Teaching as Inquiry, Collaborative Teacher efficacy</li> <li>• Digital fluency skills used effectively in a variety of contexts of learning</li> <li>• Equity and excellence supporting all students to stand strong in their worlds.</li> </ul>

	<ul style="list-style-type: none"> <li>- StepsWeb</li> <li>- Curriculum Refresh</li> <li>- Kahikitia</li> </ul>	<ul style="list-style-type: none"> <li>• Te reo and tikanga Maori integrated into daily learning interactions</li> </ul>
		
<p>“Diverse Pacific learners and their families are safe, valued, and equipped to achieve their education aspiration</p> <p>‘Action Plan for Pacific Education’ 2030 Vision</p>	<p>Quality teaching and leadership – making a noticeable difference for learners and their whānau</p> <p>Action Plan for Pacific Education - Vision 2030</p>	<p>Learners with their whānau are at the centre of education</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives.</p> <p><a href="#">Pacific-Education-Plan-Summary.pdf</a></p>
<p>Learner Progress and Achievement</p> <p>One Hour Reading, Writing and Maths</p> <p>Timetabling</p>	<p>Greater consistency in equity and excellence in learner progress and achievement. The school will continue to strengthen planning and implementation to improve learners’ outcomes and integrate the new requisite approaches e.g. 60minute Reading, Writing &amp; Maths.</p> <p>The progress and achievement of Māori and Pacific learners are quickly responded to. Learners with diverse learning requirements are quickly responded to.</p>	



<p><b>Environment</b></p> <p>Enable and empower students within a safe and caring environment</p>	<ul style="list-style-type: none"> <li>• Personal growth and development through the concepts from <b>Te Whare Tapa Wha</b></li> <li>• Emotional wellbeing is nurtured and Developed</li> <li>• Physical environmentally sustainable community continues to reach our local and wider environment</li> <li>• Inclusive environment enables access to every aspect of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Active Learning (HAL) is integral to everything across the curriculum building strength of character within each individual</li> <li>• Environmental award achieved through the principles of enviro (sustainability)</li> <li>• Create a safe and nurturing environment where increasingly realistic achievement expectations build mana, rights and dignity.</li> </ul>
<p><b>Inclusive Learning Climate</b></p>	<p>Learners experience a school learning climate that is positive and culturally responsive to promoting their engagement. Respectful relationships and restorative practices are continuing to strengthen. Learners and whānau, parents and families participate and contribute to a range of contexts – cultural, local, national, and global citizenship.</p>	<p>Learners are becoming involved in diversity initiatives to improve school approaches. Inclusive practices are implemented with a specific focus on inclusion and equity for Māori and Pacific. Learners with diverse and high needs receive effective supports.</p>



<p><b>Partnerships</b></p>	<ul style="list-style-type: none"> <li>• Effective communication, active engagement consolidating our learning community.</li> <li>• Learning partnerships with parents/whanau</li> <li>• Encourage and foster parent voice and agency</li> <li>• Attendance, Induction, Transition processes effect positive social, emotional, physical and academic outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Use of digital and other forms of communication with increasing effectiveness for interactive learning and feedback.</li> <li>• Increased opportunities for involvement in Literacy and Numeracy workshops supporting learning of their tamariki.</li> <li>• Relationships with Kahui Ako, ECE, MoE provide opportunity for improved pathways.</li> <li>• Induction process for students, parents and staff effects a positive and 'knowing' culture.</li> </ul>
<p><b>Wellbeing and Safety</b></p>	<p>Learner wellbeing is well promoted. The school will continue its pathway of refining and strengthening conditions, actions and practices that promote learner wellbeing, resilience and optimism, which includes te ao Māori and mātauranga Māori. Increasingly, the school implements well considered wellbeing approaches and service.</p>	<p>Learner wellbeing is consistently well promoted and sustained. Systematic wellbeing approaches serve learners and whānau, parents and families well. Comprehensive and enhanced school conditions and approaches, including te ao Māori and mātauranga Māori promote learner wellbeing, resilience and optimism.</p>

