

Miramar North School Annual Plan 2025

Our Vision: Inspired and empowered students, achieving their full potential

Our Values: We practice. Teamwork, Integrity, Kindness, Ako

Teamwork

is working together
and playing your part.



Integrity

is doing or saying the
right thing even if it's hard.
It is being honest with
yourself and others.



Kindness

is being helpful,
caring and considering
other people.



Ako

is being a teacher
and a learner.



Strategic Goals

Ko Wai Mātou Our People

Tamariki are strong in
their identity and
relationships and are
happy, strong and
thriving at school.

Nō Hea Mātou Our Place

Tamariki have a sense
of kaitiakitanga and
belonging.

O Mātou Akoranga Our Learning

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

Ko wai mātou - Our people
Tamariki are strong in their identity and relationships and are happy, strong and thriving at school

Initiatives	Actions	Who	When	Review, Evaluation, Next Steps
<p>1. Grow mātauranga Māori practices. mātauranga Māori practices.</p> <p>NELP (National Education Learning Priorities objectives 1.1, 1.2, 3.5 The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)</p>	<p>1.1 Continuing to embed best practice - to build childrens' experiences from mātauranga Māori perspectives.</p> <hr/> <p>1.2 Build wananga - teacher knowledge & capability</p> <hr/> <p>1.3 Consult whanau through a variety of avenues: written feedback, one to one, at community events.</p> <hr/> <p>1.4 Continue the positive relationship with our local iwi</p>	<p>Ministry: Professional Development/ with Alice Patrick MNS Lead Team</p>	<p>We use an Annual Plan tracker to monitor progress on goals. This particularly in the areas of Team Achievement Targets for Wellbeing & Literacy & Numeracy initiatives.</p> <p>A simple 'traffic light' system is used for other broader goals.</p> <p>The above time -progress measurements are detailed in operational plans.</p>	
<p>2. Develop and grow wellbeing through the Whare Tapa Whā model. <i>NELP objective 1.1, 2.3, 2.4, 3.6</i></p> <p>https://mentalhealth.org.nz/te-whare-tapa-wha</p>	<p>2.1 Develop a student survey around the whare tapa whā model as a major component of a wider picture. Include the EPOCH (particular period of time) results from Kāhui ako.</p> <hr/> <p>2.2 Develop a pathway for co & self- regulation for identified children. who lessons across the school.</p> <hr/> <p>2.3 Teacher wellbeing survey - align outcomes with the whare tapa wha model and develop an action plan.</p>	<p>PB4L Team Senior Leadership Team</p>		
<p>3. Realising the intent of Te Tiriti o Waitangi - Moving from acknowledgement to authentic understanding of Te Tiriti o Waitangi.</p>	<p>3.1 To continue to facilitate and provide staff with opportunities for understanding Te Tiriti.</p>	<p>Ministry: Professional Development/ with Alice Patrick MNS Lead Team</p>		
<p>4. a) Build collaborative staff practices & relationships.</p> <p>4. b) strengthen home-school partnerships.</p>	<p>4.1 Building teachers' pathways based on their interests. Encourage networking externally- staff survey</p> <hr/> <p>4.2 Whole school development - to make sure teacher's needs are</p>	<p>MNS Lead Team SLT</p>		

<p><i>NELP objective 3.6, 1.2, 2.3</i></p>	<p>being covered in light of new initiatives.</p> <hr/> <p>4.3 Ensure parents are well-informed about new curriculum programs</p> <hr/> <p>4.4 Continue to nurture the partnerships and work with Māori and Pacific whānau to support student learning and whānau engagement.</p> <hr/> <p>4.5 Align goals between the Home & School Team/Events Crew. Keep up the spirit of whanaungatanga - relationship, kinship, sense of family connection</p>			
<p>5. Develop and embed our PB4L practices based on our TIKA values. <i>NELP objective 1.1, 2.3, 3.6</i></p>	<p>5.1 Embed the PB4L School-wide framework in ways that align with our school context and the needs of our learners. - New this year</p> <p>5.2 Continued newsletter items to inform the community of our PB4L journey.</p> <ol style="list-style-type: none"> 1. Increased use of consistent school -wide approaches. 2. Continue to collect and analyse behavioural data in teams and as a whole staff. 3. PB4L staff meetings once a term to ensure collaborative practices around behavioural processes across the school. 4. Develop consistent systems for approaching recognition of values & behaviours and addressing incidents. 5. Continue to develop school-wide consistent interventions to support students who require Tier 2 and 3 systems. 6. To increase teacher capability in the Tier 3 systems. 7. Embed MNS house system 	<p>Ministry PLD PB4L PB4L Lead Team</p>		

