



Manurewa South School

Vision Statement

“Ma Te Wero Ka Puawai Te Hua”
“By Challenging yourself you will Blossom in Education”

Mission Statement

Manurewa South School will provide a secure, caring, and positive environment in which each child is encouraged to realise their own unique potential.

Manurewa South School Values

Respect

Excellence

Attitude

Life Long Learning

CHARTER UNDERTAKING

In accordance with Section 64 of the Education Act, the Manurewa South School Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in the Charter which have been approved by the Board following consultation with the community in terms of Section 61 and 63 of the Education Act, and to take full account of the National Education Guidelines and all the statutory obligations. The Board has accepted this charter as its undertaking to the Ministry of Education.

This Charter establishes the Mission, Aims, Objectives, Strategic Direction, and the Targets in the Annually Updated Section

MANUREWA SOUTH SCHOOL STAFF and BOT EXPECTATIONS

Our aim is that staff and BOT will create a quality learning world where:

- | | | |
|---|---|---|
| <ul style="list-style-type: none">• Programmes are child centred and interactive• All individuals in the school community will be respected and all cultural and ethnic groups are valued.• Tolerance, respect, honesty, and caring are promoted.• Collaborative work by parents, staff and students is promoted.• The support of the community, the caregivers, the staff, and the students is valued.• The core values which hold us together as a community are well known and programmes and actions reflect this. | <ul style="list-style-type: none">• Students learn how to learn. We will teach thinking• Learning connects to the real lives of the students• Learning can be enjoyable and challenging• Self-esteem is recognised as the key to successful learning.• There is a joy for learning and confidence in taking risks.• Students are helped to develop positive attitudes and value.• Students receive love, acceptance, and limits on behaviour.• Students are taught responsibility, self-discipline, and strategies to become life-long learners. | <ul style="list-style-type: none">• Students are encouraged to pursue personal interests and develop individual talents• Staff are supported and encouraged to learn and grow as teachers• Staff are trained professionals who value children• Staff are self improving and innovative in their teaching.• Students are encouraged to work well with each other• Students are supported and encouraged to improve their skills and knowledge and attitudes• Successes of students and staff are recognised and celebrated |
|---|---|---|

MANUREWA SOUTH SCHOOL STUDENT EXPECTATION

Our aim is that children will: will be:

- | | | |
|--|--|--|
| <ul style="list-style-type: none">• Exercise tolerance.• Exercise tolerance towards other cultures.• Willing to accept new challenges.• Make the most of opportunities offered.• Learn to accept decisions even if against them.• Learn commitment.• Resourceful and creative.• Develop time management skills.• Technologically competent.• Confident and socially competent.• Encourage healthier eating habits. | <ul style="list-style-type: none">• Have good manners.• Show self -discipline.• Self-motivated.• Show persistence and perseverance.• A good team member.• Display fair treatment of one another.• Know and obey the school rules.• Take pride in their appearance.• Express themselves positively to others – “can do”.• Learn how to learn.• Innovate and Collaborate | <ul style="list-style-type: none">• Have good communication skills.• Able to set goals and self appraise.• Equipped for the next stage of learning.• Happy and secure.• Treated fairly.• Listen to their teachers and other children.• Make critical judgements and accept responsibility for their actions.• Respect and trust their teachers.• Know that it is okay to make mistakes if you learn from them. |
|--|--|--|

MANUREWA SOUTH SCHOOL PARENT / CAREGIVER EXPECTATION

Our aim is that parents / caregivers will be:

- | | | |
|---|--|---|
| <ul style="list-style-type: none">• Supportive of the school.• Emotionally and physically prepare their child for the school day and life in general.• Honest and respectful.• Approachable.• Receptive.• Appropriately clothe their child.• Respect and trust their child's teacher. | <ul style="list-style-type: none">• Open to change.• Realistic with their expectations.• Communicative.• Ensure their child is organised for the day.• Open minded.• Value Education.• Value Teachers.• Involved in their child's education.• Respectful of the classroom. | <ul style="list-style-type: none">• Positive in their approach.• Enthusiastic.• Talent sharing.• Respectful of the core values in the community.• Happy and secure in regards to the school.• Treated fairly.• Listen to their child's teacher.• Make critical judgements and accept responsibility for their actions. |
|---|--|---|

MANUREWA SOUTH SCHOOL BOARD OF TRUSTEES

The Board of Trustees will adhere to the following Code of Conduct:

1. Be loyal to the Charter and the school programmes.
2. Ensure that the need of the children and their learning come first when making decisions.
3. Ensure that all children are provided with an education which respects their individuality, and which challenges them to reach their highest standards of personal achievement that is reflective of a 21st Century learner.
4. Serve their school and their community to the best of their ability and be honest, reliable, trustworthy, loyal, and fair.
5. Respect the integrity of staff, the principal, parents, and students.
6. Maintain the confidentiality and trust vested in them.
7. Ensure strict confidentiality of papers and information.
8. Ensure that individual trustees do not act independently of the Board and its decisions.
9. Recognise that the Principal is the professional leader of the school who is responsible to the Board.
10. Ensure that any disagreements with the Board are resolved internally.

MANUREWA SOUTH SCHOOL PRINCIPAL

The Principal will:

1. Take responsibility for implementing the curriculum and ensuring that quality teaching and learning is occurring in every classroom.
2. Ensure that the needs of the children and their learning come first when making decisions.
3. Show a commitment to the belief that each student is of equal value and is entitled to an education which respects their individuality and challenges them to reach their highest standards of personal achievement.
4. Be loyal to the Charter and fully commit to achieving its purpose, aims and objectives.
5. Respect the integrity of staff, trustees, parents, and students, and show a commitment to the continuing development of the skills of the staff and trustees.
6. Work cooperatively with school staff but take final authority as delegated by the Board.
7. Provide all information on a student to any person with legal rights to the information who requests it, and respect confidentiality by keeping information on students from people who have no right to it.
8. Not vote in Board of Trustees decisions in relation to the Principals employment.