<p><b>Learner Progress and Achievement</b></p>	<p>Learner progress and achievement are becoming more equitable and excellent. The school will continue strengthening planning and implementation to improve learners' outcomes and refine their strengths-based approach.</p> <p>The progress and achievement of Māori and Pacific learners are quickly responded to. Learners with diverse learning requirements are quickly responded to. Learners are making accelerated progress towards achieving equitable outcomes</p>	<p>Learners demonstrate agency in their learning to improve their achievement outcomes in:</p> <p>→ Years 1-6, so that over time, more students meet expectations and experience success</p>
<p><b>Responsive Curriculum Planning</b></p>	<p>The school will continue to strengthen the responsiveness of the localised curriculum.</p>	<p>Foundation learning areas of the curriculum, including oral language, reading and writing, mathematics and science are being strengthened to help ensure all learners are able to access the broader curriculum.</p>
	<p>Learners will have increased opportunities to learn and experience a broader curriculum that better responds to their cultures, languages and identities, and includes te ao Māori, te reo Māori me ōna tikanga and mātauranga Māori.</p>	
<p><b>Effective Teaching</b></p>	<p>Teaching will reflect respect, inclusion, empathy, collaboration and safety, is continuing to strengthen the classroom learning culture.</p> <p>Professional relationships will continue to be focused on the learning and wellbeing of each learner are strengthening.</p> <p>Relational teaching will be consolidated as teachers use culturally responsive and relational approaches in order to improve student learning.</p>	<p>Deliberate acts of strengthening teaching strategies and practices to continue to promote greater equity.</p> <p>Teachers will continue to increase the use of relevant, challenging and meaningful learning activities.</p> <p>Learning interventions will increasingly be better targeted to support student progress including the focus on Māori and Pacific.</p> <p>Learners with diverse learning requirements are a priority.</p>

<b>Evaluation for Improvement</b>	<p>The school is strengthening its use of evaluation, inquiry and knowledge-building approaches to improve learner outcomes, with a clearer focus on equity and excellence and for Māori and Pacific. Learners with diverse learning requirements are also a priority.</p> <p>There will be closer monitoring and regular evaluation and reporting against targets underpin improvement.</p>	<p>Consolidation of internal evaluation processes and practices for inquiry and knowledge building for improvement and innovation are strengthening decision making. The impacts of these actions on learning are better known and school processes are strengthening.</p>
<b>Leadership and Capability</b>	<p>Leadership collaboratively strengthens the culture of relational trust to ensure ongoing organisational capacity building for continuous improvement.</p> <p>Leadership will continue to foster modelling and strengthening its culturally-responsive improvement focused approach.</p>	<p>Leadership collaboratively will enact the school vision and values</p>

Actions 2024 -2025	Indicators	IC/Review
<p>Consolidating the Curriculum Action Team (CAT):</p> <ul style="list-style-type: none"> <li>roles and position of the CAT to be revisited (Literacy, Numeracy, Health &amp; Wellbeing, Sports &amp; PE, Digital Technologies)</li> <li>support across all Teams</li> <li>meet regularly to share and plan feeding back at Team level.</li> <li>Reports to the BOT</li> </ul>	<p>*Curriculum Leaders are leading learning *</p> <p>Leaders work collaboratively with all teachers</p> <p>* All teachers are responsive to changes</p> <p>* BOT is kept informed.</p>	<p>Curriculum Leaders Review 2025 and 2026</p>
<p>Maths PLD is extended building upon PLD continuing to focus on:</p> <ul style="list-style-type: none"> <li>improving pedagogy, content knowledge and teaching of Mathematics</li> <li>Continue reinforcing all Maths strands- content knowledge and pedagogy</li> <li>Maths OTJs – monitored, collated analysed and progress plan</li> <li>Maths resourcing audit</li> </ul>	<p>*Awareness of changes to PRIME Maths – resources</p> <p>* PD with Rachel Hobson</p> <p>* Maths Refresh – PD with PD Lead (MoE)</p>	<p>Numeracy Leader and Team</p>
<p>Healthy Active Learning (HAL) PLD continues to strengthen teacher knowledge and understanding teaching character building:</p> <ul style="list-style-type: none"> <li>modelled and co-taught with new teachers</li> <li>observations with feedback from facilitator and peers.</li> <li>Transference of skills across all teaching and learning</li> </ul>	<p>Collaborate with</p>	<p>Teachers with support from Team leaders,</p>
<p>Pedagogic Learning Community (PLC) i.e. teacher practice moving from instructional to guided (triggering high levels of curiosity, divergent thinking, creativity; risk taking; voice and agency).</p> <ul style="list-style-type: none"> <li>Deliberate opportunities for teacher collaboration to build depth of pedagogy i.e. teachers actively engage Talk Moves when interacting with each other; then transferring those skills to practice:</li> <li>teachers as learners alongside their each other and their children.</li> <li>questioning supports thinking (much more than simple recall)</li> <li>encouraging elaboration of ideas or more detail (thinking in different ways)</li> <li>challenging each others thinking</li> </ul>	<p>Professional korero for professional improvement and tracking student progress.</p> <p>Tracking the progress of priority students</p>	<p>Within school expertise</p>