Nō Hea Mātou - Our Place

Tamariki have a sense of kaiiakitanga and belonging

<u>Initiatives</u>	<u>Actions</u>	<u>Who</u>	<u>When</u>	<u>Progress, Evaluation & Next Steps</u>
<p>Develop our Local MNS Curriculum. <i>NELP objective 4.7, 3.6, 3.5, 1.2</i></p> <p>Turangawaewae Place-Based Learning</p>	<p>1.1 Term inquiry; I am an Explorer. Explore to learn Kowhai Production, Snorkeling - explorer- Marine habitat</p> <p>1.2 Complete development of local curriculum documentation. With learning focused on Miramar Whare Pukapuka (Library), Miramar Gardens, Moanamana, Wānanga, Snorkelling, Ākau Tangi, etc</p> <p>1.3 Learn place- based legends (pūrākau) such as Ngake and Whataitai, Matiu Island, Seatoun and the harbour</p> <p>1.4 Align learning and assessment with new curriculum progressions.</p>	<p>MNS Lead Team in conjunction with staff and community where appropriate</p>	<p>We use an Annual Plan tracker to monitor progress on goals. This particularly in the areas of Team Achievement Targets for Wellbeing & Literacy & Numeracy initiatives.</p> <p>A simple 'traffic light' system is used for other broader goals.</p> <p>The above time -progress measurements are detailed in operational plans.</p>	
<p>2. Celebrate and strengthen students' culture <i>NELP objective 3.5, 2.4, 1.2, 3.6.</i></p> <p><i>E kŭkŭ te kererŭ</i> <i>The tui chatter</i> <i>The parrot gobbles</i> <i>The wood pigeon coos</i> <i>(Everyone is different)</i></p>	<p>2.1 Student- led celebrations are embedded as part of our school culture.</p> <p>2.2 Continue Matariki community Explore opportunities to develop wananga/ workshops by the wider whanau -events including our hāngī.</p> <p>2.3 partnership - teacher learning/teacher partnership with home, work with whānau.</p> <p>2.4 Provide opportunities for students to share their culture in class and at a whole school level.</p>	<p>MNS Lead Team in conjunction with staff and community where appropriate</p>		

	<p>2.5 Strengthen teacher positioning as learners- teacher learning/teacher partnership with home, work with whānau.</p> <p>2.6 Have a whole school ‘cultural day.’</p> <p>2.7 Further develop ways to involve our whanau in school events and learning (parent readers, gala, Edge platform, mihi whakatau).</p>			
<p>3. Create innovative learning environments to enhance collaborative and sustainable practices. <i>NELP objective 4.7, 1.1, 2.3,</i></p>	<p>3.1 Build collaborative classes/cross-class opportunities.</p> <p>3.2 Keep values visible.</p> <p>3.3 Explore designs for a bigger more functional library space</p> <p>3.4 Create garden space around the school driveway gardens, composting, rewilding.</p> <p>*Rewilding is a conservation approach that focuses on restoring ecosystems to a more natural state, aiming to increase biodiversity and enhance ecosystem resilience by reducing human influence and allowing natural processes to take over. It differs from traditional ecological restoration by seeking to reestablish dynamic, self-sustaining ecosystems resembling those pre-human influence.</p>	<p>MNS Lead Team in conjunction with staff, Board and community where appropriate</p>		

O Mātou Akoranga - Our Learning

Tamariki are achieving, engaged, life long learners experiencing a diverse curriculum, responsive to needs. This section also contains our syndicate achievement targets for the following year and a Variance