School Description - Who we are

Manurewa South School is a state funded co-educational contributing primary school located in Manukau City South Auckland. It caters for between 360-390 Year 1 - 6 students. Manurewa South is situated in a low socio-economic suburb of Manurewa and is a Decile 1a school. The ethnic make of the school is a combination of Māori, Pasifika, and Pakeha with a minority of students from other cultures. Teachers and learning aides represent the cultural diversity of the school making it a rich vibrant environment aiming to nurture curious minds and extend aspirational thinking. Our values REAL (Respect - Excellence - Attitude - Lifelong Learner) provide the foundations of the way we do things which grounds the students who come from sometimes chaotic home lives.

Our CoL (Kaahui Ako) Journey

At the beginning of 2018 Manurewa South School joined the Manurewa Kaahui Ako (Community of Learners - CoL) which includes 6 state schools within the Manurewa area. Three Achievement Challenges; Cultural Identity, Transitions and STEAM, were identified and Ministry approved for the implementation beginning this year with an overarching Process Challenge - Teaching and Learning.

National Education Priorities

Manurewa South School will determine its priorities by focussing on national priorities and identifying local priorities.

Manurewa South School priorities will be identified through:

- The school's self-review programme
- Analysis of the school's assessment data

We recognise the Government's NEPs:

- Success for all
- A safe learning environment
- Improving Literacy and Numeracy
- Better use of student achievement information
- Improving outcomes for students at risk
- Improving Maori outcomes
- Reporting

Manurewa South School continues to prioritise literacy and numeracy by:

- Giving emphasis to the teaching of Literacy & Numeracy in our class timetables.
- Delivering quality daily literacy and numeracy programmes
- Utilising high quality effective teaching practises
- Regularly monitoring achievement
- Using the National Curriculum levels to monitor achievement and progress.

We will monitor, assess, record and report on student progress and achievement in a manner that is positive and motivating. Honest and accurate reporting delivered in an understandable and constructive manner are school priorities. Goal setting and striving for personal best will be a focus of reporting while ensuring specific areas where students need assistance or extension are identified.

Cultural Diversity

When developing policies and practices for the school every endeavour is made to reflect New Zealand Cultural diversity and the unique position of the Maori culture.

In recognising the unique position of Maori, Manurewa South School will take all steps to provide instruction in Tikanga Maori and Te Reo Maori.

To achieve this, our school will:

- Grow and support the development of Te Reo Maori learning for **all** our tamariki.
- Provide an opportunity for tamariki to be immersed in a Maori enrichment environment.
- Results from school assessments and surveys are collated and recorded and Maori children's progress is tracked.
- Senior Leaders will analyse achievement data of Māori children and provide feedback to the Board and Teachers.
- Outside agencies are involved when extra assistance is needed.
- Use the skills and expertise of the Teacher responsible for Te Reo Maori at Manurewa South School as a source of support for Maori Education.
- Teaching staff are encouraged and fully supported with professional development to extend their current abilities in Te Reo.
- Components of Tikanga Maori and Te Reo Maori are integrated into all appropriate aspects of the school curriculum and school life.

In recognising and valuing Pacific Island culture as being our next most significant student population we will regularly provide opportunities for the celebration of the Pasifika Culture.

Manurewa South School Strategic Plan 2020-2023

Strategic Priority ONE

Develop and improve teacher knowledge and understanding of the collection, analysis, and use of quality assessment data to inform of student achievement

Strategic Priority TWO

Raise student achievement levels in line with National Curriculum expectations through classroom programmes that reflect best teaching practices and pedagogy.

Strategic Priority THREE

Engage Māori and Pasifika communities in working alongside the school to implement changes needed to the way teachers engage with Māori and Pasifika children and the parents/whanau/fono in order to support their progress and achievement.



Strategic Priority FOUR

Upgrade the school environment and image to maximise student learning and provide an environment the community can be proud of.

Strategic Priority FIVE

Implement the Achievement Challenges of our Kaahui Ako
AC1 – Cultural Diversity
AC2 – Transition
AC3 – S.T.E.A.M

Strategic Priority ONE

Develop and improve teacher knowledge and understanding of the collection, analysis, and use of quality assessment data to inform of student achievement

Strategies	Measurements	What it will look like
<ul style="list-style-type: none">• Identify the most valuable and appropriate assessment tools• Develop teacher understanding and knowledge of making OTJ's (Overall Teacher Judgements)• Establish timelines for data collection• Provide professional development in data analysis• Collate and analyse achievement patterns across the school• Teachers and students use data to plan next steps for teaching and learning• Close monitoring of student progress to show evidence of improved achievement• Data is used to identify 'at risk students' and to implement appropriate programmes and support these students• Accurate and informative reporting to parents	<ul style="list-style-type: none">• Higher level of teacher knowledge of analysis and use of achievement data• Regular timetabled assessments are carried out• Unit plans are based on analysed data• Students can discuss their own learning needs• Achievement reports presented to the BOT on a regular basis show ongoing progress in student achievement levels• Special Needs programmes are catering for the students identified as 'at risk' in data analysis• Reports to parents provide accurate details of student achievement• Improved student achievement• Teachers planning and teaching meet identified learning needs	<ul style="list-style-type: none">• Teachers have analysed their own class and or/school data and can speak knowledgeably about the data and implications for future teaching and learning• Students can understand their own assessments, identify their own strengths and weaknesses, and decide on next steps with teacher and/or peer support• Student achievement is improved through active leadership practices evidenced by the analysis and reporting of achievement data• Targeted special needs assistance and enrichment• BOT receive regular reports on learning and teaching throughout the school

Annual Aim:

- Staff will further develop their analysis skills of literacy & numeracy assessment data collected to identify the next key learning steps for individual students, groups of identified students and classes in line with the Literacy Learning Progressions & National Curriculum.

Baseline Data:

- A structured assessment timeline is in place to ensure we are gathering assessment data at appropriate intervals and regularity to inform learning programmes. We use consistent assessment methods and have made sound choices to use specific assessment tools school wide. This data is used well to make overall assessments of individual student achievement levels and plan for individual students 'next steps' in order to achieve National Curriculum levels. Students are involved in the assessment process, identifying where they are in line with the assessment criteria and what they need to be able to do in order to achieve the next step. The collected assessment data is consistently being analysed to gain detailed information about gaps for individual students. More focus needs to be put on how we can use this gap analysis across classes, teams, and the wider school to meet the needs of our students rather than just in isolated classrooms. Teachers will be involved in a Formative Assessment PLD for 2023 to look at ways to strengthen their assessment practice and to ensure that they have a better understanding of the analysis and aggregation of this data.