<ul style="list-style-type: none"> <li>• giving reasons, justifying; negotiating their position and changing their mind</li> <li>• answers are justified, followed up and built upon rather than merely received</li> <li>• feedback which informs and leads thinking forward as well as encourages</li> <li>• contributions which are extended rather than fragmented</li> <li>• classroom organisation, climate and relationships which make all this possible.</li> </ul>		
<ul style="list-style-type: none"> <li>○ Regular reflections shared with leadership team</li> <li>○ collaboration with peers seeking feedback</li> </ul>	<ul style="list-style-type: none"> <li>○ * Sharing, monitoring of Curriculum Action Plan</li> </ul>	<p>Senior Leaders, colleagues with PLD facilitator/s, teams</p>
<ul style="list-style-type: none"> <li>• PLD –use of data with a focus on impact and effectiveness of teaching:</li> <li>• Close monitoring of disparity, progress and acceleration (longitudinally and short term) using a wider range of evidence</li> <li>• Review current monitoring and tracking system for early identifications</li> <li>• Increased learning opportunities for all teachers to maximise their use of the data to identify gaps and needs</li> <li>• a range of evidence to form an OTJ</li> <li>• developing greater use Running Records, e-asTTle, PAT and STAR evidence for learner progressions</li> <li>• Make use of the new features on EDGE for assessment, planning and teaching</li> <li>• Ongoing reviews re approach to assessment to maintain consistency and clarity</li> </ul>	<p>Teachers awareness of effective analysis and use of student achievement data. Clear knowledge of the progressions – literacy and Maths</p> <p>OTJ is aligned to Year level achievement expectations.</p> <p>Regular moderation indicates greater consistency and reliability of data</p>	<p>Team Leaders monitor student progress and PLD for teachers</p> <p>Senior leadership</p> <p>Curriculum groups</p> <p>PLC</p>

<p>Monitoring and evaluating students who are “working towards” their Year level expectations (NZC).</p> <ul style="list-style-type: none"> <li>• at teacher level - teachers regularly checks formal and informal evidence, questioning and discussing to seek understanding of shifts.</li> <li>• at Team level – being open to learning, receptive, challenging. Student achievement data is available for sharing</li> <li>• at leadership level - when the data has enabled SMS reports to be produced or when Team leaders bring discussion to the Team.</li> </ul>	<p>Ongoing</p> <p>At least 2x per term</p>	<p>Team leaders with teachers</p> <p>Then each leader with Team teachers</p>
<p>Analysis of data to inform progress and achievement narratives</p> <p>Classes shared MPS Strategic Plan 2024 – 2025</p> <ul style="list-style-type: none"> <li>• Tuakana teina becomes a strong part of teaching and learning.</li> <li>• Evidence to be available to support the narrative i.e. examples of good practice or children’s work.</li> <li>• Collaborative reports in Year group and curriculum teams</li> <li>• CATs leader to deliver report to board.</li> </ul>		
<p>Strong focus on:</p> <ul style="list-style-type: none"> <li>• monitoring assessment for learning (formative assessment practice) i.e. goal setting, learning intentions, success criteria, next learning steps that are collaboratively developed with students; displayed and measured</li> <li>• monitoring use of modelling books, anecdotal notes, next steps, feedback etc</li> </ul>	<p>Ongoing</p>	<p>Team and Curriculum Leaders</p> <p>Peer to peer</p>
<p><b>Contextualising the Curriculum: authentic, flexible, problem based, developing curious, inquiring minds</b></p>		

