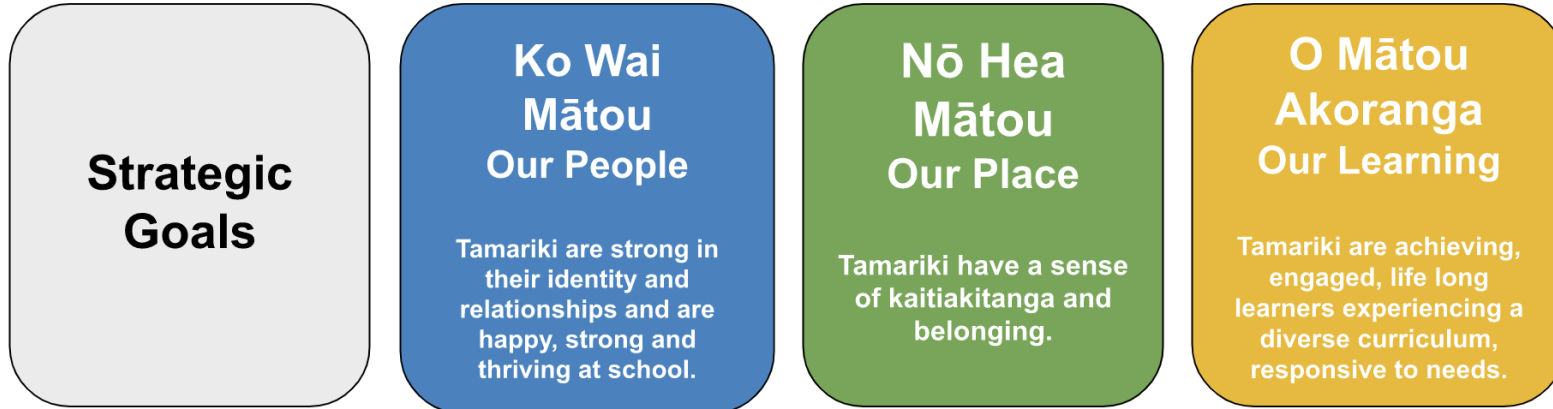


Miramar North School Annual Plan 2024



Ko Wai Mātou - Our People Tamariki are strong in their identity and relationships and are happy, strong and thriving at school.				
<u>Initiatives</u>	<u>Actions</u>	<u>Who</u>	<u>Date Achieved By</u>	<u>Evaluation/Next Steps</u>
1. Grow mātauranga Māori practices.	Continue to build & strengthen local iwi relationships.	<i>(Principal)</i>		
	Build staff capability and confidence in te reo & tikanga - all students and staff can say mihi.	<i>(SLT)</i>		
	Board: Hautu Training.	<i>(Principal)</i>		
	Introduce progressions frameworks for all syndicates to use.	<i>(TL)</i>		
2. Develop and grow wellbeing through the Whare Tapa Whā model and wider.	Our inquiries will incorporate well being practices.	<i>(TL)</i>		
	Develop zones of regulation across the school, include emotional intelligence.	<i>(TL)</i>		

<p>3. Build collaborative staff relationships and strengthen home-school partnerships.</p>	<p>Home & School Team continue to grow role and visibility with support of a staff liaison.</p> <p>Opportunities for collaborative inquiry - school-wide planning e.g. NZ Histories.</p> <p>Cross team moderation to grow pathways across the school.</p> <p>Senior Leadership team coaching, collaboration & consistency.</p> <p>Grow partnerships and work with Māori and Pacific whānau to support student learning.</p> <p>Develop syndicate leader role based action plans.</p> <p>Develop a Professional Growth Cycle model.</p> <p>Refresh teacher-parent connections: visibility, consistency approach for responses.</p>	<p>(Principal)</p> <p>(TL)</p> <p>(SLT)</p> <p>(Principal)</p> <p>(Teachers)</p> <p>(SLT)</p> <p>(Principal)</p> <p>(SLT)</p>		
<p>4. Develop and embed our PB4L practices based on our TIKA values.</p>	<p>Parent information session on PB4L and our journey - successes, next steps, areas to work on.</p> <p>Seek feedback from students, staff and the community on the implementation of our TIKA values and behaviour system.</p> <p>Ensure that when bullying &/or mistreatment is reported, it is consistently dealt with across the school using the behaviour flowchart.</p> <p>Embed our praise/acknowledgement system across the whole school.</p>	<p>(PB4L Team)</p> <p>(PB4L Team)</p> <p>(Teachers)</p> <p>(Teachers)</p>		

	Induction process is in place to support new staff with PB4L practices and our values.	<i>(PB4L Lead)</i>		
	Embed the practice of recording behaviour data and the use of the behaviour flowchart.	<i>(Teachers)</i>		
	Data is analysed at different levels e.g PB4L team level, syndicate level, whole staff level.	<i>(PB4L Team)</i>		
	Embed PB4L community updates in the newsletter.	<i>(PB4L Team)</i>		
	Continue PB4L focused staff meetings.	<i>(PB4L Team)</i>		
	PB4L team attend Ministry PD for Tier 2 system	<i>(PB4L Team)</i>		