Actions to achieve targets	Led by	Budget/FTTE	Timeframe
1) Progress and data reviewed at POD meetings to continually realign the programme to meet the changing needs of students.	Team Leaders Teachers		Fortnightly Review Meetings
2) Use PAT Math's online marking service to assist in the collation and analysis of data.	SLT		Following Mid-Year PAT Assessment
3) As a whole school share and discuss data and develop a 'next steps' plan. Including identifying the gaps.	SLT		Term 2
4) Identify specific groups for whom data should be reviewed: 5) e.g. Māori students, Students after 40 weeks at school, Males in Year 6 etc.	SLT		Ongoing throughout the year
6) Adapt the school assessment timeline and overview to include the analysis of specific cohorts of students throughout the assessment programme	SLT		Term 1
7) Participate in the Formative Assessment PLD facilitated by Education Vision to look at data analysis, assessment tools etc	SLT Teachers		Ongoing throughout the year
8) Staff Meeting focused on extracting cohort information from assessment tools and our Student Management System (SMS)	SLT		Term 2 & 4
9) Include the consistent analysis of class data in teaching staff performance agreements by: Year Level, Gender, Ethnicity	SLT		Ongoing throughout the year
10) Team Leaders to collate analysed data collected from their teams to identify trends across the school.	Team Leaders		Ongoing throughout the year
11) Analyse collated class data to target learning support programmes to the areas most at risk of not achieving National Curriculum expectations and target staff support and professional development on a needs basis.	SLT		Term 2 & 4
12) Engage with whanau/families to talanoa/korero on issues around attendance and the impact this has on student learning.	Principal & POD Leaders		Ongoing

Strategic Priority TWO

Raise student achievement levels in line with National Curriculum expectations through classroom programmes that reflect best teaching practices and pedagogy

Strategies	Measurements	What it will look like
<ul style="list-style-type: none"> ● Teachers identify their own beliefs about good teaching practice. ● Develop a research-based quality school wide teaching practice model. ● Implement professional development in pedagogy and practice for teachers ● Provide appropriate and up to date resources to support teaching and learning ● Employ the best teachers possible for each teaching vacancy ● develop an integrated, skills-based curriculum to foster the highest possible achievement for each student 	<ul style="list-style-type: none"> ● All planning and teaching are based on the school Writing Guidelines. ● Staff professional development is transferred into class programmes (<i>Teaching Observations show teachers sharing 'Learning Intentions' and 'success criteria' and students when asked can express their next learning steps in written language</i>) ● Resources are well organised and managed ● High levels of student engagement (reduction in student behaviours referrals to Principal) ● All newly employed teaching staff <i>bring</i> expertise in school focus areas (<i>Use of student achievement data & Literacy Development</i>) ● Programmes give priority to the provision of Literacy & Numeracy programmes to promote student achievement (<i>At least 70% of all classroom timetables are focussed on Literacy & Numeracy Lessons</i>) 	<ul style="list-style-type: none"> ● Both teachers and students are self-regulated, engaged learners, focussed on evidence-based practice, and can identify next steps in learning and/or professional goals. ● Data shows that students experience effective teaching and learning opportunities. ● Effective performance management programme for all staff ● School will operate from a school-wide integrated curriculum delivery statement that ensures a full and sequential delivery of the Manurewa South Curriculum. ● Students are achieving 'at' or 'above' the expected National Curriculum level. ● Those students not achieving 'at' or 'above' the expected National Curriculum Level have programmes in place for accelerating progress.

Annual Aim:

- To increase the number of students achieving 'at' or 'above' the National Curriculum levels for Reading, Writing & Mathematics.

Baseline Data:

Analysis of school-wide data at the end of 2022 beginning of 2023 identified the need for accelerating progress for several students across the school. Whole school Reading data: **46%** of Year 3, **52%** of Year 4 and **55%** of Year 5 students are achieving 'below' and 'well below' in Reading across the school. Maori students in Reading: **73%** of Maori students reading was 'below' or 'well below' at the beginning of 2023 school year. In comparison 55% of Pasifika students are achieving 'below' or 'well below' national curriculum level in Reading.

Writing data at the beginning of the year showed that 67% of Year 4 students and 66% of our Year 5 students are achieving 'below' and 'well below' in Writing across the school. Maori students in Writing: 60% of Maori students writing was 'below' or 'well below' at the beginning of 2023 school year. In comparison 46% of Pasifika students are achieving 'below' or 'well below' national curriculum level. 46% of Pakeha, 54% Asian and 14% MELAA are achieving 'below' or 'well below' the national curriculum level in Writing. This has identified two cohorts of students that need intensive support programmes to accelerate their achievement levels. Teachers will continue PLD on Formative Assessment PLD for 2023 with Vision Education which will include the analysis student achievement data, feed forward, feedback, assessment tools, informing next teaching and learning steps.

Actions to achieve targets	Led by	Budget/FTTE	Timeframe
1) Regular review of assessment data with staff with a specific in-depth focus on the target groups of students.	SLT		Ongoing
2) Analyse the assessment data of the target students identifying their specific learning needs.	Principal		Ongoing throughout the year
3) Develop teaching programmes that will support, encourage, and target the identified learning needs of the target students. 4) Develop a Structured Literacy programme to target 'gaps' in the Junior school programme.	Literacy Leader Jude Parkes		Term 1
5) Work with the Kiwi Schools to gain support in achieving our goal through the 'Learning with Digital' PLD.	e-Learning Team		Term 1-4
6) Provide release for team leaders to hold regular monitoring meetings to discuss the progress of our target students.	Reliever	.2 FTTE	Ongoing
7) Provide support and guidance to teaching staff in ongoing planning and developing of the action plan for accelerated learning programming.	Senior Leadership Team		Ongoing
8) Work with families around ways they can support students at home. – Parent Conference Goal Setting/Next Steps. Talanoa Ako Pasifika Parent Programme.	Literacy Leader Principal		Ongoing Term 2
9) Meet with each target student regularly to discuss their individual goal, the steps to achieve it and the progress to date.	Class Teachers		Ongoing Initiate Term 1
10) Carry out regular and ongoing anecdotal notes, observations, and assessments of target groups to identify changing needs and adapt programmes accordingly.	Senior Leaders		Term 1-4
11) Literacy and Math Leaders to provide student achievement data using assessment tools to identify what is happening, what is the data telling us, what support is required, next steps.	Literacy & Math Curriculum Leader		Ongoing

Strategic Priority THREE

Engage Māori and Pasifika communities in working alongside the school to implement changes needed to the way teachers engage with Māori and Pasifika children and the parents/whanau/fono in order to support their progress and achievement.