<ul style="list-style-type: none"> <li>• Plan established including working with Healthy Active Learning (HAL)</li> <li>• Key competencies are deliberate, evident, observable and self assessed within all contexts</li> <li>• Treaty of Waitangi principles, tikanga Maori</li> <li>• Consultation with: - Parents <ul style="list-style-type: none"> <li>- Students</li> <li>- Community</li> </ul> </li> <li>• Progress meetings with teachers for feedback</li> <li>• Draft plan presented to teachers</li> <li>• Audit resources</li> </ul>		
Te Reo/ Kapa haka/ Pasifika/ Kaleidoscope of Cultures (KOC)		

Actions 2024 -2025	Indicators	IC
<p>Create a safe and nurturing environment:</p> <ul style="list-style-type: none"> <li>• The PB4L values are displayed and highly visual in any setting.</li> </ul> <p>Remodel PB4L displays in classrooms – useful and utilised</p> <ul style="list-style-type: none"> <li>• Recognise PB4L in action at any time and voice that.</li> <li>• Continue to build the mana of every child and staff member in our school: recognise them as individuals, provide support and acknowledgement for effort.</li> <li>• Maintain the mana of every person.</li> </ul>	PB4L Team	Health & Wellbeing Leader
<p>Consider our classroom and playground environment for ways to meet the needs for all learners</p> <ul style="list-style-type: none"> <li>• Continue to adapt the environment to engage and encourage learning (what suits the learner rather than the teacher)</li> </ul>		

<p>Continue to monitor effectiveness of ESOL:</p> <ul style="list-style-type: none"> <li>• ESOL teacher works with teachers providing PLD and guidance</li> <li>• Teachers implement ESOL PLD re assessment, planning and monitoring.</li> <li>• TA's trained to support ESOL in the classroom. Teachers plan for this.</li> <li>• Deliberate closer monitoring and planning is reflected in outcomes of ESOL students in the classroom.</li> <li>• ELLPs indicators reflected in planning for each ESOL child.</li> </ul>		
<p>Learning Support Programme:</p> <ul style="list-style-type: none"> <li>• Continue to review the Special Ed Register updating regularly</li> </ul> <p>Mayfield Primary School Charter 2024 - 2025</p> <ul style="list-style-type: none"> <li>• Review of IEP /CAP management</li> <li>• Work closely with TA's meeting regularly</li> <li>• PLD for TA's identified through RTLB</li> <li>• SENCO meetings networking and PLD through RTLB</li> <li>• Upgrade the term by term profile of all support programmes and interventions</li> <li>• Explore additional programmes which may support those who require learning and / or behaviour support</li> </ul>	Ongoing	Devi

Actions 2025 -2026	Indicators	IC
<p>Digital communications are used more effectively:</p> <ul style="list-style-type: none"> <li>• Students develop a digital portfolio of learning through Seesaw which is shared with parents /whānau</li> <li>• Teachers communicate regularly through Seesaw</li> <li>• Explore the use of digital and other forms of communication</li> <li>• School app upgrade</li> <li>• Upgrade of website</li> <li>• Consultation with community re options for communication</li> </ul>	Ongoing	All Teachers