<u>Initiatives</u>	<u>Actions</u>	<u>Who</u>	<u>When</u>	<u>Progress, Evaluation & Next Steps</u>
<p>1. Develop effective assessment and reporting to grow shared understandings of progress and achievement according to the new curriculum <i>NELP objective 1.2, 2.3, 2.4</i></p>	<p>1.1 Further develop a thorough understanding of moderation, assessment & reporting.</p> <ul style="list-style-type: none"> ● Overall Teacher Judgements that align with the English and Mathematics new curriculum ● Upskilling teacher knowledge, capability and application via both internal and external PLD including via Kāhui ako and teacher networks. <p>1.2 Continue to communicate with whānau about Maths (including Maths No Problem) and Literacy (including BSLA) programs</p>	<p>MNS SLT Lead Team in conjunction with staff.</p>	<p>We use an Annual Plan tracker to monitor progress on goals. This particularly in the areas of Team Achievement Targets for Wellbeing & Literacy & Numeracy initiatives.</p> <p>A simple 'traffic light' system is used for other broader goals.</p> <p>The above time -progress measurements are detailed in operational plans.</p>	
<p>2. Build confidence, capabilities and consistency in staff within te reo Māori. <i>NELP objective 3.6, 2.4, 1.2</i> <u>mātauranga Māori practices.</u></p>	<p>2.1 Continue to build collaborative practices across the school for te reo planning using the Mātauranga Māori Progressions</p> <p>2.2 Building te reo leadership - modelling for teachers.</p> <p>2.3 Analyse staff feedback on the effectiveness of PLD to inform next steps.</p>	<p>MNS SLT Lead Team in conjunction with staff.</p>		

<p>3. Build confidence, capabilities, and consistency in staff within the <u>new curriculum</u>. <i>NELP objective 3.6, 1.2, 2.4</i></p>	<p>3.1 Refreshed curriculum in Mathematics and English implemented.</p> <p>3.2 BSLA embedded in Rimu and Kōwhai and developing in Pōhutukawa.</p> <p>3.3 Embed planning in syndicates using the new curriculum.</p> <p>3.4 Embed moderation in teams and across teams - developing formative assessment processes.</p> <p>3.5 Continue to communicate and develop whānau knowledge of how we are teaching to support students learning.</p> <p>3.6 Provide effective staffing & PLD for teachers/ aides to support English Language Learners (ELL).</p> <p>3.7 Provide structured opportunities for teachers to observe other teachers.</p>	<p>SLT Maths Lead Team BSLA Lead Team /School based facilitator Literacy Leaders WSL (Kāhui ako within school lead ASL (Kāhui ako across school lead in conjunction with staff.</p>		
<p>4. Provide <u>interventions</u> that will support the inclusion and equity of tamariki with diverse needs e.g., learning needs, gender identity, behaviour, English Language Learners. <i>NELP objective 1.1, 3.6, 4.7, 2.3</i></p>	<p>1. Continue to embed and develop our inclusion practices for neurodiverse learners.</p> <p>2. Continue Targeted students tracking</p> <p>3. Embed the process for communicating with parents of neurodiverse learners e.g. Individual Education / Behavioural Plans</p> <p>4. Ensure all teachers are aware of the systems and processes involved in the SENCO process.</p> <p>5. Support English Language Learners students in small groups within each syndicate with current teacher aide support.</p> <p>6. Monitor attendance for better learning and wellbeing</p>	<p>SENCO Team SLT</p>		

Achievement: Targets for Reading, Writing & Maths 2025.

Achievement targets are initially based on the results from the previous year. Teachers then refresh targets to include new children. They are well thought out realistic targets, that said, certain targets are also aspirational, each cohort of children is different. We are excited to nurture all our children to reach their full potential. Target Trackers at specific intervals will inform how we move forward and adapt programs so children are making the progress they should be.

Year	Reading	Writing	Maths
1	83%	90%	90%
2	85%	88%	88%
3	84%	90%	82%
4	89%	78%	86%
5	92%	92%	88%
6	89%	85%	89%