Strategies	Measurements	What it will look like
<ul style="list-style-type: none"> ● Use Ka Hikiatia to provide vision and direction. ● Continue to provide a Māori Enrichment class open to any student who wishes to take part in Te Reo and Tikanga Māori. ● Whanau voices are valued, collected, analysed, and used to inform best practice. ● Give more prominence to tikanga and te reo māori in all aspects of school culture. ● Provide weekly Te Reo lessons to all classes – Junior, Middle and Senior level. ● Teachers to integrate Māori and Pasifika perspective when planning units of learning. ● Promote Māori & Pasifika events via school newsletter/website. ● Māori students are valued for their rich cultural heritage and are encouraged to share their lived experiences at school. ● Pasifika students feel valued for their rich heritage and culture and experience success at school. ● All learners understand and demonstrate respect for the language and cultures of our Pasifika students. 	<ul style="list-style-type: none"> ● Staff are using Ka Hikiatia to support Māori learners. ● All staff actively involved in language development professional development. ● More Te Reo Māori being spoken in everyday situations throughout the school. ● Collection and analysis of achievement data is shared at Board level. ● Survey whanau on their aspirations for their child(ren). ● Share student achievement data with staff/students/parents and community. ● Expert Māori leaders and teachers design and implement Te Reo Māori kaupapa and Tikanga Māori across the school. ● Pasifika Leaders and teachers provide language support and values across the school. 	<ul style="list-style-type: none"> ● A well-staffed and managed Māori Enrichment class catering for students from Year 5 & 6. ● Data from students within the Enrichment class shows that students are making successful gains. ● Bilingual education is well integrated into the school culture and adds strength and value to the entire school. ● Use information for whanau survey to inform school charter, annual plan, strategic plan.

Annual Aims:

- To increase the number of Māori & Pasifika students achieving 'at' or 'above' National Curriculum expectations in Literacy & Numeracy.

Baseline Data:

The school continues to provide opportunities for Māori and Pasifika learners to succeed. The school has continued its Māori Enrichment Class, offering students the opportunity to speak Te Reo Maori and familiarise themselves with Tikanga Maori and values. As part of learning teachers continue to include Māori and Pasifika perspectives in units of learning to support Te Tiriti o Waitangi (Treaty of Waitangi). This is done in the form of celebrating Matariki, Te Wiki o Te Reo Māori (Māori Language Week), Language Weeks (Samoan, Tongan, Cooks Island, Nuiean, Fjii, Tokeau). Continue to provide student achievement data for Māori and Pasifika achievement and share and report this to the Board, staff, students, parents, and community. Continue with the Talanoa Ako Parent Programme for Pasifika Parents which focusses on workshops to help pasifika parents have a better understanding of how schools operate. Work alongside the Māori Achievement Collaborative (MAC) initiative which focusses on raising achievement of our Māori learners.

Actions to achieve targets	Led by	Budget/FTTE	Timeframe
1) Work with Māori leaders from Manurewa Marae to develop an assessment framework to specifically meet the needs of students in the Māori Enrichment class.	Whaea Karen Whaea Skye		Ongoing
2) Up skill staff using Ka Hikitia the guidance and support of the Resource Teacher of Māori.	MAC Facilitator		Term 2
3) Work as a team to moderate assessment samples in literacy and numeracy.	Whaea Karen		Ongoing
4) Ensure the close and consistent alignment of the Māori Enrichment programme with the mainstream programme	Whaea Karen Whaea Skye		Ongoing
5) Share student achievement data on Māori and Pasifika student achievement and look at possible next steps of learning.	SLT		Term 2 & 4
6) Provide professional learning opportunities for teaching staff to ensure their knowledge and skills around 2 nd language acquisition & bilingual teaching are strong and supported.	Whaea Karen MAC Facilitator		Ongoing
7) Provide staff time and space for relationship building at formal and informal events.	SLT		Ongoing
8) All leaders take responsibility for engagement with family and whanau to promote the progress and achievement of students.	SLT		Ongoing
9) Continue with the Talanoa Ako Pasifika Parenting Programme for 2021	TA Lead Teacher		Ongoing
10) Work with Kaahui Ako Lead Teacher on AC 1 Cultural Diversity.	COL LT		Ongoing

Strategic Priority FOUR

Upgrade the school environment and image to maximise student learning and provide an environment the community can be proud of

Strategies	Measurements	What it will look like
<ul style="list-style-type: none"> • All learners understand and take ownership of our school-wide vision and values – “REAL” (Respect, Excellence, Attitude & Life-Long Learning). • All staff create • Move to Tier 2 of the PB4L school-wide programme including a revamp of the school-wide reward system. • To work with the school's property liaison (MOE) to provide a safe, highly functional, and attractive environment for the school community. • Teachers involved in 'Mindfulness' PLD. • Provide opportunities for students to enhance their learning environment. • Raise the profile in the community of Manurewa South students. 	<ul style="list-style-type: none"> • Students will know what is expected of them at school and what they can expect • Five- and Ten-year property development plans are regularly reviewed, and tasks completed • Staff and Student satisfactions survey shows 80% satisfaction with school facilities • Students take ownership of their environment (<i>Student artwork and student designed, and planted gardens are displayed throughout the school environment</i>) 	<ul style="list-style-type: none"> • A place that students feel safe, valued, and have a sense of ownership. • The physical appearance of the school is improved both internally and externally. • Students, staff, and community express satisfaction with the school environment. • The community see Manurewa South School as a positive aspect of the community.