<p>Increased opportunities for parent /whānau involvement in learning workshops supporting learning of their tamariki.</p> <ul style="list-style-type: none"> <li>• Parents join te reo classes once they have started</li> <li>• Reading Together' offered to help parents /whānau to support their children</li> <li>• Breakfast with Dads – sharing tips for support and be involvement in their child's learning</li> <li>• Develop a home learning programme linked to term inquiries, which build vocab, experiences and discoveries.</li> </ul>		
<p>Focus group Parents meetings for Māori, Pasifika, New parents and others</p> <ul style="list-style-type: none"> <li>• Invitations for each group - seeking discussion and ideas about ways we can best support parents to support their children.</li> <li>• New parents morning tea – getting to know each other</li> <li>• Plans developed with aspirations and actions to met those aspirations.</li> </ul>	Health & Wellbeing Group	Team
<p>Partnership Activities:</p> <ul style="list-style-type: none"> <li>• Invitations to parents to collect the home learning pack and participate in a mini workshop to offer suggested approaches to help parents to use the resource packs. (Teachers released during school to do this)</li> </ul>	Health & Wellbeing Team	Team
<ul style="list-style-type: none"> <li>• Grand celebration with parents for parents recognising their contribution to engaging their own students in learning:</li> <li>• Invitations to be part of a presentation afternoon with their child to share the success of the parents home support.</li> </ul>		

<p>Attendance tracked for patterns, trends and procedures</p> <ul style="list-style-type: none"> <li>• Review our current system</li> <li>• Identify the responses to our trends from the attendance</li> <li>• Consider the types of engagements / relationships with families and external agencies within our current practice.</li> <li>• Student / parent voice – how we can improve</li> </ul>	Ongoing	Office SENCO
<p>Consolidate Induction process: Seek new staff feedback re:</p> <ul style="list-style-type: none"> <li>- Current induction programme</li> <li>• Development induction programme <ul style="list-style-type: none"> <li>- Before, within 2 weeks, follow up</li> <li>- Systems and processes i.e. PB4L; accessing information, assessment and reporting practices etc.</li> <li>- PGC induction and mentoring programmes</li> <li>- Support i.e. appropriate PLD , monitoring,</li> </ul> </li> <li>• Review of staff handbook</li> </ul>		
<p>Transition:</p> <ul style="list-style-type: none"> <li>‡ Continue and extend working relationships with local ECE's including visits to them or to Mayfield Primary School.</li> <li>‡ New parent focus group (includes parents of children moving between schools) to provide feedback and recommendations on current transition process</li> <li>‡ Open Days for all to showcase our school.</li> <li>‡ Invitations to attend any events, which might occur pre starting e.g. book Week, Cultural Days etc.</li> <li>‡ Review of our Information Pack.</li> <li>‡ Website updates on our processes for transition.</li> <li>‡ Review of information that follows 'exiting' children.</li> </ul>	Ongoing	DP SENCO
<b>Actions 2024 -2025</b>	<b>Indicators</b>	<b>IC</b>

<p>Professional Growth Cycle (PGC)</p> <ul style="list-style-type: none"> <li>• Goal setting (professional) linked to evaluative capability at leadership and teacher levels</li> <li>• Opportunities for observation and feedback based on evidence and new learning</li> <li>• Collaboration with peers / Innovation Groups / Evaluation Team</li> </ul>	Ongoing	Principal
<p>The Board of trustees governs within the Board of Trustees Framework ensuring:</p> <ul style="list-style-type: none"> <li>○ wellbeing of its staff, ○ appropriate resourcing ○ continued monitoring of progress and achievement.</li> <li>• The Board as an entity regularly reviews its performance</li> </ul>	Ongoing	Board
<ul style="list-style-type: none"> <li>• Principal appraisal - Action recommendations</li> <li>• PGC – Professional Growth Cycle (all)</li> <li>• Continue Maths PLD at leadership level and distribute leadership to syndicate level to all teachers (PLD yet to be confirmed)</li> </ul>		Board
<p>Continue with PGC cycles</p> <ul style="list-style-type: none"> <li>• Establish professional and personal goals 2024 - 2025</li> </ul>		

## Acknowledgement

We as members of the board are cognisant of the National Education and Learning Priorities (NELP). We also recognise that changes have been made to how boards plan and report their performance ([Education and Training Act 2020](#))