Nō Hea Mātou - Our Place

Tamariki have a sense of kaitiakitanga and belonging

<u>Initiatives</u>	<u>Actions</u>	<u>Who</u>	<u>Date Achieved By</u>	<u>Review/Next Steps</u>
1. Develop our Local MNS Curriculum.	<p>Create a shared understanding of the elements, the customs and traditions that build our Local Curriculum.</p> <p>Create a holistic document: The story of MNS in words/ picture/graphic to represent our Local Curriculum.</p> <p>Social and information platforms reflect the MNS local curriculum - on Facebook, Website, Seesaw.</p>	<p><i>(Curriculum Leaders)</i></p> <p><i>(Principal)</i></p> <p><i>(SLT)</i></p>		

	Develop the MNS Local Curriculum while planning.	<i>(Teachers)</i>		
2. Celebrate and strengthen students' culture	<p>See cultural celebrations at a whole school level.</p> <p>Social and information platforms show an inclusive culture: Facebook, Website, Seesaw.</p> <p>Provide opportunities for students to share their culture in class and at a whole school level.</p> <p>Continue Matariki community events with our Hāngi.</p> <p>Strengthen teacher positioning as learners-teacher learning/teacher partnership with home, work with whānau.</p>	<p><i>(Teachers)</i></p> <p><i>(Teachers)</i></p> <p><i>(Teachers)</i></p> <p><i>(Cultural lead)</i></p> <p><i>(Teachers)</i></p>		
3. Create innovative learning environments to enhance collaborative and sustainable practices.	<p>Build collaborative classes/cross class opportunities.</p> <p>Keep values visible.</p> <p>Have a plan for a more suitable library space.</p> <p>Create interactive outdoor learning spaces e.g. games, benches, walks, values.</p> <p>Develop sustainable practices across the school e.g. driveway gardens, composting.</p>	<p><i>(Teachers)</i></p> <p><i>(Teachers)</i></p> <p><i>(Principal)</i></p> <p><i>(Principal)</i></p> <p><i>(Principal)</i></p>		

O Mātou Akoranga - Our Learning

Tamariki are achieving, engaged, life long learners experiencing a diverse curriculum, responsive to needs.

<u>Initiatives</u>	<u>Actions</u>	<u>Who</u>	<u>Date Achieved By</u>	<u>Review/Next Steps</u>
1. Build confidence, capabilities and consistency in staff within te reo Māori.	<p>Linking te reo in planning, classrooms.</p> <p>Units, inquiry, integrated into curriculum.</p> <p>Build classroom vocab capabilities, consistency.</p> <p>Link in te reo - units/inquiry, integrated into curriculum.</p>	<p>(TL)</p> <p>(TL)</p> <p>(Teachers)</p> <p>(Teachers)</p>		
2. Build confidence, capabilities and consistency in staff within the curriculum refresh.	<p>Numeracy and literacy implemented according to the refreshed curriculum.</p> <p>BSLA training and implementation in Rimu and Kōwhai with teaching staff and Teacher Aides.</p> <p>Facilitator training undertaken and implemented</p> <p>Embed planning in syndicates using the new refreshed curriculum.</p> <p>Develop moderation in teams and across teams - developing formative assessment processes.</p> <p>Continue to communicate and develop whānau knowledge of how we are teaching to support students learning.</p>	<p>(SLT)</p> <p>(TL)</p> <p>(SM)</p> <p>(TL)</p> <p>(SLT)</p> <p>(Teachers)</p>		
3. Build confidence, capabilities and	Continue to explore MNS as part of the ecological corridor.	(Teachers)		

<p>consistency in staff within NZ histories Curriculum.</p>	<p>Explore local stories - place based.</p> <p>Develop progressions of stories through school</p>	<p><i>(Curriculum lead)</i></p> <p><i>(Curriculum lead)</i></p>		
<p>4. Develop effective assessment and reporting to grow shared understandings of progress and achievement.</p>	<p>Continue to revise our use of reporting and develop guidelines of expectations and structure.</p> <p>Aligning assessment indicators with the refreshed curriculum.</p> <p>Continue to gauge feedback from whānau on reporting and assessment.</p>	<p><i>(SLT)</i></p> <p><i>(SLT)</i></p> <p><i>(SLT)</i></p>		
<p>5. Provide interventions that will support the inclusion and equity of tamariki with diverse needs e.g., learning needs, gender identity, behaviour.</p>	<p>Have strong sexuality education programmes across the school and use consistent language.</p> <p>Consistent system of identifying and communicating to parents and whānau when considering neurodiverse needs.</p> <p>Develop SENCO roles and systems.</p> <p>ELL leadership role developed.</p>	<p><i>(TL)</i></p> <p><i>(Senco)</i></p> <p><i>(Principal)</i></p> <p><i>(Principal)</i></p>		