Annual Aims:

- Developing a school culture of inclusion, ownership, and high expectation.

Baseline Data:

A great deal of work went in to landscaping areas around the school. It is still seen as a priority to continue to up-date the remaining unplanted garden areas, develop new signage & develop play areas further collaboratively with the students.

Children show pride in their school environment and look after the physical environment. The emotional environment could be improved for students by focussing on the school behaviour expectations, the teacher's consistency with expectations and the specific teaching of school expectations. Staff are yet to develop consistent approaches to teaching behaviour expectations, what these are and the school wide consistency in addressing these is a priority. The school has introduced several school positive reward systems – “Keeping it REAL” Real Dollars. Through ‘Values’ base programme hopefully this will continue to support the school's values around R-Respect, E-Excellence, A-Attitude, and L-Lifelong Learning (REAL). Explore other forms of PLD eg: Mindfulness, Growth Mindsets.

Actions to achieve targets	Led by	Budget/FTTE	Timeframe
1) Continue to grow the PB4L team covering teaching staff, administration staff, support staff & BOT representation.	Karen		Ongoing
2) Review PB4L processes and procedures and align these with current behaviour practice/strategies.	Staff		TOD
3) Attend all PB4L Cluster PLD and fully engage in the development and implementation of improving school culture using the framework of PB4L.	Staff		Term 1 - 4
4) Develop a teaching overview to specifically target the teaching of school behaviour expectations. (Continue to implement the cyclical teaching plan for the school values).	PB4L Team		Terms 1 - 4
5) Ownership of school environment - Plan teaching and learning units to incorporate student involvement in developing the school environment especially around the arts.	PB4L Team		Terms 1 - 4
6) Continue to grow student leaders' group to focus on the preferences and needs of students. Elect a 'Head Boy & Girl' and School Leaders.	Principal		Ongoing
7) Involve outside specialists in the development plan – landscape designers, sign writers, playground specialists	Principal		Term 3
8) Make budget provisions for development of the environment eg: Gardens	BOT		Ongoing
9) Work with the MOE on 5YP developments eg: Permanent Satellite classes	BOT		Ongoing
10) Look at a new painting contractor.	BOT		Term 4

Strategic Priority FIVE

Implement the Achievement Challenges of our Kaahui Ako – AC1 (Cultural Diversity), AC2 (Transition) and AC3 (S.T.E.A.M)

Strategies	Measurements	What it will look like
<ul style="list-style-type: none"> ● Support and design existing systems that will help Kaahui Ako meet its achievement plan (AC1) ● Build on whanau and community involvement and engagement to help sustain cultural identity in our kura (AC1) ● Sustain cultural identity through increasing staff involvement and engagement in our kura (AC1) ● Investigate and implement further initiatives that will support students in the transition process (AC2) ● Improve teacher knowledge and capabilities of best practice to engage students effectively in class (AC2) ● Develop a shared understanding of STEAM and Integrated Learning based (AC3) ● Improve staff confidence in offering STEAM and Integrated Learning opportunities (AC3) 	<ul style="list-style-type: none"> ● Initiate and maintain a 'Cultural Focus' group within our kura to ensure MAP/PAP needs are being addressed. ● Establish meetings with whanau and the wider community to develop and sustain current cultural initiatives and meaningful experiences. ● Provide regular opportunities for students to visit our kura and class. ● Establish positive working relationships between student, parent, teacher. ● Make curriculum connections and help whanau to understand what S.T.E.A.M really means. ● Provide staff with PLD opportunity to understand and open their minds in regard to what S.T.E.A.M is. 	<ul style="list-style-type: none"> ● Students, staff feel that their culture/beliefs are woven through all aspects of school life. ● Whanau feel supported and are involved in cultural events, experiences. ● Transitions for ECE to kura and from kura to Intermediate is seamless and students know what is expected of them. ● Teachers are using S.T.E.A.M as a vehicle for learning integrating across curriculum with students taking a lead role in this learning. ● Staff are confident in leading S.T.E.A.M across all levels.

Annual Aims:

- AC1 – Improve achievement through the development and sustainment of cultural identity.
- AC2 – Improve achievement by increasing students and whanau engagement through effective transition across our Kaahui Ako.
- AC3 – Improve achievement by developing and strengthening an integrated approach to learning through the application of S.T.E.A.M

Baseline Data:

AC1 - A strong cultural identity is essential to a child's mental health and wellbeing. For students from indigenous and minority ethnic groups the development of a cohesive cultural identity is severely challenged in the school environment when your norms and values are not those of the dominant culture. Culturally sustaining pedagogy is also critical pedagogy. Together, these pedagogies and practice are counter-hegemonic. They challenge the individual and structural racism that Maori and minoritised children face in school (see The NZSTA & Children's Commission Report, 2018). In our CoL, where the percentage of Pākehā learners is only 3.9% it is imperative that we understand cultural pluralism and cultural identity. These types of pedagogies are a way to challenge the dominant structure and systems to allow space for our children to succeed.

AC2 - Deficit thinking could be a trap easily fallen for on the search for evidence and understanding of the issues that lie at the heart of a lot of the academic underachievement prevalent across our community. Student engagement is first indicated by attendance. Getting students through the door is our first priority. We can have no influence if they are not with us hence this will be our first and foremost key indicator. Having considered attendance, providing a connected curriculum with clear learning pathways based on progressions that are universally understood by those delivering the curriculum as well as those receiving it is a major focus for the Kaahui Ako. When considering student engagement whānau engagement is indelibly linked. Giving parents purposeful, practical, and partnership-based opportunities to engage with kura that move beyond the 'open door policy' rhetoric is what we want to achieve. We cannot deny parents *want* to be more involved: Understanding how this links with transition processes could be misconstrued as tenuous. But, when considering research and the effects of coming from a predominantly low socio-economic background and the myriad of associated variables the three facets of this challenge; student engagement, whānau engagement and transition processes, are strongly linked.

AC3 - Our students face an unknown future where innovation, critical thinking, collaboration, and problem solving is a key to unlocking their aspirations and local and global prosperity. We wish our students to be confident, connected, actively involved lifelong learners. The NZC and TmoA provide the mandate for this future-focused learning to occur. By utilising STEAM principles in delivering the curriculum, Te Kaahui Ako o Manurewa will teach students to be creative, critical thinkers, flexible problem solvers, to explore different ideas, to recognise setbacks in learning as opportunities for discovery and to effectively communicate and work with others. Currently, we believe our students do not have the foundational knowledge that leads to success for the future, particularly where the context includes science. We believe that by building capability for STEAM through inquiry in Years 0-8, we will build skills and knowledge across these learning areas and allow our students to:

- think outside the box
- feel safe to express innovative and creative ideas
- feel comfortable doing hands-on learning
- take ownership over their learning
- work collaboratively with others
- understand the ways that science, maths, the arts, and technology work together
- become increasingly curious about the world around them and feel empowered to change it for the better.

Our ultimate aim is to develop in our students an expectation of real-world learning for secondary school and beyond.



MANUREWA KAAHUI AKO

KAAPEHU
2018 - 2020

VISION
Whaia te ara rangatira
'Follow the course to be great'

TO ACHIEVE OUR VISION WE WILL DO SO BY BEING:

- Collegial
- Committed
- Culturally aware, responsive and intelligent
- Focussed
- On fire and energised
- Passionate
- Responsible
- Sociallv
- Creative
- Enthusiastic
- Innovative
- Relational
- Self-confident
- Strong &

WHO ARE WE?

Homai Primary
Manurewa South
Manurewa High
Manurewa Intermediate
Rowandale Primary
Wiri Central
Manukau Institute of Technology
ECEs...

Manurewa Kaahui Ako comprises six schools (one high school, one intermediate, three contributing primary schools, one full primary), one tertiary institute and ... ECEs. All schools are low decile, urban and very multicultural.

OUR VALUES

- Manaakitanga: Leading with moral purpose
- Pono: Having self-belief
- Ako: Being a learner
- Awhinatanga: Guiding and supporting

ACHIEVEMENT CHALLENGES

Process Challenge

Quality Teaching and Learning

The central professional challenge for teachers is to manage simultaneously the complexity of learning needs of diverse students.

(Quality Teaching for Diverse Students in Schooling: BES, 2003)

Achievement Challenge 1:

To improve achievement through the development and sustaining of cultural identity.

Achievement Challenge 2:

To improve achievement by increasing student and whaanau engagement through effective transition across Te Kaahui Ako o Manurewa..

Achievement Challenge 3:

To improve achievement by developing an integrated approach to learning through the application of S.T.E.A.M.

Achievement Challenge One



To improve achievement through the development and sustainment of cultural identity.

Shared Description - a shared definition of what the achievement challenge means.

In order for our learners to enjoy and achieve educational success, all educators (or leaders/teams) across Te Kaahui Ako o Manurewa must create a climate where learners are comfortable in their cultural identity - we must also build a culturally sustaining practice that facilitates identity development. "It is important that teachers understand their own distinctiveness, identity, and culture in deep and meaningful ways in order to genuinely engage and respond to the distinctive identities, languages, and cultures of others. The ability to reflect on the beliefs and ideas that are held within one's' own culture will enable teachers to recognise their inbuilt assumptions." (Tapasā, 2018)

Cultural Identity - refers specifically to a students' right to expect that their schools will **sustain**, and **further develop** their primary cultural identity to empower them to first understand the importance of who they are, then to interact effectively with other ethnic groups.

Cultural identity is fluid. It evolves with students' positive engagement in cultural environments and learning experiences which are intentionally and authentically embedded in teacher and Kaahui Ako pedagogy and practice.

This Kaahui Ako provides teacher PL to support the necessary pedagogical change to develop cultural identity.

Rationale - a narrative around why

A strong cultural identity is essential to a child's mental health and wellbeing. For students from indigenous and minority ethnic groups the development of a cohesive cultural identity is severely challenged in the school environment when your norms and values are not those of the dominant culture.

"Culturally sustaining pedagogy seeks to perpetuate and foster - to sustain - linguistic, literate, and cultural pluralism as part of the democratic project of schooling." (Paris. D, 2012)

Culturally sustaining pedagogy is also critical pedagogy. Together, these pedagogies and practice are counter hegemonic. They challenge the individual and structural racism that Māori and minoritised children face in school (see The NZSTA & Children's Commission Report, 2018). In our Kaahui Ako, where the percentage of Pākehā learners is only 3.9% it is imperative that we understand cultural pluralism and cultural identity.

These types of pedagogies are a way to challenge the dominant structure and systems to allow space for our children to succeed.

'We know Māori students do much better when education reflects and values their identity, language, and culture, and this is a central focus . . . Underpinning this are two critical factors that must also exist for Māori students to excel and reach their full potential:

- *Quality provision, leadership, teaching and learning, supported by effective governance.*
- *Strong engagement and contribution from parents, whānau, hapū, iwi, Māori organisations, communities, and businesses (Ka Hikitia, 2013-2017)*

Targets

By the end of 2019, we want 75% of our learners across Te Kaahui Ako O Manurewa enjoying and achieving educational success by:

- Designing a curriculum that values cultural identity as defined by whānau, community and students. This will enable learners to:
 - Be knowledgeable, relate to and value the unique place of Māori and Te Ao Māori.
 - Develop cultural identity.
 - Be respectful, engage with, inquire into and be aware of other cultures and global issues.
 - Be biliterate and/or multiliterate.
- Developing a set of cultural indicators across Te Kaahui Ako o Manurewa which enable:
 - Learners to perform similarly or better (as evidenced in progress against various standardised assessments and qualification achieved).
 - Learners to make a *useful rate of accelerated progress* relative to (a) curriculum expectations and, if data are available, (b) the usual rate of progress for the most relevant comparison group.
 - Learners have access to the opportunities they want at the next level in their education (or work), including transient learners and those with special needs, in accordance with their abilities and potential.
- Using the set of cultural indicators to report back to whānau by:
 - Developing data collection capability within student management systems.
 - Reviewing and aligning the way Te Kaahui Ako o Manurewa schools report to whānau.
 - Include data on cultural indicators in school reporting systems.
 - Use the analysis of this data to inform curriculum design.

All of this will be considered through the lens of traditional and non-traditional data sets to compare achievement rates. This will allow equitable comparisons to accelerate achievement for all students.

For example, Waikato Tainui Māori students to be performing as well in our Kaahui Ako o Manurewa schools compared to those Waikato Tainui students in kura kaupapa schools (use kawenata partnership to support data here).

Monitoring - how will we monitor achievement challenge progress

- Achievement data in reading, writing and maths across the curriculum (to include science, Arts etc...)
- Teaching as Inquiry
- Student / Teacher / whānau voice/data (shift in voices data to show more agentic and less deficit voice)
- Analysis of voices
- Student / Teacher / whānau voices
- Moving forward comparing Māori with Māori or Māori with other minority groups (Tainui etc) or Māori with other indigenous groups (Aboriginal, First Nation etc).
- Cultural Indicators once developed

Achievement Challenge Two



To improve achievement by increasing student and whānau engagement through effective transition across Te Kaahui Ako O Manurewa.

Shared Description - a shared definition of what the achievement challenge means.

Our definition of engagement lies in our understanding of partnership - ubiquitous power sharing when planning, making decisions and delivering:

- **Student engagement** lies in understanding the perspectives of our akonga, their diverse strengths and needs, the challenges they encounter and what makes them want to learn. Where students are concerned, the notions of emotional, behavioural, and cognitive engagement lie at the centre.
- **whānau engagement** is inseparable when considering student engagement - 'While enabling Māori education success is influenced by a number of things, eg, a student's health, wellbeing, expectations, special education needs or their actual motivation to learn, at the centre is the strongest influence of them all – whānau.' (He Piringa whānau – effective engagement with whānau, Ministry of Education, 2014). whānau engagement is any in-school or in-community collaboration, cooperation or communication regarding programme development, student wellbeing or achievement, strategic planning, or community event.
- **Transition practices** are the pathways students may take through Kaahui Ako o Manurewa and any school action taken to induct students from one class into another or from one school/kura into another. These actions range from the passing on of information, considerations made for students social and emotional adjustments to a new environment, communication between prior school and whānau, communication and passing on of information from outside agencies and continued support they may be providing, in-school practices made to account for settling in and just getting to know 'the place'.

Rationale - a narrative around why

Deficit thinking could be a trap easily fallen for on the search for evidence and understanding of the issues that lie at the heart of a lot of the academic underachievement prevalent across our community.

As can be seen by our academic achievement baseline evidence it would be easy to identify reading, writing and mathematics targets and set academic underachievement as challenges but to get to the heart of the matter we must go deeper.

Student engagement is first indicated by attendance. Getting students through the door is our first priority. We can have no influence if they are not with us hence this will be our first and foremost key indicator.

Having considered attendance, providing a connected curriculum with clear learning pathways based on progressions that are universally understood by those

delivering the curriculum as well as those receiving it is a major focus for the Kaahui Ako.

When considering student engagement whānau engagement is indelibly linked. Giving parents purposeful, practical, and partnership-based opportunities to engage with kura that move beyond the 'open door policy' rhetoric is what we want to achieve. We cannot deny parents *want* to be more involved:

I feel I could know more. I'm not here every day - but if you're involved you can see a part of it and you can be more involved. (parent voice)

Understanding how this links with transition processes could be misconstrued as tenuous. But, when considering research and the effects of coming from a predominantly low socio-economic background and the myriad of associated variables the three facets of this challenge; student engagement, whānau engagement and transition processes, are strongly linked.

The Complexity of Community and Family Influences on Children's Achievement in New Zealand: BES refer to a multitude of high impact variables that contribute to student underachievement.

The recommended interventions 'depend for their success on families being treated with dignity and respect, on the programmes adding to family practices (not undermining them), on structured, specific suggestions rather than general advice, and on supportive group opportunities as well as opportunities for one-to-one contact (especially informal contact).' The Complexity of Community and Family Influences on Children's Achievement in New Zealand: BES, 2003
Our priority is to strengthen the Kaahui Ako first by understanding the effect of transition, by reducing the impact of transiency on students and providing a consistent pathway which provides purpose and in turn engagement for both students and whānau.

The effects of transition cannot be underestimated. McGee et al (2003) found national and international research evidence strongly suggesting that:

- students experiencing difficulties at primary school are most vulnerable at major transition points, and are likely to continue a pattern of underachievement after transition;
- variation (from very high achievers by international standards to those who perform below international means) in achievement within New Zealand has grown considerably;

Confirming this is the Ministry's position on the importance of considering transitions in a study undertaken in 2010 - 'As well as acknowledging the importance of orientation activities and other short-term transition measures, study participants talked about the even weightier matter of how to ensure that students gain a sense of a 'pathway' through their schooling and remain committed and motivated to learn: in other words, that they will maintain an ongoing sense of the relevance of schooling to their lives.' Ministry of Education, 2010

Underpinning all of this is the ability for all major stakeholders to understand the connections between all major curricula transitions across Te Kaahui Ako and the flexibility with which we can apply them to best fit the child.

Targets

Student Engagement

Community Wide

- Meet individual school's attendance targets aiming for a Kaahui Ako wide average rate of 90% by 2019 → 95% by 2020.
- Develop a Kaahui Ako wide 'Graduate Profile'.
- Using the Coherent Pathways Tool develop a common set of indicators to provide clear learning pathways across all major transitions within and across

schools.

Cohort Specific

ECE to Primary

- In collaboration with contributing ECEs develop a set of indicators drawn from the Coherent Pathways Tool to enable seamless transition from ECE to junior primary.

Year 6 → Year 7

- Decrease the percentage of year 7 students whose attendance averages fall when they get to intermediate from 37% → 25% by the end of 2019 aiming for 20% by 2020.

Year 8 → Year 9

- Decrease the percentage year 9 students whose attendance averages fall when they get to highschool from 51.4% → 45% by the end of 2019 aiming for 25% by 2020.

Year 13 → Tertiary

- Building on and developing effective pathways to Manukau Institute of Technology and other tertiary institutes.
- Increase university entrance percentage from 32.2% in 2017 → 35% in 2018 → 45% by 2020.

Wahaanau Engagement/Transition

- Develop a collective protocol and systems for all transitions into any Kaahui Ako O Manurewa School as well as for when inducting students from outside the Kaahui Ako. These will include:
 - wahaanau engagement kaupapa
 - Data transfer and collection guidelines
 - A Kaahui Ako wide wellbeing kawa/guide for induction of new students
 - Providing time within systems and structure of schools across Kaahui Ako o Manurewa for teachers to build and develop positive relationships with wahaanau.
 - Reviewing and aligning engagement and transition processes across the Kaahui Ako o Manurewa.

Monitoring - how will we monitor achievement challenge progress etc

Attendance tracking across Kaahui Ako

Coherent Pathways Tool indicators

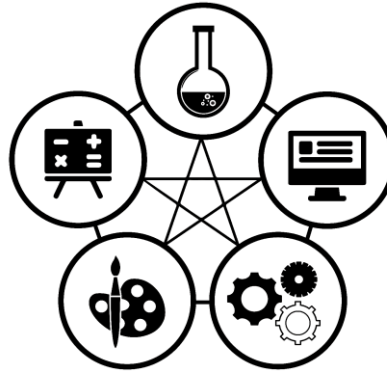
Data transfer and collection guidelines

Monitoring of implementation of wellbeing guide

Monitoring and tracking transience between schools within Kaahui Ako

Wahaanau/community data collections

Achievement Challenge Three



To improve achievement by developing and strengthening an integrated approach to learning through the application of S.T.E.A.M.

Shared Description - a shared definition of what the achievement challenge means.

Te Kaahui Ako o Manurewa understand that improved outcomes for students within the intent of the New Zealand Curriculum and Te Marautanga o Aotearoa will be achieved through meaningful learning experiences in science, technology, engineering, the arts, and mathematics.

S.T.E.A.M. is intentional integration through authentic inquiry; connecting curriculum with creativity, wonder, and innovation; and through which students solve real-world problems using hands-on learning, design thinking and real-life connections.

Our students will benefit from this through:

- Increased choices and chances for students to engage with S.T.E.A.M-related knowledge, skills, and practical experiences
- Engagement in authentic and relevant learning experiences linked to their personal interests which will provide exciting learning challenges
- Exploring design thinking, collaboration, and resilience
- Opportunities for networked and collaborative learning within and across schools and in the community
- Connections with community organisations and businesses

Rationale - a narrative around why

Our students face an unknown future where innovation, critical thinking, collaboration, and problem solving is a key to unlocking their aspirations and local and global prosperity. We wish our students to be confident, connected, actively involved lifelong learners. The NZC and TmoA provide the mandate for this future-focused learning to occur.

By utilising STEAM principles in delivering the curriculum, Te Kaahui Ako o Manurewa will teach students to be creative, critical thinkers, flexible problem solvers, to explore different ideas, to recognise setbacks in learning as opportunities for discovery and to effectively communicate and work with others.

Currently, we believe our students do not have the foundational knowledge that leads to success for the future, particularly where the context includes science.

None of the five schools with Year 0-8 students collect science data and we are not yet able to reliably assess student progress and achievement. All these schools have their own student inquiry processes.

When our students move to high school, data show that priority learners underperform in science across all levels. The high school science department note that for Year 9 & 10 students topics need to be made more relevant to students' lives, that they should have the chance to work on projects for social change, involve more practical tasks and look forward to increased independent learning. In the senior school, there are high pass rates for internal assessments but low pass rates for externals. Recommendations include more practical experiences, a differentiated scheme, and plans to increase teaching for the literacy demands. In addition, there are plans to ensure that curriculum backward mapping leads to senior science concepts.

We believe that by building capability for STEAM through inquiry in Years 0-8, we will build skills and knowledge across these learning areas and allow our students to:

- think outside the box
- feel safe to express innovative and creative ideas
- feel comfortable doing hands-on learning
- take ownership over their learning
- work collaboratively with others
- understand the ways that science, maths, the arts, and technology work together
- become increasingly curious about the world around them and feel empowered to change it for the better.

Our ultimate aim is to develop in our students an expectation of real-world learning for secondary school and beyond.

Targets - numerical and/or 'end picture' and/or Coherent Pathways indicators

Success will be measured by the establishment of a learning process and the assessment of students engage with it, common planning process with common language across Te Kaahui Ako o Manurewa.

- All Kaahui Ako o Manurewa schools will be engaged in STEAM inquiries by the end of 2019 and 60% or more by the end of 2020

Success in S.T.E.A.M-related projects/learning will be measured:

- A year 0-13 rubric based on Key Competencies as a guide to the pathway through schooling in our area. This rubric will allow for flexibility and will account for multiple learning paths and project variation and will be developed by the end of 2019.
- The rubrics will be designed to measure capabilities of:
 - Thinking
 - Relating to others
 - Using language, symbols, and text
 - Managing self
 - Participating and contributing

Success in the implementation of target areas within S.T.E.A.M:

- Science:
 - By the end of 2019 all Y0-8 schools will have baseline science achievement data for each year level assessed against the New Zealand Curriculum or Te Marautanga o Aotearoa

- Year 9-10 data against NZC levels: 70% of students will achieve expected science curriculum levels for science-based inquiries
- NCEA: by the end of 2020 there will be an increase in Year 12 Maaori students taking senior science courses from 15 % of Year 12 students to 40%
- NCEA:
- by the end of 2020 there will be an increase in students gaining 14 credits or greater in Level 3 subjects (to use as UE approved subject) from 64% to 80%
- Technology:
 - Increase in implementation of digital technologies curriculum - Hangarau Matahiko and its achievement objectives.
- Engineering:
 - Backward mapping of what skills look like in tertiary down to year 0 and integrating these through curriculum design.
- Arts and Mathematics:
 - Reviewing and aligning current assessment systems.

Monitoring - how will we monitor achievement challenge progress etc

Achievement data

Capabilities rubrics (will include some aspects of the Coherent Pathways Tool)

Development of year 7/8 science assessment tool

Student / Teacher / voices

Link to Teaching as Inquiry (see Quality Teaching Process Challenge)